



School of Rehabilitation Sciences
STUDENT HANDBOOK
for Doctoral Programs
2026-2027

Doctor of Occupational Therapy
Doctor of Physical Therapy

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Part I: Overview

Welcome

Welcome to the University of the Incarnate Word (UIW) School of Rehabilitation Sciences (SRS) which includes the Doctor of Occupational Therapy (OTD), the Doctor of Physical Therapy (DPT), and the Master of Science in Athletic Training (MSAT) programs. We are proud to have you as a student and are excited that you have decided to further your education at UIW. We are confident that you will embrace the mission of the School and its programs and develop to become leaders in healthcare and change agents in the community. We are committed to your success as you navigate and progress through the high demands of academic and clinical learning.

As you have questions, become stressed, or just need someone to speak with, please know that faculty, staff, and administrators are here to listen and help as they can. Your success is important to us. Our hope is for you to set goals and objectives for yourself to achieve optimal personal, academic, and professional growth.

Purpose of Student Handbook

This student handbook provides you with the policies and procedures specific to the School of Rehabilitation Sciences and its programs. We expect you to become familiar with the content and keep it as a reference. Not all situations can be addressed within this handbook's policies. When such situations occur, students are expected to use common sense and reasonable judgment in determining how to handle a situation.

The School of Rehabilitation Sciences reserves the right to update and amend the student handbook as deemed necessary with revisions applicable to all currently enrolled students regardless of date of admission or application. The updated version can be found on the School website under the [Student Life tab](#). Students are responsible for knowing the information, policies and procedures outlined in this handbook.

Non-Discrimination Policy

The University of the Incarnate Word complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, or disability, genetic information, gender identity or expression, veteran status, or pregnancy in either employment or the provision of services. As a Catholic institution of higher education sponsored by the Sisters of Charity of the Incarnate Word, the University of the Incarnate Word is, however, exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972. The University of the Incarnate Word is exempt from the prohibition against religious discrimination of the Civil Rights Act of 1964. In accordance with 41 CFR Chapter 60-1.5, it shall not be a violation of the equal opportunity clause required by Executive Order 11246 for the University of the Incarnate Word to establish a hiring preference for applicants of the Catholic faith. The

university reserves the right to exercise this hiring preference as required to maintain its Catholic identity.

University Mission Statement

The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and the poor. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship, encompassing research and artistic expression. Inspired by Judeo-Christian values, the University aims to educate men and women who will become concerned and enlightened citizens.

The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. It promotes life-long learning and fosters the development of the whole person. The faculty and students support one another in the search for and the communication of truth. The university is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people. The curriculum offers students an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service.

The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

University Core Values

- EDUCATION** The University aims to educate men and women who will become concerned and enlightened citizens.
- TRUTH** The faculty and students support one another in the search for and the communication of truth.
- FAITH** The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.
- SERVICE** The curriculum includes a global perspective and an emphasis on social justice and community service.
- INNOVATION** The University is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people.

School of Rehabilitation Sciences Vision

The School of Rehabilitation Sciences will:

- Be the embodiment of the growing regional, cultural, and ethnic diversity of our nation.
- Welcome historically marginalized persons to join the pursuit of the elimination of disparities in health and healthcare.
- Be inspired by faith and driven by a relentless pursuit of truth through civil discourse, scholarship and service.

The School of Rehabilitation Sciences faculty and staff will be partners in the pursuit of excellence in educating healthcare/rehabilitation professionals from recruitment, academic preparation, clinical support and lifelong service to their professions. The School of Rehabilitation Sciences graduates will be experts in their fields, sought out by employers, collaborators, patients and clients for their compassion, positive spirit and innovation.

School of Rehabilitation Sciences Mission

The School of Rehabilitation Sciences's mission is to develop high quality healthcare providers who are committed to maximizing individual function, achieving health and wellness, and serving the common good of society.

Graduate Attributes

Primary care healthcare professionals prepared to function collaboratively in diverse global environments as knowledgeable, competent, compassionate, caring, resourceful, confident, ethical and legal healthcare providers.

Accreditation and Compliance

The University of the Incarnate Word is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, doctoral and professional degrees. Questions about the accreditation of University of the Incarnate Word may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Technical Standards

Students participating in the various programs of the School of Rehabilitation Sciences are expected to be able to perform the technical standards of their respective program on a continuous basis with or without accommodation. This is to ensure the delivery of high-quality, ethical services to patients/clients. UIW wishes to ensure that access to its facilities, programs, and services are available to students with disabilities. The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008, and the Rehabilitation Act of 1973.

A list of technical standards is provided to candidates for admission during the interview process. This is to inform incoming and enrolled students of the performance abilities and characteristics necessary to successfully complete the curriculum requirements. Upon review of

these standards, candidates for admission must sign a statement acknowledging the program's requirements and their ability to meet the technical standards.

Students who, after reviewing the technical standards determine that they require accommodations to fully engage in the program, should contact [the UIW Student Disability Services](#) to confidentially discuss their accommodations needs. Their webpage has their current contact information. This office actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through their confidential and specialized disability support. This office works with students to request accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy. UIW is committed to excellence in accessibility. If the student is granted accommodations, the faculty will then work with the student to ensure that accommodations are provided. Students are expected to request accommodations on a semester-by-semester basis and in a timely manner to reasonably implement accommodations. Accommodations cannot be granted retroactively.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to participate in our program. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such a condition.

Decisions regarding reasonable accommodation are determined case-by-case, considering each student's disability-related needs, disability documentation and program requirements. While UIW will make every effort to work with students with disabilities to accommodate their disability-related needs, UIW is not required to provide accommodations that fundamentally alter or waive essential program requirements.

UIW actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. We are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations through the appropriate office.

Part II: Program Personnel

Faculty and Staff Directory

An updated directory can be found at [the SRS website](#).

Role of the Faculty Advisor

Upon matriculation into the respective programs in the School of Rehabilitation Sciences, each student will be assigned a faculty advisor. The student is expected to meet with their faculty advisor periodically throughout the course of study. At minimum, the student meets with the faculty advisor at least 1-2 times during each semester. The faculty advisor is available to discuss various matters of concern, both academic and non-academic, and may provide the student with additional resources and document conduct and responsibilities to enter the profession and student progress. The faculty advisor also serves as the student advocate in academic progress and/or disciplinary matters. Should the faculty advisor be unable to fulfill this role due to a conflict of interest or for other reasons, the student will be assigned a temporary advisor. Faculty are not permitted to provide therapeutic or counseling intervention services. Referral for additional services will be provided as needed.

Faculty and Staff Student Hours

Individual faculty student hours are posted in their course syllabi as well as communicated in Canvas. Faculty members are also available by appointment for in-person or virtual meetings. Staff are generally available during normal work hours (8:00 am – 5:00 pm Monday through Friday) and by appointment except for University holidays.

Part III: Academic Integrity and Professional Behaviors

Academic Integrity and Professional Behaviors

The School of Rehabilitation Sciences provides policies related to academic integrity and professional behaviors designed to prepare students for entering a licensed healthcare profession. These policies align with the University's and School's missions and professional codes of ethics. Patients and clients place a high level of trust in healthcare providers and as such, students are expected to demonstrate integrity, personal accountability and unquestionable ethical behavior.

Fitness to Practice (FTP) Policy and Procedures

As part of meeting the program objectives set forth in the School of Rehabilitation Sciences Student Handbook, students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is regularly evaluated through the Fitness to Practice (FTP) policy as an element of students' academic performance. The purpose of the FTP review process is to regularly monitor students' professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as an occupational therapist.

Student progress is routinely monitored and discussed during faculty meetings and in consultation with their advisor, other faculty, and staff members. At the onset of their academic program, students are directed to review these standards and seek clarification when needed.

To successfully progress through and complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding SRS standards in all settings, including classes, advising sessions, fieldwork, and all verbal and written communication, including:

- Academic standards
- Professional behavior standards (see below)
- Codes of ethics of professional associations in occupational therapy and all related national and state licensure and certification boards.
- All standards, rules, and guidelines in the general UIW Student Handbook, UIW SRS Student Handbook, and UIW PPE Handbook OR UIW OTD Fieldwork and Capstone Handbooks; including, but not limited to drug and alcohol use, criminal behavior, mental and physical health concerns, and interpersonal misconduct.

The FTP Evaluation Process:

Students' FTP competence is evaluated using the criteria described on the *Professional Behaviors Fitness to Practice Evaluation-Long Form* and documented with the *Professional Behaviors Fitness to Practice Evaluation-Short Form* and possibly with the Long Form as well.

These forms are found in the appendices. All students will be reviewed by their faculty advisor in semesters three and five, and as necessary throughout the program. Admission to the program does not guarantee fitness to remain in the program. In addition, an FTP review may be initiated on any student at any time if a faculty member, staff, course instructor, advisor, or fieldwork educator (FWE)/clinical instructor (CI) believes the student has displayed behavior which suggests the student does not possess sufficient competency in one or more FTP criteria.

Faculty should refer the matter to the Program Director or Dean/Associate Dean/Assistant Dean at any time for:

- a. Students who engage in illegal or unethical behaviors,
- b. Students who present a threat to the wellbeing of self or others, or
- c. Students do not cooperate or make sufficient progress as outlined below.

Faculty members, staff, part-time/adjunct instructors, advisors, and fieldwork educators/clinical instructor may evaluate any student according to these standards. Students will have the opportunity to participate and respond at each step of the FTP process.

Performance on the FTP standards will be rated on a scale of
0 (does not meet the criteria or is perceived as being a serious concern),
1 (needs improvement),
2 (meets expectations in this area),
3 (is perceived as being a strength) as described in the Long Form.

A rating of 2 or higher on all FTP standards will indicate competence. The FTP Evaluation then will be shared with the student and a copy placed in the student's file.

Initiating an abbreviated FTP Review Process:

A rating of 1 on any of the FTP standards will initiate the following procedure:

The student and the student's advisor will be contacted by the Program Director and/or Assistant Dean of Academic Success and Student Affairs to schedule a meeting to review the *FTP Evaluation Short Form* and corresponding section of the *Long Form*. If the student's advisor is unavailable, the meeting may be held with just the student and the person (other faculty, staff, FEW/CI, etc.) initiating the FTP process. The student has three business days to respond to the request for a meeting. If the student does *not* respond by the close of business on the third business day, the matter will proceed as a **full** FTP remediation process, below.

At the meeting, the person initiating the process will review the *FTP Evaluation Short Form* and corresponding section of the *Long Form* and counsel the student on ways to strengthen that area. The reviewer will document on the *Next Steps* page (included as part of the *Long Form* document) that the student was counseled, and all parties will sign. All original documentation will be given to the Assistant Dean and copies will be given to the student.

Initiating a full FTP Review Process:

A rating of 0 on any of the FTP standards, **OR** a repeated rating of 1 in a given standard, will initiate the following procedure:

1. The student and the student's advisor will be contacted to schedule a meeting to review the *Professional Behaviors Fitness to Practice Evaluation-Short Form* and corresponding section of the *Professional Behaviors Fitness to Practice Evaluation-Long Form*. If the student's advisor is unavailable, the meeting may be held with just the student and the person (other faculty, staff, FWE/CI, etc.) initiating the FTP process. The student has three business days to respond to the request for a meeting. If the student does not respond by the close of business on the third business day, the matter will proceed to Step 3 below.

2. At the meeting, the person initiating the process will review the *Professional Behaviors Fitness to Practice Evaluation-Short Form* and corresponding section of the *Long Form* with the student and will discuss a remediation plan, in collaboration with the advisor. The reviewer will document on the Next Steps page (included as part of the Long Form document) what was discussed in the meeting and what steps are to follow. Within five business days after the meeting, the faculty/staff who initiated the process will provide a final copy of the remediation plan (incorporating any changes agreed upon at the meeting) to the student and the student's advisor for review and signature. The student will have an additional three business days to review, sign, and return the remediation plan. Failure of the student to sign and/or return the remediation plan by the close of business on the third day will not delay the process and may be considered during the fitness to practice process. The remediation plan may include but is not limited to:

- a. Specific competency(ies) from the FTP Evaluation Long Form which require(s) remediation,
- b. Specific recommendations to achieve remediation,
- c. Specific requirements to demonstrate remediation efforts have been successful, and
- d. A specific deadline for subsequent monitoring to evaluate progress.

Depending on the severity of the concerns, the faculty/staff member may recommend that the student receive a negative professional behavior citation. Receipt of such automatically results in the student being placed on non-academic probation.

Both the student and the issuing faculty may retain copies of the signed FTP Evaluation Short Form, corresponding section of the Long Form, Next Steps, and remediation plan and copies will be placed in the student's record. At any time during the remediation process, the issuing faculty member may refer the student to the Dean or designee for an administrative hearing (informal resolution) or recommend that the student meet with the Professional Conduct Committee.

3. The matter will be referred to the Dean or designee or the Professional Conduct Committee if:

- a. The FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or violated the UIW Student Code of Conduct or the UIW SRS Student Handbook,
- b. A student fails to respond to the issuing faculty's request to schedule a meeting to review the FTP Evaluation,
- c. A student fails to show reasonable progress in the remediation plan, or
- d. A student receives more than one FTP Evaluation rated 0, or more than two scores of 1 in a given standard, during his or her Program of Study.

Professional Behaviors

It is expected that all students demonstrate behaviors consistent with those of a healthcare professional. This is demonstrated by:

- Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
- Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
- Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
- Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the profession.
- Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

- **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
- **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for self, patient/clients and their families, members of the health care team and in work/life scenarios.
- **Commitment to Learning** – The ability to self-assess, self-correct and self-direct learning to identify needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

All UIW SRS students will be expected to:

- Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others and acceptance of personal and corporate responsibility for coursework.
- Show respect for facilities and equipment in the School of Rehabilitation Sciences and in the clinical education setting.
- Present self in an appropriate personal appearance in classrooms, laboratories and fieldwork settings and at public meetings where their identity as occupational therapy students is apparent. Please refer to the Appearance Code for details.
- Strive to incorporate the University values of service to others, importance of family life, the inalienable worth of each individual and the appreciation of cultural and ethnic diversity into their professional efforts. The course environment should promote tolerance, mutual adjustment, and open communication to further the professional development of all individuals.

Professional behaviors are evaluated by self-assessment, peer review, instructor evaluation, *Fitness to Practice* evaluation and class participation. Written peer comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for remediation will be developed and implemented, as necessary.

Professional Behavior Citation Process

For behavior that goes above and beyond general expectations and demonstrates excellence in living out the university's mission, the student may receive a positive professional behavior citation placed in the student's file.

For serious or repeated professional misconduct, students may receive a negative professional citation which results in a non-academic probationary event. While on probation, a student is allowed to continue enrollment but is no longer in good standing. Three (3) non-academic probationary events may result in the student being dismissed from the program.

Except in cases of egregious behavior, students receiving a negative behavior citation should have previously received communication from a faculty or staff member of the concerning behavior allowing the student to correct the behavior and allow the student to understand the serious concern.

If the faculty or staff member believes a student should receive a negative behavior citation, then they should bring the concern to the Program Director or designee if he/she is not available. The Program Director with the faculty/staff member and the Assistant Dean of Academic Success and Student Affairs (or their designee) collectively will determine if the behavior warrants a negative professional behavior citation. If it is determined that the student will be issued the citation, then the Program Director and/or faculty member who brought forth the concern will write up the citation and request a meeting with the student and their academic advisor where the citation will be explained to the student. At that time, the student will receive the written citation and an explanation of expected behavior. At the conclusion of the student receiving the citation, the student will be asked to sign which attests that the citation/probationary letter was explained in detail and the student understands the implications of continued undesirable behavior.

Academic Integrity

The SRS recognizes its duty to prepare students to be knowledgeable in their disciplines and educate them to possess a moral and ethical character deserving of public trust. With this responsibility in mind, students are advised that academic misconduct will be dealt with swiftly and fairly in accordance with this policy.

The SRS is strongly committed to the nurturing of academic excellence. The SRS expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at the SRS.

Forms of Academic Dishonesty

The following is a list of common forms of academic dishonesty. This is not an exclusive list and the ultimate decision of whether an action or inaction constitutes academic dishonesty will be determined at the sole discretion of the SRS Dean.

- Cheating – Fraudulent or deceitful work on tests, examinations, or other class or laboratory work.

- Plagiarism - Appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. It is the students' responsibility to ensure that they fully understand what plagiarism is and how they can avoid it.

Generative Artificial Intelligence- Submission of content generated wholly or substantially by artificial intelligence as original student work, without authorization and appropriate disclosure, constitutes academic dishonesty.

- Counterfeit Work – Including turning in as one's own, work which was created, researched, or produced by someone else or an artificial intelligence software program.
- Falsification of Academic Records – Knowingly and improperly changing grades or other information on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – The turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- Theft – Unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion – unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – Intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Questions used for exams are not released to students. Copying, memorizing, accessing and/or storing questions from exams of the current or previous academic years constitute academic misconduct plagiarism and/or cheating.

Violations of the Academic Integrity and Professional Behaviors Policies

Any member of the UIW community, including students, may bring a complaint against any student for alleged violations of the Academic Integrity and Professional Behaviors policies by contacting the Assistant Dean for Academic Success and Student Affairs.

Students who fail to comply with the Academic Integrity and Professional Behaviors Policies may be subject to disciplinary action utilizing the procedures outlined below.

Step 1: The Assistant Dean for Academic Success and Student Affairs will review the complaint and notify the applicable Program Director. The Program Director or Assistant Dean for Academic Success and Student Affairs may request to meet with the individual making the complaint to gather relevant information or additional detail. Then, the Program Director or Assistant Dean for Academic Success and Student Affairs will meet with the individual alleged to have violated the policy to review the complaint. If the Program Director or Assistant Dean for Academic Success and Student Affairs determines there is no basis for the allegation, no further action will be taken, and the complaint will be dismissed. If there is a basis for the allegation, the Program Director and the Assistant Dean for Academic Success and Student Affairs will collaborate to recommend appropriate sanctions that they deem appropriate in their discretion. If the student(s) under investigation accepts the recommended sanctions, then the decision will be final with no subsequent proceedings. This is known as an informal investigation.

Step 2: If the complaint cannot be disposed of in a manner mutually acceptable to all parties through Step 1 or, if in the discretion of the Assistant Dean for Academic Success and Student Affairs, and after consultation with the applicable Program Director, the complaint will be

referred to the Professional Conduct Committee (PCC), a body made up of 1 faculty member from each program housed within the School of Rehabilitation Sciences and chaired by the Associate Dean for Academic Affairs, or his or her designee. In the event a complaint is referred to the PCC, the Assistant Dean for Academic Success and Student Affairs will contact the student within five (5) business days advising of the referral, the applicable policies and procedures, and to coordinate scheduling.

- a. The PCC, on receipt of the referral, will review and gather information necessary to evaluate the merits of the complaint. The student will have the opportunity to provide a written statement to the PCC, and the PCC may request information from other individuals or the person that made the initial complaint.
- b. Once the PCC has gathered and reviewed the appropriate information, a meeting will be scheduled between the PCC and the student to answer questions, at which time the student may also elect to make a statement.
- c. Following the meeting, the PCC will deliberate and issue a decision within five (5) business days on whether the student violated policy. The student will not be present during the deliberations. The PCC will notify the student, the applicable Program Director, and the Assistant Dean for Academic Success and Student Affairs, of its decision.
- d. In the event the PCC finds a policy violation, the PCC will also issue sanctions at the time the notice described above is provided to the student. The PCC may uphold the original sanctions recommended in Step 1, if any, or may recommend a new set of sanctions.
- e. The decision of the PCC is final unless the student believes that the procedure was not conducted in accordance with this policy. A student may not appeal the PCC's decision because of its finding or recommended sanctions.

Step 3: If the student believes that the procedure was not conducted in accordance with this policy, the student may appeal to the Dean of the School of Rehabilitation Sciences.

- a. The Dean will review all information related to the student's complaint that the procedure was not conducted in accordance with this policy. If the Dean decides the policy was followed, the decision of the PCC will be upheld.
- b. If the Dean determines the policy was not followed, he or she will review the full complaint file, and may request to speak with the student or other applicable person(s) involved in the underlying complaint.
- c. The Dean will then make a determination as to the merit of the complaint and may, in his or her sole discretion, uphold previously issued sanctions, impose new sanctions, or dismiss the case.
- d. The decision of the Dean is final and there is no option to appeal further.

In egregious situations where a student or patient is at risk, or put at risk, in the sole discretion of the Assistant Dean of Academic Success and Student Affairs, the SRS may deviate from the above referenced procedure and escalate the matter to Step 2 or Step 3, where appropriate. In

this instance, the Assistant Dean for Academic Success and Student Affairs will notify the student in writing of the escalation and advise of the path forward for resolving the complaint. Moreover, a student may be suspended, dismissed or refused readmission if circumstances of a legal, moral, health or safety nature are considered to justify such action.

Part IV: Academic Policies

Attendance

A. Student Attendance Intent and Expectations

- SRS students are expected to participate in the respective program curriculum.
- The UIW SRS programs prepare students to be members of their profession. As professionals in training, student success is attained collectively with peers and through shared accountability. To know and be known requires one to be fully engaged in class and group work.
- Teamwork is an essential component among the health professions. Both attendance and participation are required to facilitate a culture of collaboration and teamwork. Negative patient outcomes can occur when a provider has unplanned absences from the practice setting.
- Diversity is essential for excellence in SRS education. Diversity facilitates different perspectives and enhances decision making but can only do so when people with diverse backgrounds have contact with one another.
- In-person attendance and engagement is expected for all class and required activities. For these activities, similar to attending scheduled clinic experiences, it is the SRS students' professional responsibility to participate. Illness and physical injury may occur as a student in the program, and the policy below allows them to miss one week of class without grade reduction.
- If a student is absent, it is the student's responsibility to meet with a classmate to obtain materials and information that is missed. Students are encouraged to connect with faculty for clarity on content missed.

B. Attendance and Grade Reduction for Excessive Absences

The literature is clear: engaged class in-person attendance and participation are correlated with academic success. Also, as described above, a professional expectation of a healthcare professional is engaged participation as a member of a team. For these reasons, the UIW SRS programs require regular class in-person attendance. (note that all references to attendance in the Absence Policy refers to in-person attendance).

The UIW SRS Programs maintain the following per semester grade reduction policy for students registered for on-campus in-person coursework. [For the Fieldwork attendance policy, see the Fieldwork manual]. For the Professional Practice Education (PPE) attendance policy, see the PPE manual]:

- Regardless of the reason, students are allowed one absence from their scheduled class that meets synchronously once a week, and two absences from their scheduled class that meets synchronously twice a week. There will be no course grade reduction for these absences, however, a makeup option may not exist for in-class graded activities.
- Regardless of the reason, each additional absence will result in a 1% reduction in the student's final course grade with a maximum of 10% reduction.
- To receive credit for completion of a course, a student must attend at least 75% of the scheduled class sessions. Absences that exceed 25% of scheduled class sessions will result in assignment of an F for the course and an administrative withdrawal (see section E).

- Each course syllabus will clearly state the attendance policy and specifically state the number of absences that will result in a grade reduction.
- The Program Director and/or course instructor may authorize a student to be absent from class for a programmatic reason [a rare case that would be planned in advance] without it counting as an absence.

C. Virtual Attendance:

Attending virtually for a planned in-person class is classified as an absence. Faculty do not want to withhold students from obtaining information from a classroom session, and may allow students to connect to class virtually. However, approval from the faculty instructor of record for an individual course must be obtained prior to the virtual attendance of an in-person class. The reason for approval prior to class is that due to the class structure or sensitive nature of the discussion, attending virtually may be a disruption to the learning environment. If a student is approved to attend virtually, they need to clarify with the instructor on the preferred way to virtually attend. To allow enough time for approval consideration, the student's request should be submitted to the faculty instructor of record as early as possible. Without approval prior to class, the student may receive a professional behavior citation.

D. Tardies

Two tardies will count as one absence. Students who leave class early or for a quarter or more of the allotted class time and return may be counted as tardy.

E. Excessive Absences Resulting in Withdrawal

There may be situations where a student may need to miss an extended period and request a Leave of Absence. Students are encouraged to see the Leave of Absence section of the handbook and speak with the Assistant Dean of Academic Success and Student Affairs.

If a student misses greater than 25% of their course's scheduled class sessions without an approved leave of absence, the student will be administratively withdrawn as a student in the respective SRS program as they have met the grounds for dismissal. No refund will be issued for a withdrawal related to this policy. A student withdrawn for excessive absences will be required to meet with the Assistant Dean of Academic Success and Student Affairs and/or the Program Director.

Appearance Code

School Appearance Code

During normal operating hours of the SRS and Clinic, students are required to present themselves in a neat, clean, and well-groomed manner as a healthcare professional and in the clinic. Footwear is mandatory and flip-flops are not acceptable in the classroom or laboratory. Students are expected to use good judgment in selecting their attire for class. Jewelry should be conservative, and heavy perfumes and/or aftershaves should be avoided. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered, or removed. Nails will be kept short to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Fingernails should not extend beyond the length

of fingertips and artificial nails are not allowed. Please refer to Laboratory and clinical education dress codes for specific lab and clinic requirements. University-issued ID must be worn at all times and be visible above the waist. The ID also serves as the student's key to enter the building.

Students are expected to be in professional attire at ALL times when in the SRS. This means changing clothes, if necessary, after lab courses. It is the student's responsibility to look at course schedules and be prepared for proper dress.

Appropriate attire includes scrubs, slacks, or capris (no denim or shorter than mid-calf or leggings), dress or skirts (no shorter than 2 inches above the knee) and either a collared or professional style shirt (tie optional) with appropriate coverage.

The School does allow for Casual Fridays related to the appearance code. Students, faculty and staff may dress casually within the following parameters. Jeans can be worn but should not be faded, ripped, overly tight or with frayed hems. Tops should still be professional in nature. Collared shirts are allowed. T-shirts are not allowed. Exceptions to Casual Fridays may occur in the event of special guests or an activity that requires more professional attire.

Hairstyles should be clean and well kept. Facial hair must be clean and well-trimmed. Hats are prohibited in all classrooms.

This list is not exhaustive, and it is impossible to continually update with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side. Students who are in violation of the dress code will be sent home and an unexcused absence will be given.

Students with active, communicable skin diseases such as athlete's foot should let their classmates and professor know so that precautions may be taken (for example, gloves can be donned before contact). If pregnant or injured, the student needs to do the same.

OTD Fieldwork Dress Code

Students should wear professional dress (as stated for SRS) unless otherwise instructed by the facility. Students may be required to purchase specific items of clothing to meet a clinical site's requirements. Some facilities require the student to wear a lab coat in addition to professional dress. Lab coats will be the financial responsibility of the student. It is a legal requirement that each student wear a name badge at all times during fieldwork. If a facility requires a facility-specific badge, the student may wear that name badge instead of the UIW name badge for that AFWC. Name badges are to be seen above the waist.

DPT Laboratory Dress Code

Students must wear loose fitting shorts and t-shirts which may be worn over sports bras, full coverage bras or swimsuit top in Patient/Client Management Class/Lab. Clothing with suggestive and inappropriate logos and slogans are not allowed in lab. Students may leave the lab to go to their lockers or to the restroom in lab attire, but due to the unprofessional nature of the lab attire, specific locations in the facility will be off limits. Students must have appropriate attire for each class. Failure to have lab attire for labs may result in the student being dismissed and not allowed to return to class until properly attired in lab clothing.

Professional Practice Education (PPE) Dress Code

Students should wear professional dress (as stated for SRS) unless otherwise instructed by the facility. Students may be required to purchase specific items of clothing to meet a clinical site's requirements and any items will be the financial responsibility of the student. It is a legal requirement that each student wear a name badge at all times during a PPE experience. If a facility requires a facility-specific badge, the student may wear that name badge instead of the UIW name badge for that PPE. Name badges are to be seen above the waist at all times.

Special Event Attire

The school may host special events that require a more formal attire than is expected on a daily basis. Such events may include, but are not limited to, professional ceremonies, awards ceremonies, and similar events. For these types of events, special event attire may be requested which would consist of a shirt and tie (jacket optional) or nice dress or skirt/ slacks with nice blouse. Students are expected to dress in a respectful manner, especially for events taking place in a religious setting.

Illness and Injury

Should a student experience a short-term illness or injury that could potentially prevent the student from performing required assignments and/or assessments as regularly scheduled and in the prescribed manner as all other students, the student is expected to contact the Instructor of Record to determine an appropriate course of action. The Instructor of Record will meet with assigned faculty members to determine available options for the student.

Options include, but are not limited to, the following:

1. Reschedule assignment or assessment to a later date within the same semester.
2. Develop temporary accommodation to allow the student to proceed without delay. Student must still be able to demonstrate competency in assignment or assessment. Any agreed upon accommodations would be considered temporary and for the duration of the short-term illness or injury.
3. Assign a grade of I (incomplete) and plan for the student to complete course requirements during the next semester. This may delay the student's graduation date.

The student may be required to provide documentation related to the illness or injury. Students experiencing a lengthier illness or injury may be counseled to take a leave of absence from the program, to meet with the Office of Student Disability Services for consideration of long-term accommodations, or to consider withdrawal from the program.

Should an injury occur while the student is engaged in class or lab activities, an Accident/Incident Report form should be completed by the student or by the instructor in whose class the incident occurred. This form can be found in the appendices. A copy of this report will be kept in the student's records.

Use of Electronic Devices

Appropriate conduct in every teaching environment in the School of Rehabilitation Sciences promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include but are not limited to ringing cell phones, text messaging, watching videos, playing computer games, doing email, instant messaging, or surfing the internet on your computer. Students who participate in disruptive behaviors will be asked to leave the classroom. Follow these simple regulations to avoid the inappropriate use of technology in the classroom:

- All cell phones must be turned off or set to vibrate mode while in class. If there is a critical health or family-related call, please inform the instructor prior to start of class. Please sit in the last row of class to avoid disturbing your classmates.
- Laptop computers, iPads, etc., are to be used for notetaking only, unless specifically addressed by the instructor of record.
- If electronic devices are improperly used, a verbal warning will be issued first, followed by a request from the instructor for the student to leave the class.

Elective Coursework

Students who wish to register for an elective offered during the same time as a course in the professional curriculum must discuss and obtain permission from the Instructor of Record of the course offered in the professional curriculum and complete an Override/Exception Form before registering for the elective course.

Auditing

Admitted students may register for lecture courses as auditors. No credit is awarded for audited courses. If a student desires credit, he or she must repeat the course and pay the regular tuition. An auditor may attend lecture classes but does not submit papers or take examinations. Auditors may participate in class discussion only upon invitation of the instructor. Audited courses are not applicable towards a degree. A course that has been audited is not part of the official academic record of the University. The following regulations apply to auditing:

- Students are not allowed to audit tutorials, labs, practical exams, AFWC/PPE, and similar courses.
- Students seeking to audit a course must obtain written approval from the instructor.
- Auditors pay full tuition for limited enrollment, private instruction, and studio courses, and will be charged 50% of regular tuition for all other courses. Auditors pay all course fees.
- Full-time students at UIW may audit one course (3 credit hours) per term free, with the exception of courses specified above. Additional audit courses are charged as described above.

Assessment Policy

Assessment of student learning is an integral part of the educational experience at the School of Rehabilitation Sciences. Assessments of all kinds will be reflective of the behavioral objectives established for each course and provide faculty and students timely feedback on levels of mastery. Assessments in each course will reflect the breadth of learning styles as possible but ultimately prepare graduates to pass the respective national certification exam and practice in a safe and effective manner. As a general guideline, greater than 40% of assessment results should be administered and reported prior to the designated last day to withdraw from a course.

Assessments include but are not limited to:

- Written Examinations
- Practical Examinations or Competencies
- Quizzes
- Projects
- Homework
- Research
- Capstone requirements
- Class participation

Scoring criteria for each assessment will be made available to students in the course syllabus or on blackboard in sufficient time for students to perform self-assessment.

Written Examinations

The primary purpose of written exams is to assess the student's comprehension, integration, and application of the course material to the respective practice in a format similar to the national certification exam where appropriate. Assessments increase in level of complexity as the student progresses through the program, culminating in integration, interpretation, and synthesis of all prior coursework. At a minimum, written examinations will be conducted at the midpoint in the semester and during the final examination week. The weight of these examinations is determined by the Instructor of Record for each course.

All written exams will be administered under the following protocol:

- Students should arrive 10 minutes prior to the exam start time to ensure that devices are in working order.
- Books, backpacks, and all electronic devices including cell phones will not be allowed in the testing room unless needed to complete the examination.
- Students should ONLY bring the following items into the exam room: computer, charger, 2 writing utensils, tissues, a beverage in a closed container, ear plugs (some will be available if a student does not have their own), a blanket (if necessary).
- Students should refrain from bringing any personal belongings into the exam room.
- No smart watches or hats allowed inside the testing room.

- Only 3 students at a time will be allowed to leave the examination room. If the student needs to step out, they are to leave their laptops at the podium (if not already 3 computers at the podium). If a student sees 3 laptops at the podium, they have to wait until someone returns before getting up from their seat to reduce distractions. Forming a bathroom line in the testing room is not allowed.
- Students should refrain from eating snacks during an exam. If a snack is needed, the student can set their laptop at the podium (if not already 3 laptops at the podium) and step out but should be mindful that their peers may be waiting for them to return.
- Accessing notes, textbooks, phones, or other devices during an exam is considered a violation of the academic integrity policy.
- If a student misses a scheduled exam without an approved excuse or prior notification and approval of the Instructor of Record, the grade will result in a zero

Final Examinations

Students must demonstrate mastery of didactic content by scoring a minimum of 70% on the Final Cumulative Exam in each course in order to progress in the curriculum. Students have two (2) attempts to take/be successful on a final exam in each course, as applicable, (unless they have exhausted the maximum allowable failed attempts). After semester one, students can fail a maximum of four (4) final exams total over the course of the curriculum. Failure on a 5th final exam would result in program dismissal (failed attempts are not accumulated until semester two). Students requiring more than one (1) attempt in multiple courses in one semester will be placed on probation. If a student would fail the course based on the overall course grade, they may choose not to retake the exam or practical. Exam/practical retakes occur after grades have been released to all students and before the appeals process takes place.

Practical Exam and Cumulative Assignments specific to OTD

Students will be required to complete and pass the practical and/or cumulative major assignments with a minimum score of 70% in each course in order to progress in the curriculum. Students have one (1) attempt to retake a practical. The original practical grade stands regardless of the score on subsequent exam.

Objective Structured Comprehensive Exam (OSCE) / Practical Exam specific to DPT

Students will be required to complete and pass the OSCE in each semester with at least a score of 75%. Details of the OSCE are in the syllabus and Canvas details of the applicable course(s). Regardless of which OSCE attempt, failure to perform the OSCE in a safe manner will result in the student being unable to receive higher than a 74% for their overall OSCE score.

First Attempt Failure

- Should a student score less than 75% on an OSCE/practical examination, he/she will be required to meet with a faculty member to receive feedback on their first attempt and take a make-up practical examination with the instructor of record or another qualified faculty member.
- The student will need to complete the entire OSCE on the retake.
- Two faculty members will grade the second attempt*.

Second Attempt Failure

- Should the student score below 75% on the second attempt, the instructor of record may assign structured remedial work (academic and/or clinical), prior to the third attempt.
- The student will need to complete the entire OSCE on the retake.
- Three faculty members will grade the third attempt.
- The student will be placed on academic probation for the following semester (regardless of the semester).
- **Semester One:** If needed, students in the first semester will be given additional attempts at passing the OSCE with remediation without failing the PCM course. Any attempts beyond the 3rd attempt in semester one will have 3 faculty graders*.
 - o **Regardless of the number of times it takes a student to pass the OSCE in semester one, the number of OSCE failures contributing to the cumulative total that leads to dismissal is “1”. This is only for semester one.
- **Semesters Two – Five:** students scoring less than 75% on a third attempt in the same semester will be given an unsatisfactory grade in the PCM course and will be dismissed from the program.

* All faculty graders will score the student’s attempt individually. The final score for the 2nd and 3rd attempts will be the average of the scores of all graders on those respective attempts.

Recurrent Unsuccessful Attempts in OSCE / Practical Exam

- After a total of four (4) unsuccessful OSCE attempts overall (cumulative over the course of the program), the student will be dismissed from the program.
- If placed on academic probation because of unsuccessful OSCE attempts, the student must meet requirements to be removed from academic probation which may include:
 1. Complete an Action Plan as defined by the student’s faculty advisor
 2. Meet regularly with the Peer Tutors as defined by the student’s faculty advisor
 3. Progress Report from Peer Tutor
 4. Write a reflection and submit to the faculty advisor on the reasons for probation and how to avoid it
 5. Achieve a GPA > or = 2.75 for the semester

Early Alert and Remediation Policy

Purpose and Philosophy

Academic remediation and early alert processes are designed to support student success through timely identification of academic difficulty, collaborative intervention, and structured support. Participation in remediation does not guarantee successful course completion or progression.

Student Responsibility and Proactive Academic Support

Students are expected to actively engage in learning and seek assistance proactively. This includes completing required readings, participating in coursework, developing effective study strategies, forming study groups, and utilizing academic success resources such as tutoring, writing support, and academic coaching. Faculty, advisors, and student success staff are available to collaborate with students to identify appropriate strategies and resources.

Early Alert and Identification of Academic Concern

Faculty may initiate an Early Alert when students demonstrate academic difficulties such as low or declining assessment performance, repeated unsuccessful assignments, difficulty integrating knowledge or skills, or unprofessional behaviors impacting academic performance. Early Alert notifications will be shared with the student's advisor, program leadership, and student success personnel to ensure coordinated support.

Academic Support Services

A Director of Academic Success is available within the SRS to provide guidance and resources related to academic success strategies. Additional resources include a Peer Tutoring program and Supplemental Learning and Practice (SLAP) labs. Workshops related to success strategies are offered periodically throughout the semesters.

Students who are identified as "at risk" due to academic or non-academic issues will be asked to meet with the Director of Academic Success and/or his/her faculty advisor to develop strategies for overcoming the at-risk behaviors.

Remediation

Informal Remediation

Informal remediation is an initial intervention to address early academic difficulty and may include required meetings with faculty, exam or skills reviews, study plans, tutoring, written reflections, or meetings with academic support personnel. Failure to engage in informal remediation may lead to formal remediation or administrative action.

Program-Specific Thresholds for Informal Remediation (Early Alert) & Formal Remediation

Tiered academic support is initiated for low or repeated assessment failures.

Tier 1 (Early Alert-first 4 weeks of the semester)

If a student scores 75% or below on one major assessment or two minor course assessments, the appropriate faculty member will notify the student, faculty advisor, and the Director of Academic Success.

- Within one week, the student will then complete the learning reflection sheet and send to their course faculty member, faculty advisor, and Director of Academic Success. Together, the student and their advisor may review academic support resources in Canvas, and/or discuss strategies for student success including how to obtain a working knowledge of the content that was not solidified. The faculty advisor may suggest or require additional support services.
 - Other helpful resources that the faculty advisor and student may identify include: the **student meeting with a peer tutor and/or instructor of record** and/or complete a behavioral health referral.

Tier 2(Early Alert-first 4 weeks of semester)

If a student scores 75% or below on at least one major assessment or two minor assessments in multiple semester courses, the student is required to meet with the faculty academic advisor and Director of Academic Success. Within one week, the student will complete the learning reflection sheet and send to their respective course faculty members, faculty advisor, and Director of Academic Success. The student will schedule a meeting with the Director of Academic Success (faculty advisor will join if able) and together, they may review the academic support resources in Canvas, and/or discuss strategies for student success including how to obtain a working knowledge of the content that was not solidified.

- The student will follow up with the Director of Academic Success and their academic advisor via email or in person and share their reflection on personal takeaways from the meeting and any applicable action steps.

With both tiered action steps, the faculty advisor and/or the Director of Academic Success shall use Navigate to communicate with the student success team.

Tier 3-Formal Remediation (Learning Contract / Learning Agreement)

Formal remediation is initiated when academic deficiencies persist or reach program-defined thresholds. A written Learning Contract or Learning Agreement will outline deficiencies, required actions, timelines, and criteria for successfully completing remediation requirements. The

contract must be acknowledged by the student and documented in the student's academic record. Failure to comply may result in probation, suspension, or dismissal.

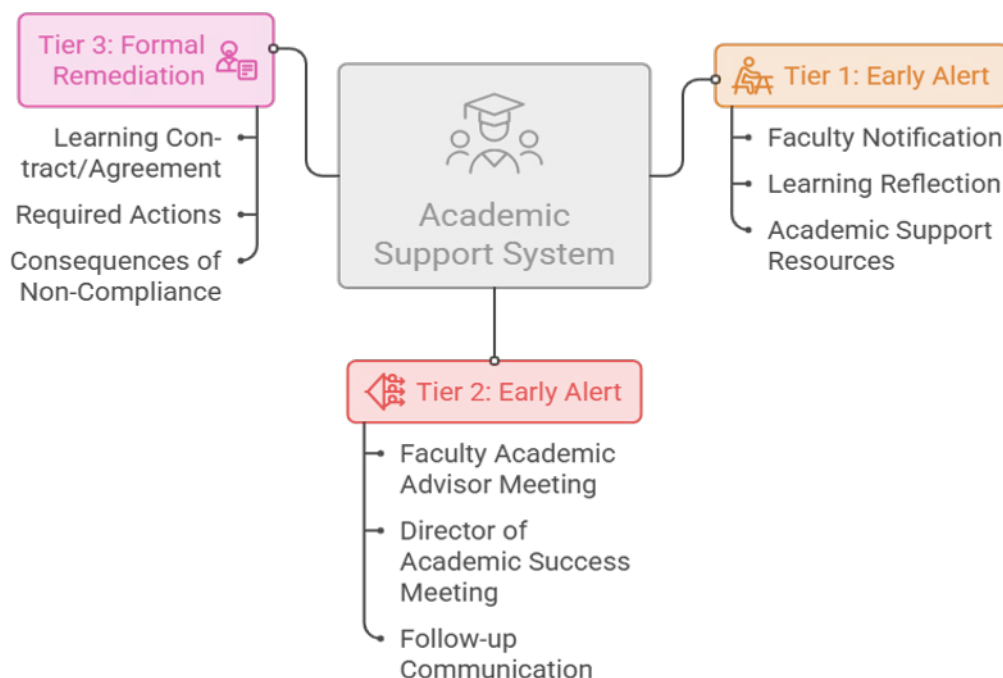
Clinical, Fieldwork, and Competency Remediation

When academic difficulty impacts clinical, fieldwork, or competency performance, remediation may include modified expectations, additional skill practice, delayed progression, and written learning agreements. Additional tuition or fees may apply. All required competencies must be met prior to progression.

Relationship to Probation and Dismissal

Remediation does not replace academic or non-academic probation policies. Failure to complete remediation or continued academic difficulty may result in probation or dismissal as outlined elsewhere in this handbook.

Academic Support System Tiers



Made with Napkin

Graphic designed by Drs. Monica Clark and Ripsimé Bledsoe

Clinical Education/Fieldwork/PPE Evaluation

If a student is found to not fully meet the minimal expectations of the clinical experience upon a thorough review of the assessment instrument, communication between the program clinical education office and the CI/SCCE/Student as applicable, etc., the Director, in consultation with at least the Program Director and the Assistant Dean for Academic Success and Student Affairs, may either place the student on probation or issue an unsatisfactory grade. The decision to be placed on probation and receive a satisfactory grade versus being issued an unsatisfactory grade depends on the severity of not meeting the expectations. The student's overall academic record will also be considered. If a student is issued an unsatisfactory grade which results in dismissal, he/she may appeal according to the appeal policy. If a student is provided the opportunity to re-take the clinical course, the student is only allowed 1 re-attempt. At no point in the clinical education sequence is a student allowed the opportunity to have more than 1 re-take for all combined clinical education experiences

A clinical education course may be repeated at a different clinical institution only with the permission of the Director/Coordinator of clinical experiences. Permission will be granted only if the experience is judged equivalent in both breadth and depth to the initial course.

Grade Appeals

Students can appeal examination questions and answers. Appeals will be taken in written format for a 48-hour period after grades have been posted or the student work returned. The appeal should include the question, the intended corrected answer, and justification of the thought process and/or copy of reference (with source) for choosing an alternate answer. Appeals should be written to justify why the alternate answer was the BEST choice, not to argue that the alternate answer was plausible as many answer options may be plausible. An appeal may be accepted or rejected by the Instructor of Record. If accepted, the student's examination grade will be adjusted upwards to reflect appropriate credit. If the appeal is rejected the student's examination grade will not be affected. Students should refer to the academic dishonesty policy when writing appeals. Students may appeal other performance assessments including final competency in the event of a failed attempt only up to three tries. The third competency trial will be judged by a minimum of 2 faculty members. Appeals for independent review of unsuccessful competency attempts must be made in writing and submitted to the Examiner within 24 hours of grades posting.

Part V: Progression, Withdrawal, and Dismissal

Grading System and Grade Point Average

The grade point average (GPA) is determined by dividing the number of grade points earned by the number of semester hours attempted. The cumulative grade point average used is based on the total grade points earned at the University of the Incarnate Word. A course may count toward the degree only if the course grade is at least a "C."

Once grades are recorded, grades other than IP cannot be changed, except in the case of instructor error. In no case may a grade other than IP be changed without the permission of the SRS Dean. Additional work performed by a student may not be used to raise a grade that has been recorded by the Registrar. If course work has not been completed within one year, the IP grade will be turned to a grade of F. Grades are presumed to be correct when entered on the student's record. Any question regarding the accuracy of these grades must be raised within one calendar year. Grades are not subject to challenge after one year and will not be changed.

To calculate the GPA, points are assigned to semester hour course grades as follows:

Description	Letter	Range	Points
Superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations	A	> or = 90	4.0
Average grasp of the subject matter of the course and ability to apply principles with intelligence – <i>noteworthy level of performance</i>	B+	87 – 89	3.3
Average grasp of the subject matter of the course and ability to apply principles with intelligence - <i>noteworthy level of performance</i>	B	80 – 86	3.0
Below average grasp of the essentials of the course. Depending on the expectations of the academic program, students who earn the grade of C may receive an academic warning or need to repeat the course.	C+	77 – 79	2.3
Less than acceptable performance in the course – <i>academic struggle</i>	C	70-76	2.0
Failure to master the minimum essentials of the course – unsatisfactory achievement and student cannot progress in the program. Results in Academic Dismissal .	F	< 70	0.0
Satisfactory / Unsatisfactory – if satisfactory, course will count toward graduation, but not considered in computing the GPA. 'C' is the minimum grade to be considered SA.	SA/UN		

Description	Letter	Range	Points
Student who withdraws from courses before the "Final Date for Withdrawing with a W"	W		
The student's achievement in the course has been satisfactory, but certain prescribed work is incomplete, or the student was unable to take the final exam.	IP		
No report (used only at midterm)	NR		
Course audited not for credit	AU		

Dean's List

Full-time students who have completed a semester with a GPA of 3.75 or higher, and with no grades of "I", or "X" are placed on the Dean's List for that semester in the SRS. Full-time students with a grade of "SA" (Satisfactory) per semester, qualify for the Dean's List if a 3.75 grade- point average is earned in the graded courses. Students who receive only "SA" grades per semester are not eligible for the Dean's List. Students qualifying for the Dean's List designation will receive a letter of acknowledgement for their scholastic achievement from the Dean.

Requirements for Graduation

A student enrolled in the DPT or OTD Program must meet the following criteria to graduate from the program:

1. Complete all required courses with a satisfactory grade;
2. Have a cumulative GPA of 2.75 or higher without unresolved failing grades or probationary status;
3. Fulfill all didactic and clinical education requirements and capstone (for OTD);
4. Receive recommendation from the faculty regarding readiness to morally and professionally practice occupational or physical therapy.

Academic or Non-Academic Probation

Academic Probation refers to a level of academic standing between good standing and dismissal from the program. While on probation, a student is allowed to continue enrollment but is no longer in good standing and is in jeopardy of being dismissed from the program. Probation serves as a serious warning that academic performance needs improvement. Students on Academic Probation must submit an action plan addressing concerns impacting academic performance and outlining a plan for achieving academic success to be approved by the faculty advisor. While on Academic Probation, a student will be dismissed from the program at the end

of the semester if the semester GPA is below a 3.0 or for failure to meet any additional terms of removal from academic probation as outlined in the notification of probation letter. Students meeting the requirements for dismissal may submit an appeal to the Academic Progress Committee as described in this handbook.

Non-academic probation refers to a level of professional behavior causing serious concerns after serious or repeated infraction to the professional code of conduct. While on Non-Academic Probation, a student will be dismissed from the program at the end of the semester for failure to meet any terms of removal from nonacademic probation as outlined in the notification of probation letter. Students meeting the requirements for dismissal may submit an appeal to the Academic Progress Committee as described in this handbook.

Students cannot be on academic probation for two consecutive semesters, nor can they be on non-academic probation for two consecutive semesters. However, academic and non-academic probation are independent of each other. For example, if a student is on academic probation in semester two and exhibits behavior that places themselves on non-academic probation going into semester three, they are not up for dismissal for being on distinct types of probation for two consecutive semesters.

Scholastic Standing : Probation and Dismissal Clarity

A cumulative GPA of 2.75 (DPT) or 3.0 (OTD) is required to attend clinical education experiences and for graduation.

A student will be considered on academic probation if

1. The student fails to earn a semester grade-point average of at least 2.75 (DPT)/3.0 (OTD); or
2. The student has two (2) failed OSCE (DPT)/competency (OTD) attempts in a semester, or
3. The student requires more than one attempt in multiple courses on final exams; or
4. The student fails to meet the minimal expectations of the clinical education experience to an extent not warranting dismissal.

A student will be considered on non-academic probation if

The student is sanctioned by the program faculty for a serious or repeated incident of unprofessional behavior.

A student will be dismissed from the program if

1. The student fails to earn a semester grade-point average of at least 2.0 (DPT)/2.5 (OTD); or
2. The student receives an F or UN grade in any required or elective course of the

- curriculum (including clinical education or capstone); or
3. The student has four (4) failed OSCE (DPT)/competency (OTD) attempts over the course of the program or is recommended for dismissal following three (3) failed OSCE/competency attempts in a single semester*; or
 4. The student fails a total of five (5) final exams over the course of the program after semester one, or fails to pass any written exam by the second attempt; or
 5. The student receives three (3) non-academic probationary sanctions due to unprofessional behavior (less than three may result in dismissal depending on the seriousness of the incident(s)); or
 6. The student misses greater than 25% of a scheduled course without an approved leave of absence; or
 7. The student fails to come off academic or non-academic probation from the current semester.

* Semester One: If needed, students in the first semester of the DPT program will be given additional attempts (beyond 3) at passing the OSCE with remediation without failing the PCM course. Regardless of the number of times it takes a student to pass the OSCE in semester one, the number of OSCE failures contributing to the cumulative total that leads to dismissal is “1”. This is only for semester one.

Appeal of Dismissal

A student who meets the criteria for dismissal as outlined in the program specific handbook but who wishes to be considered for a return to the program may appeal the dismissal decision before the Academic Progress Committee if they feel there are extenuating circumstances that should be taken into consideration and if they are able to demonstrate the likelihood of success in future semesters. An extenuating circumstance should be something unforeseen and something the student had no way of controlling during the semester. If the student fails to provide evidence of such circumstances, the Academic Progress Committee will be compelled to uphold the dismissal. Students considered to have violated the academic integrity and professional behavior standards for the school are subject to the grievance procedure found within the Academic Integrity and Professional Behaviors policy.

Step1: As soon as it is determined that a student has met the criteria for an academic dismissal, the Assistant Dean for Academic Success and Student Affairs and the applicable Program Director arrange to meet with the student within one (1) business day. The student will be informed verbally and in writing of the circumstances leading to the dismissal and informed of the appeal policy. The student will be given one additional business day to provide verbal confirmation of whether he or she will be seeking an appeal of the dismissal. The student must provide their written appeal within two (2) weeks of the initial dismissal notification. If the student wishes to provide additional documentation, it must be provided at the same time as the written appeal. The appeal must be provided electronically to the Assistant Dean for Academic Success and Student Affairs. If a student fails to meet the deadline for appeal submission, they will forfeit the right to appeal.

Step 2: Once a student submits his or her appeal, the Academic Progress Committee (APC) will convene at a time agreeable to all parties but no later than two months following the end of the semester in which the student was dismissed. The APC is comprised of four (4) full-time faculty members and the Program Director for the student's respective program. In cases where a department may not have four (4) faculty members in addition to the Program Director, the department may invite one (1) or more faculty members from another department within the SRS to sit on the committee to reach the desired number of committee members. The Program Director will chair the committee and will vote only in the case of a tie. The Assistant Dean for Academic Success and Student Affairs will attend the hearing for procedural matters only and will not vote on the appeal.

- a. The student will appear before the APC to make a statement and answer questions. The student will not be present during committee deliberations.
- b. The APC may request that additional individuals appear before the committee to provide additional information or to answer questions. Such individuals will not be present during committee deliberations.
- c. Following a review of the information provided, the committee will determine if the student's appeal should be granted based on the criteria above.
- d. The Assistant Dean for Academic Success and Student Affairs will notify the student of the committee's decision at the conclusion of the hearing.
- e. The APC may recommend 1) repetition of the course when next offered with or without suspension, 2) repetition of the semester or year with or without suspension, or 3) dismissal.
- f. Students granted readmission will automatically be placed on academic probation during their return semester.

Step 3: If the student believes the appeal hearing was not conducted in accordance with policy, they may appeal to the Dean of the School of Rehabilitation Sciences.

- a. The Dean will review all information related to the case and will render a decision.
- b. The Dean may uphold the decision of the APC or may overturn it.
- c. The decision of the Dean will be final with no further appeal.

If a student's appeal is granted, the student will be required to register for the repeated course in the semester that it is normally offered. In most cases, this means the student's completion of the program will be delayed by one full year. Absence away from the program during this time is considered suspension. A suspension means the student will not have access to facilities and cannot participate in UIW or SRS activities. The repeated course and the grade earned will be entered on the student's record in the term in which the repeated course was completed. The credit and grade points for the higher grade earned (one grade only) will be used to calculate the student's GPA. As with all other course work attempted, the original course entry and grade ("F" or "UN") remain on the student's permanent record and will appear on any transcript issued. Similarly, courses with marks of "AU" or "W" also remain permanently on the student's record. Students may be required to repeat or audit a full semester of courses or show proficiency for those courses in which the student earned a satisfactory grade prior to reentering the program.

To officially re-enter after an appeal is granted, the student will be required to take a cumulative, re-entry exam. The student will need to score at minimum 80% on the exam to re-enter the program. The student will only be allotted one attempt to achieve the passing score. Any additional grade of “F” a student earns will result in removal from the program with no opportunity for appeal.

Dismissal

If a student is dismissed from the program, he or she will be required to return their identification (ID) card, keys, and equipment. He or she will also be directed to the Business Office and the Office of Financial Assistance to discuss any outstanding bills and/or loan repayment.

Suspension

A mandated suspension will be imposed on the student if they are granted permission to return to the program after the successful appeal of a decision of dismissal. While the student is suspended, they are prohibited from accessing the building without permission and from participating in any SRS activities and events.

Leave of Absence

Students must be continuously enrolled with the UIW SRS during the academic year (Fall, Spring and Summer). If a situation warrants it, a student may request a Leave of Absence from the SRS Assistant Dean of Academic Success and Student Affairs to keep the student's file active. Except for an approved leave of absence, failure to maintain continuous enrollment will immediately result in a student being declared inactive, which may lead to termination from the program. Students who become inactive or are terminated from the program must apply for readmission to the respective Program. Official transcripts of all coursework completed while absent from the University must be submitted prior to re-admission. An approved Leave of Absence cannot extend beyond one year and may require proficiency testing. Students who take a Leave of Absence for medical reasons may be required to provide documentation from an appropriate medical professional indicating the student's ability to return to the program. The student must complete fieldwork and capstone within 24 months of completing the didactic coursework to graduate.

Withdrawal

Students who find it necessary to leave the University during a semester must complete the formal withdrawal process. Students who complete a semester and then are not able to return for the following semester must complete the withdrawal process only if they have already registered for the next semester. A student's withdrawal from the respective program, School of Rehabilitation Sciences, will be considered as occurring on the day the student turns

in the withdrawal form to the School of Rehabilitation Sciences. Forms are available online or in the office of the Dean of the School of Rehabilitation Sciences and must be approved by the Dean. The student must obtain the Dean's signature before the withdrawal will be considered official. Students who withdraw from courses before the final date for withdrawing with a W (see semester schedule) shall receive a grade of W. Students who withdraw after this date will receive a W and grade as determined at the time of withdrawal.

Those who fail to follow the proper withdrawal procedure will receive an F in all courses. As in the case of adding or dropping courses, informal notice to an instructor does not cancel registration or the student's financial obligation to the Business Office. Information on refunds for students who withdraw is provided on UIW Business Office website. Students will be required to return keys and equipment prior to withdrawing from the program. The student will be referred to the Business Office and to the Office of Financial Assistance to discuss any outstanding bills and/or loan payment or deferral options.

Part VI: Student Rights and Responsibilities

Basic Life Support for Healthcare Providers Training

Basic Life Support (BLS) for Healthcare Providers certification will be offered to students at the beginning of the first or second semester. Students will then have to provide a copy of their certification card. Students with expired BLS certification will not be allowed in the clinic.

Building and Classroom/Lab Access

Students have access to the SRS building via ID card swipe from 7am-11pm, 7 days a week. While inside the building, students are able to access labs and classrooms for clinical skills practice. The SRS houses other academic programs so some spaces may not be available based on class schedules. Generally, access to the building is extended during exam weeks.

Classroom Recording

Classroom activities during regular scheduled classes may be observed at any time by authorized UIW faculty or staff and guests. Video recordings will always be scheduled or announced ahead of time. Notification of recording will be in course syllabi or emailed to the class list prior to the recording date. Enrollment in the School of Rehabilitation Sciences constitutes an agreement to be videotaped for educational or assessment purposes. Should a student desire to record classroom activities, they must receive permission in advance from the faculty member for that class.

Complaint Procedures

Addressing Program Complaints

Addressing program complaints excludes complaints for which there is an established University or School policy or procedure, such as grades appeals, academic dismissal appeals, or allegations of racial, sexual or gender harassment. These matters are covered in the SRS Student Handbook, or through the University of the Incarnate Word.

An individual who has a concern/complaint following an experience/encounter with any student, faculty, or staff members are welcome to communicate their complaints to the Program Director. The Assistant or Associate Dean of the SRS may be contacted if further discussion is needed.

Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally and/or formally.

If the complainant chooses, the complaint or concern can be communicated informally by contacting the party(s) involved (i.e., Faculty member, Program Director, AFWC, DCC, student) to discuss the issue. In this case, there is no documentation of the complaint.

If the complainant prefers, a formally written complaint can be filed with the Program Director or Assistant Dean. The written complaint shall be filed with the Program Director or Assistant Dean within ten (10) working days of the experience or encounter. Complaints should be addressed to:

The University of the Incarnate Word
School of Rehabilitation Sciences
Attention: Program Director or Assistant Dean
4301 Broadway, CPO 412
San Antonio, TX 78209

Such a complaint must be communicated in writing and be signed and dated. The complaint should state with specificity the facts giving rise to the complaint, and the relief sought. The person filing the complaint should sign it. Upon receipt of the complaint, the Program Director or Assistant Dean shall evaluate the merits of the complaint and identify a course of action. The Program Director or Assistant Dean will address the issue with the involved party within ten (10) working days of receipt of the letter and will seek resolution of the issue. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to the other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The resolution action will be communicated to all parties in writing. A letter summarizing the Program Director or Assistant Dean's action shall be filed with the complaint letter in the Program Complaint File. The Assistant Dean of the School of Rehabilitation Sciences will maintain a file of all written program complaints for a period of five (5) years.

Should the complainant not be satisfied with the resolution of the issue at the SRS level, or if the complaint involves the Program Director or Assistant Dean of the School, the complaint can be made to the UIW Provost.

As appropriate, the Dean will forward a written summary of the situation to date. The Provost shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the Provost's action shall be filed with the complaint letter in the Program Complaint File.

* The Program Complaint File is kept on the premises of the School of Rehabilitation Sciences.

Handling of Complaints Falling Outside of the Realm of Due Process

Policies and procedures for handling complaints falling outside of the realm of due process, such as complaints from professional practice education sites, employers of graduates, and the public are described here. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint are maintained by the School of Rehabilitation Sciences (SRS).

Should a situation occur, that would generate a complaint from a professional practice education site, employers of graduates, or the public in general, the SRS would take the following steps.

The complaint must be submitted in writing to the Program Director and/or the Assistant Dean of the SRS and include:

- Name of the complainant (FW site, employer, or member of the public who initiated the complaint)
- Name of the respondent (individual whom the complaint is voiced against) and role in the incident (unprofessional behavior, inappropriate treatment of a client, or inappropriate verbal exchange between the respondent and other involved individuals).
- Date and location of incident.
- Detailed description of the incident, complete with the names of all individuals involved.
- Detailed description of any and all action immediately following the incident.

Upon receipt of the complaint, the Dean will take the following steps:

- Verbal contact with the complainant to address and ensure the appropriate action will be taken to address the incident.
- Establish a meeting with the respondent and an ad hoc committee of faculty and staff of the SRS designated by the Program Director and/or the Assistant Dean.

Careful assessment of the situation will be made requiring review of the respondent's scholastic endeavors, practices, and interaction with others. After judicious review and assessment of the situation, the Program Director and/or Assistant Dean will respond in writing to the respondent outlining the corrective action(s) to be taken, as determined by the ad hoc committee. Correspondence with the complainant will take place if appropriate. Documentation of complaints and follow-up action will be kept on file for a period of three (3) years in the Assistant Dean's office.

Complaints related to Academic Advisement or Academic Policies

Students who have complaints about academic advisement or other issues related to academic policies, procedures, or deadlines should contact the Program Director.

Complaints related to a Specific Administrative Department

If the complaint involves a policy, procedure, or area of responsibility of a specific administrative department, it should be directed to the supervisor or manager of that department. In each instance of a departmental complaint, the appropriate individual will investigate the complaint, seek a solution, and report back to the student in writing within 10 school days. The department supervisor/manager will keep a record of the decision.

Complaints concerning UIW Policies, Procedures, or Personnel

Students who have a general complaint regarding UIW policies, procedures, or personnel should contact the appropriate office.

Criminal Background Checks and Drug Testing

All SRS students will be required to submit to and receive an acceptable criminal background check as a condition of enrollment. Updated criminal background checks may be required for a fieldwork experience/professional practice experience. The AFWC/PPE office will notify the student if an updated background check is needed. Program enrollment and clinical facility placement are contingent upon completion and receipt of an acceptable criminal background investigation.

Acceptable student backgrounds for experiential education participation will be determined by the Program Director or Dean in consultation with the AFWC/Director of Professional Practice Education. The investigational screenings will include, but may not be limited to, the following for every state and county of residence: criminal record, alias name, warrants, protection orders, residential history, social security number, abuse registry, sex offender registry, Office of the Inspector General (OIG) cumulative sanction report.

Some health care facilities require students to submit to and pass a drug test prior to participation in experiential activities at the facility. Students who do not complete or do not pass a drug test as required by these facilities will not be allowed to participate in experiential education activities at the facility, and may face sanctions, including possible dismissal from the program.

In addition, at any time during the student's time in the program, a student may be subject to mandatory drug testing if there is sufficient evidence to suggest the student may be under the influence of illegal/illicit substances. The student will be required to submit to a drug screening test at a laboratory chosen by the School of Rehabilitation Sciences. Students who fail a drug screening test must pass a follow-up drug screening test to continue in the program. Upon a second unsuccessful drug screening test at any point during the student's enrollment, the student will be dismissed from the respective program. Refusal to submit to a test, or any other violation of the UIW substance abuse policy, will have disciplinary consequences up to and including dismissal. The student shall bear the financial cost associated with drug screen testing.

Confidential counseling for alcohol and other drug abuse issues is available to students and employees through Counseling and Health Services. Other referral resources may include assessment, individual counseling, referral, and case management through community agencies, sometimes for a fee.

Course Evaluation

Part of learning to become a healthcare professional includes the ability to provide feedback in a timely and respectable manner. A course evaluation is a tool used by UIW to provide feedback on selected courses. Students are expected to provide feedback regarding their courses so that faculty can consider improvements to the course. Feedback should be provided in a manner that is respectful and constructive.

Evacuation Procedures

Major Storm, Tornado, or Hurricane

Students will need to follow the posted evacuation routes that are available in hallways on the first and second floors. Student orientation will include training for weather emergencies such as major storms, tornadoes, or hurricanes. OTD Students should remain in the building in the Innovation lab, room 1101 for first year students and Pediatric lab room 2101 for second year students.

Fire

Fire evacuation requires all students, faculty, and staff to evacuate the building immediately. All students, faculty, and staff should congregate in the parking lot between the SRS building and the CVS building. OTD students should go to the right side of the parking lot and the DPT students to the left side. Student reps and faculty/staff should account for each class and report to authorities if anyone is missing or potentially trapped in the building. Do not use the elevators in case of a fire. Leave personal belongings behind to expedite evacuating quickly.

Active Shooter

Active shooter protocol recommends staying locked in the classroom or lab space with lights off and away from the entrance doorway. Furniture can be used to barricade the doorway. Phones need to be silenced. Texts should be used only for communicating with 911 services. Students should not vacate the room until notified by emergency team or school administrators. Students and faculty who are in office spaces should hide under the desk.

Immunizations

All students are responsible for providing official proof of current immunizations to include meningitis, hepatitis B, and any other childhood immunizations and/or titers as listed below:

- Meningitis Vaccination - All students under the age of 22 are required to have a record of the Meningitis vaccination on file with the UIW Student Health office. The process to submit your meningitis vaccine can be found on the UIW Health Services webpage. The UIW Student Health Office will block from registration any student who does not provide proof of the meningitis vaccination if it is required.
- Hepatitis B series and/or titer (If you obtain the titer, a booster or additional series may be required if immunity is not achieved).
- Tdap (or qualified waiver-current within the last 2 years) – Please note that the Td alone does not meet the requirements. This is NOT the same as the DTaP.
- Two (2) MMR shots (only 1, if born before 1957)
- TB baseline skin test is administered and reviewed followed by a second TB retest within 1-3 weeks after initial reading. A negative chest radiograph is required for positive test results. TB skin test or clinical assessment by healthcare provider will have to be completed on an annual basis.

- Varicella Zoster (2), titer or history of (chicken pox) disease as medically documented by a licensed health care provider (vaccine will be required if immunity not achieved): official documentation must be provided in any case.
- Current year flu vaccine is required annually
- Negative drug screen for proof of health clearance may be required prior to each fieldwork experience. (Larger health systems may want the student to complete the drug test at their facility.)
- COVID vaccinations and boosters as currently prescribed by the CDC

Infection Control

Students will complete annual training on infection control and blood borne pathogens. Proper handwashing, use of personal protective equipment (masks, gowns, face shields) will be included in syllabus for lab experiences. Disposable gloves will be provided in lab classes. Students should use correct size of gloves and latex gloves only. Students with latex sensitivity should use Nitrile or vinyl gloves which are latex/allergy free. Notify faculty when supplies are running low.

Off-Campus Trips

Students may be required to participate in off-campus trips into the community as part of their learning experiences at UIW SRS. The students are responsible for their own transportation. There may be occasions where the SRS uses UIW campus buses to transport students. In this case, students will be notified in advance.

Oral and Written Communications

All students in the UIW SRS are expected to demonstrate a satisfactory command of English in oral and written work with accommodations if necessary. Candidates may be required to take special courses in writing as a condition of their continuance in graduate studies.

Professional graduate students are expected to develop and subsequently demonstrate effective oral and written communication skills. Hallmarks of effective writing at the graduate level include being organized, concise, error-free, and to always properly cite and reference any resource used. A student will be creating a variety of written products each semester, which may be the following:

- Patient documentation
- Literature reviews
- Evidence-based papers
- Reflection papers or journaling
- Presentations

In addition to the quality of the content, the student will be evaluated on the quality of writing. All written work should be free of spelling, grammatical errors, and slang.

Always use spell-check – but do not rely on it completely. Always proof-read your documents. Use peer-review for additional learning and refinement of writing. These 2 e-books are available through the UIW library for your use.

Grammar book

Hult, C. A., (2020). The handy English grammar answer book. Credo Reference. https://primo-tc-na01.hosted.exlibrisgroup.com/permalink/f/1ut4u6h/01INCARNATE_ALMA5168997920002031

Writer's guide

Michael. Hanna. (2019). How to write better medical papers (1st ed). https://primo-tc-na01.hosted.exlibrisgroup.com/permalink/f/1ut4u6h/01INCARNATE_ALMA5160766190002031

All work should be peer reviewed prior to submission or presentation. Peer critique is an excellent tool to improve writing skills and is a standard practice in scientific writing. Initially, faculty is forgiving of errors as you develop your writing skills. However, once corrected, the expectation is to incorporate the new knowledge into future writing. Additional assistance and free tutoring are available in the Writing and Learning Center located on the main UIW campus. More information on the Writing and Learning Center, including how to schedule an appointment can be found on their website.

Potential Health Risks to Students

Healthcare education requires hands-on learning and safety. This is facilitated by laboratory exercises and practical examinations in which students perform and undergo simulated patient examination procedures and patient care skills. Students are expected to conduct themselves in a safe, respectful manner and to comply with the UIW policies on health risks to include immunizations, emergencies, and health and wellness. Students should practice universal precautions including regular handwashing. Students should also practice personal hygiene and wear clean clothing to help prevent the spread of infection. The student is expected to communicate any concerns with the course instructor prior to class. See UIW Health Services Clinic for further information about health services.

Students may also be exposed to potentially dangerous equipment commonly found in healthcare settings including power tools, sharp instruments, splinting equipment, ambulatory aids, and cleaning agents. Students are required to follow posted lab rules (located in the appendices) as well as the instructions of faculty when handling and storing these items. Documented successful competency checkouts are required for each student to use equipment to be safe. If a student is unsure of how to handle equipment or chemicals, it is the student's responsibility to ask questions of the instructor prior to use. In the absence of specifically written rules, the student is

expected to use sound judgment when handling equipment or hazardous materials. Students should inform the instructor when they observe unsafe practices.

Professional Liability Coverage

Professional liability coverage will be included under the UIW Liability Insurance policy. The AFWC/DCC/DPPE will provide a copy of the professional liability insurance policy via Canvas and/or Exxat Prism to fieldwork/clinical and/or capstone sites. The student is expected to immediately report any incident that may be considered a concern under the policy to the AFWC/DPPE.

Student and Faculty Grievance Procedure

A student may submit a grievance in writing to the Program Director indicating a full description of the grievance, names, times, places, and any evidence that is relevant to the incident. The Program Director will respond initially within 3 business days or less. Further time may be required to investigate and determine next steps with other faculty, staff, or administration. Students may also notify the Dean of the SRS if the grievance is not handled to the satisfaction of the student. Professional manner of handling of any grievance is required in dealing with issues internally by starting with the department program director, secondarily with the SRS Dean, and rarely at the University level, Provost office for Health Professions.

Student Employment

Enrollment in the School of Rehabilitation Sciences is a full-time responsibility, and employment during the academic year is not recommended. For students who do choose to be employed while enrolled in the program, academic activities and requirements must always take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the occupational therapy educational program does require occasional evening and/or Saturday classes.

Students who seek regular employment in therapy departments and clinics as therapy aides must be aware of the legal ramifications. A SRS student working as a therapy aide:

- Is acting as an independent agent, not as a representative of The University of the Incarnate Word School of Rehabilitation Sciences and therefore cannot wear a UIW name tag while on the job.
- Is not covered by UIW liability policy
- Cannot sign therapy notes
- Is not acting in an official capacity as an occupational/physical therapy student, but rather as a therapy aide who is supervised by a licensed occupational or physical therapist.
- May provide service only to the extent allowed by state statutes, rules, and regulations.

For further information on the legal definition and permissible roles for a “occupational therapy aide” or “physical therapy aide” in Texas, refer to The Executive Council of Physical Therapy and Occupational Therapy Examiners.

- [Rules and Regulations to the Occupational Therapy Practice Act](#)
- [Rules and Regulations to the Physical Therapy Practice Act](#)

Tuition and Fees

Student tuition and fees are posted annually on the UIW website and are updated prior to the next fiscal year. Fees are subject to up to 2% increase year to year. Administration and faculty are committed to controlling the costs of tuition and fees to benefit the students. Students can help by minimizing supply waste and equipment damage or loss.

Use and Maintenance of Equipment

All students, faculty and staff are required to properly use and maintain equipment in the seminar hall, laboratories, lounge, and other spaces within the School. The SRS staff will perform regular checks of equipment to include mechanical and electrical equipment. Each person is responsible, however, to report any equipment that needs repair to the Program Director's office as soon as possible to avoid injury. If equipment needs repair, a sign should be placed on the equipment that denotes "out of order – do not use" for the safety of all concerned. Electrical equipment will be inspected yearly by a licensed professional.

Equipment is for educational purposes and not used for personal use. Student projects need to be approved by the program department. Competency must be demonstrated with check-out for equipment in the Innovation lab (power tools, sewing machines, 3-D printers, etc.).

Part VII: Non-Academic Policies

Adverse Weather Warnings and Class Cancellation

The safety of UIW faculty, staff and students has first priority during an adverse weather event. Adverse weather is defined as any weather conditions that would make it necessary to delay or suspend classes and services. When an adverse weather event occurs in San Antonio, the Dean of the School of Rehabilitation Sciences will make the decision whether to suspend or delay classes.

Those who need to be contacted:

- Main campus
- Post on Canvas and Campus Emergency (<http://www.uiw.edu/emergency/>)
- Contact radio and TV stations
- E-blast to students and faculty
- Text alerts to phones

Information to be reported:

- Class cancellation or delay
- Any other pertinent information about programs, or scheduled special events

If a student is unable to travel safely to class secondary to adverse weather conditions, it is the student's responsibility to contact the course instructor. The student will be held accountable for all class material presented that day. As professional behavior is always expected, failure to contact the course instructor may result in punitive consequences in that class.

Alcohol and Drug Policy

The School of Rehabilitation Sciences subscribes to the alcohol and drug policy found in the UIW Code of Conduct of the UIW Student Handbook. Please note that the School of Rehabilitation Sciences has a **ZERO tolerance** for the consumption of alcohol in the School whether during normal School and Clinic hours or after hours during personal or group study, lab, or social activities. Students found under the influence or with an open container of alcohol will face disciplinary actions that could result in dismissal from the respective program and the School.

More information about UIW Health Service Programs promoting responsible drinking can be found on the [website](#).

Animals on Campus Policy

Domesticated pets (dogs, cats, birds, other pets, etc.) are not permitted inside the School of Rehabilitation Sciences except for those animals that are specifically exempted by this policy.

Service animals are permitted to be on the university campus. A service animal is any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability and meets the definition of “service animal” under Americans with Disabilities Act (“ADA”) regulations at 28 CFR 35.104. The work or tasks performed must be directly related to the individual’s disability. Animals may be brought into the School of Rehabilitation Sciences for educational or programming purposes as approved in advance by the Dean or Dean’s designee.

Children on Campus Policy

The School of Rehabilitation Sciences subscribes to the Children on Campus policy found in the UIW Student Handbook. The following is a condensed portion of this policy. To see the full policy, please refer to the UIW Student Handbook.

The University of the Incarnate Word (UIW) celebrates the presence of children in the lives of our large campus family and UIW is committed to ensuring the health, safety, and well-being of children. For reasons that include safety of children, and assuring professional efficient performance of academic pursuits, operations and services, the university has implemented this policy. This policy addresses health and safety matters relating to children on all premises owned and/or operated by the University of the Incarnate Word. The policy applies to all students, visitors, vendors, guests, and volunteers on all campus locations. For purposes of this policy, a child is defined as a person under the age of 18.

Rules regarding children:

- As a matter of safety, children, while on campus, are to be attended to at all times by the person responsible for the care of the child.
- The university does NOT accommodate nor allow children in classrooms during class. However, faculty may allow short, non-routine classroom attendance by a child when accompanied by the parent/guardian. The presence of the child must not compromise classroom safety or the conduct of the class. This must be a rare circumstance that should not occur more than once a semester and not longer than 30 minutes.
- Children are not permitted in any campus facility where obvious danger is present including, but not limited to, laboratories, maintenance areas, kitchens, or food prep areas, recording and music studios.

COVID-19

The most current COVID-19 policies can be found on the UIW website.

Emergency Procedures

To ensure the safety of the students, faculty and visitors, the University of the Incarnate Word has established an Emergency Response Guide which can be accessed on the [website](#). A copy

of the Emergency Response Guide can be found in each classroom and lab, as well as the offices of staff and faculty. This Guide outlines basic emergency procedures as well as telephone numbers for serious emergencies. The labs also contain first aid kits, stethoscopes and blood pressure cuffs. If a serious or life-threatening injury or illness occurs while on the campus, staff and faculty are directed to call 911. AEDs are located in the Clinic, by the Library and on the second floor by the elevator.

If a serious or life-threatening injury or illness occurs while a student is in an off-campus educational experience, the student should follow the emergency procedures of the faculty or if none are available, the student should activate EMS. Students are responsible for any cost of emergency care provided.

Harassment

Students who believe that they have been subjected to harassment or treated in a way that violates UIW's anti-harassment policy in any form other than as described in the Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence Policy as shown below, (i.e., harassment related to an individual's race, color, religion, national origin, citizenship status, or disability) by another student, a UIW employee, a contractor, or a visitor to the campus, should immediately report the alleged harassment to the Dean unless the alleged action involves the Dean in which case the report should be made to the Provost.

Smoking, Vaping and Tobacco Usage

The School of Rehabilitation Sciences adheres to the UIW policy on smoking (including electronic smoking devices) and the use of tobacco products which can be found on the [website](#). A summary of the policy is found below

Smoking and the use of tobacco products shall not be permitted on UIW campuses in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, community areas, performance venues and private residential space housing. Smoking and the use of tobacco products shall also be prohibited outdoors on all campus property, including, but not limited to, parking lots, sidewalks, paths, fields, sports/recreational areas, and stadiums, as well as in all personal vehicles while on campus. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

Social Media Policy

This policy applies to all University of the Incarnate Word (UIW) students and employees who use social media in either a professional or a personal capacity. Employees include faculty, staff, and administrators, including those employed in an adjunct, part-time, or temporary capacity. Professional use includes contributing to UIW-sponsored or other social media sites while representing UIW in an official capacity. Personal use refers to employees or students who use social media as part of their personal life.

The purpose of this policy is to provide guidelines for the responsible use of social media resources. These resources include, but are not limited to Facebook, YouTube, Snapchat, Instagram, Twitter, Flickr, Blogs, Wikis, MySpace, and LinkedIn.

UIW encourages the use of social media by university offices, faculty, and students to enhance our local, national, and global reputation and our connection with current and future students, parents, alumni, donors, and other key constituencies. When used responsibly, social media sites provide an effective way to promote the university and to share information and perspective across a broad range of topics.

All UIW-sponsored social media sites must be approved and registered with the university's Chief Information Officer in the Office of Information Technology. All UIW-sponsored social media sites must include the names and contact information of at least two (2) site administrators. Social media sites affiliated with a student organization should register a site sponsor through the Dean of Campus Life. Sites representing UIW may be reviewed and amended for content.

Guidelines for the Responsible Use of Social Media in a PROFESSIONAL Capacity

UIW students or employees who manage or post to UIW-sponsored social media sites should:

- Exercise good judgment. Protect and enhance the value of UIW's mission by avoiding comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, unduly suggestive, inappropriate or otherwise contrary to the university's Mission.
- Protect confidential information and relationships. Do not post confidential, proprietary or controversial information about the university, its students, alumni or employees. Respect copyright and fair use laws by obtaining proper permissions and giving appropriate credit for work. Follow university policies and federal regulations, such as FERPA, HIPAA, and PHI.
- If employed by UIW, use social media sites during working hours only if you have a business-related need to do so and your supervisor has approved.
- Be authentic. State that you work at UIW, include your name and title. Transparency is critical in the social media environment.
- Stick to your area of expertise and provide unique, individual perspectives on non-confidential activities at UIW. If you have a vested interest in what you are discussing, be the first to say so; it adds to your credibility.
 - Use official UIW logos only as specified in the university style guide.
 - Consider the public nature and longevity of comments before posting.
- Keep sites current by refreshing content regularly, responding to questions in a timely manner, and updating information.

Guidelines for the Responsible Use of Social Media in a PERSONAL Capacity

When using social media sites in a personal capacity, employees and students should:

- Maintain clear lines between professional and personal social media activities.
- Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
- Avoid using the university's name in connection with comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate or otherwise contrary to the university's Mission.
- Remember that libel laws are in effect even when your social media accounts are set to "private."
- Refrain from posting content such as images or medical records that represent a breach of confidentiality.
- Maintain appropriate boundaries. (For example, health professionals should not "friend" patients on their personal sites.)
- Be advised that personal information can be used to perpetrate identity theft which can compromise the security of students, employees, and the institution.
- When in doubt, don't post.

Reporting Concerns

The University of the Incarnate Word encourages the use of social media. However, persons with concerns about content posted on UIW-sponsored social media sites may direct their comments to UIW's Human Resources department.

Discipline for Violations

Any use of social media that threatens the safety of UIW constituencies, exhibits a lack of moral character, and/or is unlawful or a violation of University policy, may result in disciplinary action, up to and including dismissal. The University investigates and responds to all reported concerns about social media use or content. Please be aware that you may be held responsible for any personal legal liability imposed for any published content.

Title IX

University of the Incarnate Word (UIW) is committed to establishing a work, educational and living environment for all community members that is free from sex discrimination and emphasizes the dignity and worth of every member of our community. In accordance with state and federal laws, UIW has put in place policies and procedures to address complaints of sex discrimination, including sexual misconduct. For more information about the specific conduct

that is prohibited, please go to the [website](#) to review the Sexual Misconduct Policy and related procedures.

UIW takes all allegations seriously and is committed to providing information, education, resources, support, and clear direction to UIW community members to prevent and address sex discrimination. The Title IX Coordinator is charged with the responsibility of coordinating University of the Incarnate Word's efforts to comply with its obligations under Title IX and other laws, including addressing complaints, coordinating investigations, and providing appropriate interim and supportive measures. The University requires all University employees to promptly report any information they witness or receive regarding allegations of Sexual Misconduct.

To report a complaint or incident of that nature, please go to the [website](#) and click on the "Report an Incident" button or contact:

Matthew Carpenter
Director of Title IX (Title IX Coordinator)
University of the Incarnate Word
Broadway Campus
Administration Building, Room 62
(210) 832-2105
macarpen@uiwtx.edu

Visitors on Campus Policy

Visitors are welcomed to the SRS campus. They first must be authorized by the Dean's Office and sign in with Security upon arrival. They will be issued a Visitor's tag. Non-authorized visitors will not be allowed into the school.

Weapons Policy

The School of Rehabilitation Sciences follows the university's policy regarding weapons on campus. For more information see [UIW Weapons Policy](#).

Part VIII: Privacy and Confidentiality

Student Educational Records

Educational records are those records directly related to a student for the purpose of recording the educational endeavor of the student. They do not include law enforcement records, employment records, medical records, alumni records, or faculty advisor/instructor notes. Educational records may be stored in many mediums and are not limited to an individual file.

Upon matriculation, all students are charged a one-time records fee to cover administrative costs associated with the creation and maintenance of the student record. After payment of this fee, transcripts are issued to students free of charge.

The University of the Incarnate Word maintains educational records for all current and former students who are officially enrolled. Student records at the University are subject to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. Students have the right to file a complaint with the U.S. Department of Education concerning compliance issues. The name and address of the appropriate office is:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605*

Students have the right to inspect and review their educational record. All requests must be in writing to the Registrar and you must identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. The response from the University official will be within 45 days of the receipt of the request for access.

The student may request an amendment to the educational record if they believe it is inaccurate or misleading. The amendment of the educational record does not pertain to the grade assigned by the faculty. The student should write to the Registrar to request the amendment. The request must clearly identify the portion of the record he/she wants changed, specifying why it is inaccurate or misleading. If the University does not amend the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Directory Information and Student Confidentiality

The University of the Incarnate Word will not disclose any personally identifiable information about students (except directory information listed below) without the written consent of the student. Directory information at the University of the Incarnate Word has been identified as:

1. Student's name
2. Participation in officially recognized activities and sports
3. Address
4. Telephone listing
5. Weight and height of members of athletic teams
6. Electronic mail address
7. Photograph
8. Degrees, honors, and awards received
9. Date and place of birth
10. Major field of study
11. Dates of attendance
12. Grade level
13. The most recent educational agency or institution attended

Each student has the right to restrict the release of any or all of this information by submitting a written request to the Registrar's Office. School officials with legitimate educational interests may have access to educational records, without the students' consent, if the record is needed in order to fulfil his or her professional responsibilities. School officials are identified as: a person employed by the University in an administrative, supervisory, academic, or research, or support staff position, a person or company with whom the University has contracted, a person serving on the Board of Trustees, or a student serving on an official committee, or assisting another school official in performing his or her tasks.

Health Insurance Portability and Accountability Act (HIPAA; PL 104-191)

As a student at the University of the Incarnate Word, you have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format including: oral/verbal, fax, written, or electronic/computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the educational program.

Authorized Access and Use of Information Regarding Patients/Clients

All patients/clients who are involved in the learning experiences of the students in the SRS will be informed about the session and sign a consent form for use of images and/or information related to the patient/client or to their child. The consent form will be kept in the SRS for at least 5 years in the Instructor of Record course file. In concert with HIPAA, patients/clients may request this information be destroyed, kept confidential and/or may request this information at a later date. The SRS will release this information directly to the patient/client or parent. No names will be used in written reports so that the patient/client information is identified.

Human Subjects in Demonstrations and Practices of Occupational/Physical Therapy

Patients/clients may be asked to volunteer in laboratory sessions for demonstrations and educational learning experiences. The individual will be informed about the session and sign a consent form, if an adult, or the parent/caregiver, if a child is under 21 years of age. The consent form will be kept in the SRS for at least 5 years. In concert with HIPAA, patients/clients may request this information be destroyed or kept confidential or may request this information at a later date. The SRS will release this information directly to the patient/client or parent.

Part IX: Student Support Services and Resources

Academic Support Services

A Director of Academic Success is available within the SRS to provide guidance and resources related to academic success strategies. Additional resources include a Peer Tutoring program and Supplemental Learning and Practice (SLAP) labs. Workshops related to success strategies are offered periodically throughout the semesters.

Students who are identified as “at risk” due to academic or non-academic issues will be asked to meet with the Director of Academic Success and/or their academic advisors to develop strategies for overcoming the at-risk behaviors.

Behavioral Health Services

Professional counselors and doctoral interns are available by appointment at the Behavioral Health Office located at the main campus and at the SRS campus on Wednesday afternoons. Counseling services are free and confidential. Students can discuss a variety of concerns including anxiety, relationships, stress management and more.

Disability Services

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act—Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. For more information contact the Student Disability Services Office.

Facilities

The SRS boasts a state-of-the-art facility which houses classrooms, lab space, and small group rooms designed to promote a positive learning environment. In addition, students enjoy the use of a student lounge, locker facilities and a Mindful Moments room designed for quiet meditation and faith services. An on-site library provides electronic and print resources along with available study space. A full-time librarian and technology support staff members are available on premises to assist students.

Health Services

All SRS students are required to carry health insurance and Needlestick insurance. Students with their own health insurance can complete a waiver form; otherwise, health insurance coverage will be provided through the university. Needlestick insurance will be charged separately to those students without university issued health insurance. Whether you carry the university plan or private insurance, it is advisable to check the details of your plan for restrictions.

Students can access health services on the main campus during hours on Monday through Friday. No appointment is necessary. For after hours or urgent/emergency care, use your preferred map directory to find health care facilities near the SRS.

Mediation Services

Mediation is a process that attempts to establish communication between people having disputes and assists them in finding a mutually acceptable solution. The end result of successful mediation is that there are neither winners nor losers, but rather, generally satisfied individuals who have arrived at an agreement which resolves their dispute as they define it. Mediation is a confidential process. The agreements made by the parties involved are non-binding. UIW offers a mediation program designed to assist all members of the UIW community to resolve problems and disputes. Anyone may initiate mediation. To initiate mediation, contact the Counseling Center at (210) 829-3129.

Office Supplies and Equipment

Office supplies and equipment to be used by students will be located in the library and student lounge. Staplers, 3-hole punches, and a copy machine will be provided for the students' use. Students are to provide their own pens, pencils and paper for taking notes and exams.

Students are responsible for paying for their own copying/printing (not including scanning) at the following prices:

\$0.06 for B/W single side

\$0.04 for B/W double sided

\$0.24 for color single sided

\$0.20 for color double sided

Student Organizations and Class Representation

SRS students are encouraged to develop student clubs such as Student Occupational Therapy Association (SOTA) or Phi Theta Epsilon (PTE) Honor Club or other specialty clubs. Elections for class officers are held each fall for the incoming class and in the summer during Year 2 for the continuing class. Class officers represent their fellow students regarding issues and concerns and also help plan community service, professional and social events for the class.

Students who wish to form a special interest organization can make a request through the Office of Student Affairs. Class organizations and special interest groups are required to follow university policies related to financial matters and events.

Transcript Requests

Students may obtain a transcript of academic records from the Registrar's Office after initiating a request through that office. The University reserves the right to withhold transcripts for those students who have not met all conditions for admission or who have outstanding financial obligations. The normal turn-around time for responding to transcript requests is three-to-five days. However, during peak periods, such as the end of the semester or during registration,

response to transcript requests may take longer. There is a small fee for the transcript. A same-day service fee may be applied. Same-day service may not be available during peak periods.

The University will not provide copies of transcripts or test scores received from other institutions. Students should apply to the original institution for official copies of that work. Official documents submitted to the University of the Incarnate Word become the property of the University and cannot be returned.

Part X: Doctor of Occupational Therapy Program Specific Information

OTD Program Description

The Doctor of Occupational Therapy (OTD) Program is designed to inspire learning and transformational knowledge for competency in clinical practice, administration, advocacy, education, leadership, and research. Graduates can expect to have an exciting career working with newborn babies to the oldest of old in overcoming challenges with performing meaningful activities or “occupations”. The newborn’s occupations are feeding and eating, gaining developmental skills, and starting to play. As the child ages, play, and social skills are developed as part of normal growth and development. Teens with physical or mental limitations may need occupational therapy services to restore function to attend school, work, or sports. Teens and adults may want to drive a car with modified vehicle controls. Environmental aspects of the occupational therapy treatment plan may include ergonomic assessment and treatment or modifications to home, work, or school settings. An occupational therapist can fabricate splints to protect injured limbs or enable function. Adaptive equipment is used to improve function. Occupational therapists work in hospitals, schools, outpatient clinics, rehabilitation centers, long term care facilities, and community agencies. You will be prepared as a generalist with an area of in-depth specialization. You will be prepared for current and emerging occupational therapy practice areas.

Occupational therapy is a health profession that helps people of all ages engage in meaningful activities. The occupational therapist has a rewarding career and enjoys the creative aspects of guiding others with physical and mental illness to find a quality of life.

OTD Accreditation

Fully Accredited: The entry-level occupational therapy doctoral degree is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at *7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814*. ACOTE’s telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION ACCREDITATION MANUAL VI.E. Revised AUG 2025 Section VI - Page 20 certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

The UIW OTD program requires the student to complete all graduation, fieldwork, and doctoral capstone requirements. Students must complete 24 weeks of Level II fieldwork, as well as, an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program.

The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork, as well as, completion of preparatory activities defined in 2023 ACOTE OTD Standard D.1.3.

AOTA Code of Ethics

The American Occupational Therapy Association (AOTA) has adopted a *Code of Ethics* for all occupational therapy practitioners which includes occupational therapy students. The official document may be retrieved from <https://www.aota.org/Practice/Ethics.aspx>. You are obligated to demonstrate ethical conduct that reflects the AOTA profession when working with educators, classmates, clients, families, caregivers, administrators, colleagues, policymakers, payers, and other health care professionals. The core values of the profession are Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence.

OTD Technical Standards

Cognitive Functions

- Comprehend, retain, and retrieve complex information from the liberal arts, basic sciences, mathematics, and psychological and clinical sciences and apply this information to professional course work.
- Comprehend, synthesize, and integrate information from written materials, demonstration, lectures, class discussions, laboratory practice sessions, and real and simulated patients.
- Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation and intervention of real and simulated patients.
- Procure evidence-based information and apply it to the practice of occupational therapy.
- Critically analyze information taken from lectures, class discussion, written materials, research literature, laboratory, and patient demonstrations to develop and support the rationale for appropriate patient examinations, evaluations, and interventions.
- Determine the occupational therapy needs of any patient with potential movement dysfunction.
- Develop and document an occupational therapy plan of care for any patient with movement dysfunction.
- Demonstrate management skills including planning, organizing, supervising, and delegating.

- Develop and apply programs of prevention and health promotion in a variety of client and patient populations.
- Participate in the process of scientific inquiry.

Affective & Communication Functions

- Establish professional, empathic relationships with individuals from a variety of backgrounds, ages, and needs, based on mutual trust.
- Recognize the impact and influence of lifestyle, socioeconomic class, culture, beliefs, race, and abilities on patients and colleagues.
- Engage in respectful, non-judgmental interactions with individual from various lifestyles, cultures, beliefs, races, socioeconomic classes, and abilities.
- Develop and maintain effective, respectful working relationships with professional colleagues, peers, patients, families, and the general public.
- Work effectively as part of an interdisciplinary team.
- Utilize appropriate professional verbal, nonverbal and written communication with patients, families, colleagues, and others.
- Recognize the psychosocial impact of movement dysfunction and disability on the client and family; integrate these needs into the evaluation and plan of care.
- Apply teaching and learning theories and methods in healthcare and community environments.
- Meet externally imposed deadlines and time requirements.
- Effectively and consistently manage personal stress and the stress of others.
- Effectively attend to people, information, and tasks in a complex, highly stimulating environment during an entire workday.
- Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the AOTA, and related professional organizations.
- Demonstrate responsibility for self-assessment and the development of a life-long plan for professional growth and development.
- Accept responsibility for all actions, reactions, and inactions.
- Respond to medical crisis and emergencies in a calm, safe, and professional manner.
- Speak and write effectively in English to convey information to other individuals and groups.
- Understand and interpret the verbal, non-verbal, and written communications of others and respond in an appropriate, professional manner.

Psychomotor Functions

- Safely, reliably, and efficiently perform appropriate occupational therapy procedures to examine the functional skills and gross motor system of patients across the lifespan.

These include but are not limited to:

- Cognitive, mental, emotional status
 - Endurance
 - Skin integrity
 - Sensation
 - Strength
 - Joint mobility
 - Joint motion and play
 - Muscle tone and reflexes
 - Movement patterns
 - Coordination
 - Balance
 - Development skills
 - Pain
 - Posture
 - Gait
 - Functional abilities
 - Assistive technology
 - Cardiopulmonary status
 - Segmental length, girth, and volume
- Demonstrate the ability to observe and practice universal precautions
 - Demonstrate the ability to perform CPR and emergency first aid.
 - Safely, reliably, and efficiently perform treatment procedures for patients across the lifespan, using procedures that are appropriate for the patient's status and plan of care. These include, but are not limited to:
 - Therapeutic exercises to improve strength, ROM, or endurance
 - Developmental activities

Prosthetic and orthotic training

- Wound care
- Wheelchair training
- Neurosensory techniques
- Thermal agents and electrotherapy
- Balance and coordination training
- Positioning techniques

Joint mobilization and soft tissue procedures

- Functional activities, bed mobility, transfers
- Safely and reliably read meters, dials, printouts, and goniometers.
- Manipulate and operate occupational therapy equipment and monitoring devices.
- Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/classmates.

Demonstrate the ability to work in an environment that requires significant physical activity and mobility throughout the workday in a way that does not compromise patient or therapist safety.

OTD Curriculum Description

The entry-level Doctor of Occupational Therapy (OTD) program is an 8 semester, 114 semester credit program. The curriculum builds on the mission and vision of the University with central themes of *Education, Truth, Faith, Service, and Innovation*. There are 31 classes which include 3 Professional Standards courses, 6 Occupations courses, 4 research courses, 4 Foundational Science courses, 5 clinical placements, 2 Innovations and 3 Competency courses and a capstone series for graduation requirements. This is a full-time, cohort-based curriculum with majority of coursework delivered face-to-face at the School of Rehabilitation Sciences (9160 Guilbeau, San Antonio, TX 78250). Online content will be supported through Canvas – Learning Management System (LMS), Microsoft Teams, and other technology supported by the University.

OTD Course Sequence

Fall Semester Year 1

OTD 6310	Professional Development in Occupational Therapy (3)
OTD 6215	Theoretical Foundations in Occupational Therapy (2)
OTD 6513	Functional Kinesiology and Anatomy (5)
OTD 6311	Occupations 1: Foundations (3)
OTD 6210	Ethics and Occupational Justice (2)
OTD 6312	Research I: Foundation of Scholarship (3)
Total Credits 18	

Spring Semester Year 1

OTD 6423	Neuroscience Principles for OT (4)
OTD 6323	Clinical Health Conditions I (3)
OTD 6321	Occupations II: Mental Health (3)
OTD 6224	Fieldwork I Seminar: Mental Health (2)
OTD 6521	Occupations III: Adult (5)
OTD 6322	Research II: Quantitative and Qualitative Methods (3)
Total Credits 18	

Summer Semester Year 1 – Hybrid classes

OTD 7435	Administration and Policy Development (4)
OTD 7335	Instructional Design (3)
OTD 7331	Occupations IV: Lifespan Development (3)
Total Credits 10	

Fall Semester Year 2

OTD 7541	Occupations V: Children and Youth (5)
OTD 7244	Fieldwork I Seminar: Children and Youth (2)
OTD 7345	Capstone Project I: Development (3)
OTD 7446	Innovation (4)

OTD 7342 Research III: Proposal (3)
OTD 7145 Advocacy Project (1)
Total Credits 18

Spring Semester Year 2

OTD 7551 Occupations VI: Adult and Older Adult (5)
OTD 7254 Fieldwork I Seminar: Adult and Older Adult (2)
OTD 7355 Capstone Project II: Design (3)
OTD 7356 Competency (3)
OTD 7352 Research IV: Data Collection and Analysis (3)
OTD 7253 Clinical Health Conditions II: Pharmacology and Comorbidities (2)
Total Credits 18

Summer Semester Year 2

OTD 8964 Fieldwork IIA (9)
Total Credits 9

Fall Semester Year 3

OTD 8974 Fieldwork IIB (9)
Total Credits 9

Spring Semester Year 3

OTD 8985 Doctoral Capstone Experience (9)
OTD 8385 Transition to Practice (3)
Total Credits 12

114 Total Semester hours
8 semesters

OTD Course Descriptions

Fall Semester Year 1

OTD 6310 Professional Development in Occupational Therapy (3)

B. 2.2, 2.4, 2.10, 2.11, 3.22, 4.5 (6)

The history, philosophical base, theory, and sociopolitical climate of the occupational therapy profession are examined with meeting the dynamic nature of current and future health and human services delivery systems for persons, groups, and populations. The distinct value of occupational therapy is defined for employers, colleagues, third-party payers, regulatory boards, policymakers, and consumers. The role of the entry-level Doctor of Occupational therapist as a direct care provider, consultant, educator, manager, leader, researcher, advocate for the profession and consumer are developed. Intraprofessional and interprofessional education and team dynamics for ethical and legal responsibilities are analyzed.

Prerequisites: Acceptance into the Doctor of Occupational Therapy (OTD) Program

OTD 6215 Theoretical Foundations in Occupational Therapy (2)

B.2.1, B.2.2, (2)

The foundation of assessment, intervention, and scholarship in occupational therapy is based on theories, models of practice, and frames of reference that underlie the scope of practice for occupational therapy. Students explain the process of theory analyzing and selection development in occupational therapy and the desired impact and influence on society.

Prerequisites: Acceptance into the Doctor of Occupational Therapy (OTD) Program

OTD 6210 Ethics and Occupational Justice (2)

B.1.2, B.1.3, B.2.9, B.2.10., B.4.2., B.4.9. (6)

The *AOTA Code of Ethics* is defined as the professional responsibilities of the occupational therapy student and occupational therapy practitioner for ethical decision-making regarding personal and professional liability. Sociocultural, cultural humility, socioeconomic, diversity factors, and lifestyle choices are applied, analyzed, and evaluated in contemporary society to meet the needs of persons, groups, and populations. Occupational justice is defined and applied to engage populations in meaningful societal occupations, activities, and social justice.

Prerequisites: Acceptance into the Doctor of Occupational Therapy (OTD) Program

OTD 6311 Occupations I: Foundations (3)

B.2.3., B.2.4., B.2.5., B.2.7., B.2.8., B.3.1., B.3.8. B.3.13(8)

The *Occupational Therapy Practice Framework* is applied for definition and meaning of occupation used in terminology and professional practice. Exploration of balancing areas of occupation to promote health, integrative health, and prevention of health conditions are implemented through activity analysis, therapeutic use of self, group dynamics, adapting processes, modifying environments, and applying ergonomic principles with consumers.

Prerequisites: Acceptance into the Doctor of Occupational Therapy OTD Program

OTD 6513 Functional Kinesiology and Anatomy (5)

B.1.1., B.2.8. (2)

Human body structures and functions are analyzed in relation to activities of daily living and occupations across the lifespan. Plasticized models, anatomical models, and computer applications are used to expand learning and discovery. Students obtain skills in goniometry, manual muscle testing, and vital signs.

Prerequisites: Acceptance into the Doctor of Occupational Therapy (OTD) Program

OTD 6312 Research I: Foundation of Scholarship (3)

B.2.1, B.4.7, B.5.1, B.5.3, B. 5.4. (5)

Introduction of critical thinking, research processes, and evidence-based practice are applied to occupational therapy. Students gain an appreciation for levels of research and scientific evidence to guide occupational therapy **professional practice**. Student groups formulate evidence tables and **disseminate** a scholarly, peer-reviewed research poster presentation on an evidence-based topic **related to the current scope of practice in occupational therapy**. Completion of CITI training for research ethics will be completed.

Prerequisites: Acceptance into the Doctor of Occupational Therapy (OTD) Program

Total Credits 18

Spring Semester Year 1

OTD 6323 Clinical Health Conditions I (3)

B.1.3, B.2.5, B.2.6 (3)

Pathologies related to heritable diseases, genetic conditions, mental illness, disability, trauma, and injury are defined. The impact of the disease processes on occupational performance is analyzed. Social determinants of health, integrative health and wellness for persons, groups, and populations are examined. Epidemiological factors that impact public health and the welfare of populations are analyzed. Scientific evidence is discussed to identify the importance of balance in occupations and the need for prevention of disease, illness, and restoration of function.

Prerequisites: Successful completion of year 1, semester 1 OTD coursework

OTD 6423 Neuroscience Applications (4)

B.1.1 (1)

The student examines the central, autonomic, and peripheral nervous systems and how neurological conditions influence occupational performance skills of motor and praxis, sensory-perceptual, emotional regulation, cognitive, communication, and social skills. Neurological assessment skills used in occupational therapy practice are developed in lab practical examinations.

Prerequisites: Successful completion of year 1, semester 1 OTD coursework

OTD 6321 Occupations II: Mental Health (3)

B.2.1., B.2.7, B.2.9., B.3.1., B.3.2., B.3.5., B.3.6., B.3.7., B.3.17 (9)

Therapeutic use of self and group dynamics are used in occupational therapy assessment and intervention strategies for consumers with mental and behavioral health concerns and psychosocial aspects that impact occupational performance patterns and skills. Students develop skills in documentation, communication, and client safety regulation awareness.

Prerequisites: Successful completion of year 1, semester 1 OTD coursework

OTD 6224 Fieldwork I Seminar: Mental Health (2)

B.3.22, 3.21 (2)

Fieldwork level I experiences develop professional knowledge, attitudes, and skills through intraprofessional and interprofessional practice areas in the community and mental health agencies. Fieldwork I seminars enrich the classroom learning in simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment.

Prerequisites: Successful completion of year 1, semester 1 OTD coursework

OTD 6521 Occupations III Adult (5)

B.3.2., B.3.3., B.3.6., B.3.9., B.3.10, B.3.12, B.3.14., B.3.16., B.3.17., B.3.18 (10)

Adult standardized and non-standardized assessments and intervention strategies are applied using evidence-based practice and theoretical frameworks. Professional and clinical reasoning are used to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills for health promotion, compensation, adaptation, and prevention. Clinical application of physical agent and mechanical modalities, prosthetics and orthotics are assessed in lab experiences. Ergonomics for home, work, and industry are introduced with recommendations for prevention and proper use of environment, tools, and methods. Students explore informatics related to electronic documentation and the use of telehealth. Consumer education and care coordination are incorporated into case studies.

Prerequisites: Successful completion of year 1, semester 1 OTD coursework

OTD 6322 Research II: Quantitative and Qualitative Methods (3)

B.1.4, 3.4, B.5.1, B.5.3, B.5.4

Quantitative and qualitative design and research methods are developed with student groups drafting a research proposal to include abstract, introduction, literature review, and methodology. Understanding of Institutional Review Board (IRB) policies are required for human subject research, educational research, or research related to population health. Students develop skills in the selection, application, and interpretation of basic descriptive, correlational, and inferential quantitative statistics. Qualitative methods for coding, analyzing, and synthesizing qualitative data are developed. **Analysis and synthesis** of research are incorporated into a study for **evidence-based practice**. **Additionally, students will also develop interpretation skills of evaluations to include an understanding of psychometric properties considering factors that might bias assessment results**, criterion-referenced and norm-referenced standardized testing **with emphasis on sampling, normative data, standard and criterion scores, reliability, and validity**.

Prerequisites: Successful completion of year 1, semester 1 OTD coursework

Total Credits 20

Summer Semester Year 1 – Hybrid classes

OTD 7435 Administration and Policy Development (4)

B.2.11., B.4.1., B.4.2., B.4.3., B.4.4., B.4.6., B.4.8., B.4.9. (8)

Leadership theories and management strategies are developed through analysis of program development and evaluation of outcomes, case management, business planning, management skills, information systems, health and public policy, advocacy, political activism, professional networks, and social change initiatives. State and federal legislation and regulations with implications for occupational therapy practice are studied. Demonstration of various reimbursement systems and funding sources for occupational therapy practice are developed. A business plan to explore financial management, program evaluation models, and strategic planning is implemented for a proposed occupational therapy practice area.

Prerequisites: Successful completion of year 1, semester 2 OTD coursework

OTD 7335 Instructional Design (3)

B.2.4, 2.12, 3.19 (3)

The teaching and learning process is applied to health literacy using educational methods and health literacy education approaches to meet consumer and caregiver needs based on sociocultural and educational levels. Communication skills with patients, families, communities, and members of the interprofessional team are used for health and wellness promotion. The distinct value of occupational therapy services is used for marketing. Occupational therapy consulting opportunities are developed and refined. Principles of instructional design for work in an academic setting are developed through building a syllabus, planning learning strategies, and complying with academic accreditation standards.

Prerequisites: Successful completion of year 1, semester 2 OTD coursework

OTD 7331 Occupations IV: Lifespan Development (3)

B.1.1, 1.2, 2.3 (3)

Students analyze human development across the lifespan from birth to the older adult. Developmental milestones of human growth and development are studied as a foundation for assessment and occupation-based intervention of atypical development conditions that impact occupational performance in children, youth, adult, and older adult populations.

Prerequisites: Successful completion of year 1, semester 2 OTD coursework

Total Credits 10

Fall Semester Year 2

OTD 7145 Advocacy Project (1)

B.1.2, 2.5, 2.12, 3.20 (4)

The advocacy project is designed to engage in sociocultural, cultural humility socioeconomic, diversity factors, and lifestyle choices of populations locally or internationally to address occupational justice. Student groups design and carry out an occupation-based program to

address the needs of the population. A formal evaluation of outcomes and processes are measured.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework

OTD 7541 Occupations V: Children and Youth (5)

B. 3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.3.7, B.3.8, B.3.9, B.3.10, B.3.12, B.3.13, B.3.18 (12)

Children and youth standardized and non-standardized assessments and intervention strategies are applied using evidence-based practice and theoretical frameworks. Professional reasoning is used to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills for health promotion, compensation, adaptation, and prevention. Students will interpret evaluation findings from results of assessment tools and develop a client-centered, culturally relevant, evidence-based intervention plan, including reporting of evaluation findings. School-based practice, inclusion, and transitional services are explored. Dysphagia and feeding strategies are assessed through lab experiences. Students explore informatics related to electronic documentation and the use of telehealth. Consumer education and referral to specialists are incorporated into case studies.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework

OTD 7244 Fieldwork I Seminar: Children and Youth (2)

B.2.7, 2.8 (2)

Fieldwork level I experiences develop professional knowledge, attitudes, and skills through intraprofessional and interprofessional practice areas in clinical settings, out-patient clinics, school-based programs working with children and youth. Fieldwork I seminars enrich the classroom learning in simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework

OTD 7345 Capstone Project I: Development (3)

B.4.4., B.4.6., B.4.8. (3)

Exploration of capstone projects involves identifying areas of interest, needs assessment, literature review, and proposed educational goals/objectives. Topic areas of in-depth learning include one or more of the following: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, and leadership.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework

OTD 7446 Innovation (4)

B.2.10, 3.11, 3.15, 3.16, 3.18 (5)

Educational technology and innovation for remediation and compensation of consumer needs within the environment for home, school, work, play, and community engagement are assessed and analyzed for occupational performance. High and low technology is incorporated into

occupations. Technology for community mobility and driving rehabilitation is addressed as it relates to occupational participation. Assistive and adaptive technology, ergonomics, and universal design are utilized to meet individual and population needs. Design, fabrication, and funding sources of assistive technology and devices for prosthetics, orthotics, functional mobility, virtual environments, telehealth technology, and electronic documentation are assessed with treatment interventions planned.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework

OTD 7342 Research III: Proposal (3)

B.1.4, B.5.1, B.5.2, B.5.3 (4)

Student research groups complete and submit an Institutional Review Board application for the research study for approval. The research study is further developed, **implemented, analyzed,** and refined. Students learn various research software programs for research analysis. Students begin final manuscript with formatting aligned with designated source for a peer-reviewed journal submission.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework

Total Credits 18

Spring Semester Year 2

OTD 7253 Clinical Health Conditions II: Pharmacology and Comorbidities (2)

B.2.6. (1)

Pharmaceutical needs for physical, integrative health, and mental health conditions are covered as related to children, youth, adults, and older adults. Chronic conditions and comorbidities are further assessed for the complexity of health maintenance. Health promotion for the population and management of societal demands for cost-efficient and social justice within health care delivery models are investigated.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework

OTD 7551 Occupations VI: Adult and Older Adult (5)

B.2.3, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.12, 3.15, 3.19, 3.20 (12)

Adult and older adult standardized and non-standardized assessments and intervention strategies are applied using evidence-based practice and theoretical frameworks. Clinical reasoning is used to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills for health promotion, compensation, adaptation, and prevention. Comorbidities and end-of-life issues are addressed. Dysphagia and feeding strategies are assessed through lab experiences. Students explore informatics related to electronic documentation and the use of telehealth. Consumer education and referral to specialists are incorporated into case studies.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework

OTD 7254 Fieldwork I Seminar: Adult and Older Adult (2)

B.3.21, 3.22

Fieldwork level I experiences develop professional knowledge, attitudes, and skills through intraprofessional and interprofessional practice areas in hospitals, long-term care facilities, community and mental health agencies for adults and older adults. Fieldwork I enrich the classroom learning in simulated environments, standardized patients, faculty practice, faculty-led site visits, and/or supervision by a fieldwork educator in a practice environment.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework

OTD 7355 Capstone Project II: Design (3)

B.4.4., 4.8, 4.9, 5.2 (4)

Finalization of the individualized capstone projects involves a defined area of interest, completed needs assessment, literature review, goals/objectives, learning agreement, timeline, and a signed affiliation agreement. Content expert and faculty mentor have approved the learning agreement. Topic areas of in-depth learning include one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework

OTD 7356 Competency (3)

B.4.5 (1)

Competency tests knowledge, skills, and attitudes necessary to practice occupational therapy. Individual competency must be passed prior to going out on fieldwork IIs. Competencies are in the form of assessments, interventions, documentation, safety, educational technology, case studies, NBCOT practice exam – OTKE practice exam, splinting, and physical agent & mechanical modalities.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework

OTD 7352 Research IV: Data Collection and Analysis (3)

B.1.4, B.4.7, B.5.2, B.5.3, B.5.4 (5)

Finalization of the group research study is submitted following a thorough analysis and scholarly writing of evidence-based practice. The research study will be submitted for publication in a peer-reviewed journal. The research study is required to be disseminated to an intraprofessional and interprofessional internal audience. Additionally, students will demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for evolving service delivery models, professional development, and practice. Students will complete a mock grant application pertaining to their capstone project.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework

Total Credits 18

Summer Semester Year 2

OTD 7964 Fieldwork IIA (9)

Fieldwork II is a 12-week, full-time (part-time option) opportunity to develop clinical reasoning and reflective practice in administering professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions, and evidence-based practice in traditional, nontraditional, and emerging clinical or community setting(s).

Prerequisites: Successful completion of all OTD coursework, competencies, and fieldwork I.

Total Credits 9

Fall Semester Year 3

OTD 8974 Fieldwork IIB (9)

B.4.25

Fieldwork II is a 12-week, full-time (part-time option) opportunity to develop clinical reasoning and reflective practice in administering professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions, and evidence-based practice, occupation-based practice in traditional, nontraditional, and emerging clinical or community setting(s).

Prerequisites: Successful completion of all OTD coursework, competencies, and fieldwork I.

Total Credits 9

Spring Semester Year 3

OTD 8985 Doctoral Capstone Experience (9)

The doctoral capstone experience is a 14-week individualized, in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, and education. The student is guided by a doctoral capstone coordinator, an expert mentor, and a faculty mentor for content development and review. Formal presentation to an intraprofessional and interprofessional audience is required.

Prerequisites: Successful completion of all OTD coursework, competencies, and fieldwork I and II.

OTD 8385 Transition to Practice (3)

The Doctor of Occupational Therapy Student transitions to the occupational therapist by preparing for the NBCOT exam, developing a resume and curriculum vitae, applying job search strategies, mastering interview skills, refining contract negotiations, budgeting for life earnings, and building financial strategies for student debt repayment.

Prerequisites: Successful completion of all OTD coursework, competencies, and fieldwork I and II.

Total Credits 12

114 Total Semester hours

8 semesters

OTD Course Load

In the entry-level program, the average unit load for a full-time student is between 18 credit hours per semester (Fall, Spring) and 9-10 (Summer). For most courses, one (1) credit hour reflects one (1) hour of class time. For fieldwork I, (2) credit hours reflect two semester hours of practice of class time and additional independent out of class assignments.

OTD Course Numbers

First Number represents the year in the graduate program. The first year in the professional program is “6”. With that said a course that starts with a “7” in our OTD program is a course that may occur in the first academic year of the professional program but it will be the 3rd semester. The OTD program uses 6,000 courses for semesters 1 and 2; 7,000 for semesters 3, 4, and 5; 8,000 for semesters 6, 7, and 8.

Second Number represents the number of credit hours; Third Number represents the semester number in the ‘year’ the course falls; Fourth Number represents the curriculum thread that is unique to our program.

Course number that ends in a 0 in the OTD program is – *professional standards*

Course number that ends in a 1 in the OTD program is – *occupations series*

Course number that ends in a 2 in the OTD program is – *research series*

Course number that ends in a 3 in the OTD program is – *foundational science*

Course number that ends in a 4 in the OTD program is – *fieldwork I and II*

Course number that ends in a 5 in the OTD program is – *capstone series*

Course number that ends in a 6 in the OTD program is – *innovation and competencies*

OTD Practice Board Exam

During the 3rd semester and 5th semester of the entry-level OTD program, students are required to take the OTKE and obtain a score equivalent to or greater than the “on track to pass” score. Failure to achieve the required score during the 5th semester will result in a grade of incomplete “IP” in the OTD 7356 Competency course until such a time the student demonstrates the ability to meet that score. A structured remediation plan will be developed by the student in consultation with their faculty advisors to facilitate student success. Students unable to complete the remediation plan or to achieve a satisfactory grade within 12 months of OTD 7356 completion will be dismissed from the program. Between semesters 6 & 7 students are required to take the NBCOT practice exam. A structured remediation plan will be developed by the

student in consultation with their faculty advisors to facilitate student success. Students unable to complete the remediation plan or to achieve a satisfactory grade within 12 months of OTD 7356 completion will be dismissed from the program.

Part XI: Doctor of Physical Therapy Program Specific Information

DPT Program Description

The Entry Level DPT Program uses a case based approach. In a group of peers, the student learns new material by confronting and solving problems in the form of a clinical patient case. Students will work in small tutorial groups (6-10 students) with a faculty member as facilitator. Rather than listening to a lecture on a given topic (teacher-centered learning), students are presented with a scenario which typically integrates previously learned information with a great deal of new content (Physical Therapy Reasoning). The group must come to a consensus about the knowledge and skills they need to acquire to manage the patient/client in the scenario.

They develop “learning issues” or topics which represent questions about the case. Individually, students then research the topics by using textbooks, review articles, peer-reviewed research, and electronic databases. Carefully crafted scenarios are the “anchors” around which other content is taught.

DPT Accreditation

The DPT Program at the University of the Incarnate Word is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax St., Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The ***Policy for Compliance with Accreditation Policies and Procedures*** defines the procedures for maintaining ongoing compliance with CAPTE criteria and standards. The DPT Program, through its policies and procedures, is committed to assuring compliance with the evaluative criteria established by CAPTE.

The DPT Program is committed to maintaining complete compliance with all accreditation criteria as prescribed by CAPTE. This includes but is not limited to timely submission of all required documents including:

- Annual Accreditation Reports (AAR)
- Self-study Reports
- Program data related to admission, graduation, and outcome measures
- Timely submission of all fees associated with CAPTE accreditation
- Timely notice of any planned or unexpected substantive program changes
- Timely notice of institutional factors which may affect the program
- Timely remediation of any situation which may result in CAPTE non-compliance

Responsibility

The DPT Program Director and the Dean or designee(s) are responsible for maintaining CAPTE compliance (UIW Faculty Handbook. Chapter 2. May 2021); The Faculty is responsible for mapping curriculum content to the CAPTE criteria, designing learning experiences to meet curricular objectives, and assessing learning outcomes. The students are encouraged to provide constructive feedback concerning learning experiences, to be actively engaged in learning experiences to be successful graduates, and to meet graduate outcomes.

CAPTE Contact Information

**Mary Romanello, PT, PhD (Director,
Accreditation)**

Phone: 703-706-3241|

Email: maryromanello@apta.org

**Doreen Stiskal, PT, MS, PhD
(Manager, PT Programs)**

Phone: 703-706-3247 |

Email: doreenstiskal@apta.org

Registering a Complaint with CAPTE

The only means by which CAPTE can act on a concern is through the process of a formal complaint. The complaint must be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. Simply put, the complaint must be linked to violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook, available through The Commission on Accreditation in Physical Therapy Education (CAPTE) website (<https://www.capteonline.org/>), or by calling 1-800-999-2782.

If an individual wants to file a complaint against a DPT program, one must read all details on the CAPTE website at <https://www.capteonline.org/complaints> and follow the process laid out by CAPTE. For CAPTE to consider a complaint to be authentic, all avenues for redress at the institute must be exhausted with every effort. CAPTE does not function as an arbiter between the complainant and the institution. Should CAPTE determine that the complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria.

APTA Code of Ethics and Core Values

The American Physical Therapy Association (APTA) has adopted a *Code of Ethics* for all physical therapists to abide by. Students are expected to learn and practice in an ethical manner. See the APTA resources for the [eight \(8\) ethical principles](#) of the physical therapist and [nine \(9\) core values](#) of the physical therapist/physical therapy assistant.

The APTA is the professional organization for physical therapists in the United States. There are many resources and benefits to being a member both as a student and professional. As a student you may attend the state and national conferences and student conclave all at discounted rates.

As a UIW DPT student, you will be a student member of the APTA. You are highly encouraged to participate in state chapter and national activities. Please see [the APTA website](#) and speak with your advisor for more information.

DPT Technical Standards

Cognitive Functions

- Comprehend, retain, and retrieve complex information from the liberal arts, basic sciences, mathematics, and psychological and clinical sciences and apply this information to professional course work.
- Comprehend, synthesize, and integrate information from written materials, demonstration, lectures, class discussions, laboratory practice sessions, and real and simulated patients.
- Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation, and intervention of real and simulated patients.
- Procure evidence-based information and apply it to the practice of physical therapy.
- Critically analyze information taken from lectures, class discussion, written materials, research literature, laboratory, and patient demonstrations to develop and support the rationale for appropriate patient examinations, evaluations, and interventions.
- Demonstrate management skills including planning, organizing, supervising, and delegating.
- Participate in the process of scientific inquiry.

Communication Functions

- Establish professional, empathic relationships with individuals from a variety of backgrounds, ages, and needs, based on mutual trust.
- Utilize appropriate professional verbal, nonverbal and written communication with patients, families, colleagues, and others.
- Communicate effectively in person and in writing in English to convey information to other individuals and groups.
- Understand and interpret the verbal, non-verbal, and written communications of others and respond in an appropriate, professional manner.

Behavioral Functions

- Recognize the impact and influence of lifestyle, socioeconomic class, culture, beliefs, race, and abilities on patients and colleagues.
- Engage in respectful, non-judgmental interactions with individual from various lifestyles, cultures, beliefs, races, socioeconomic classes, and abilities.
- Develop and maintain effective, respectful working relationships with professional colleagues, peers, patients, families, and the public.
- Work effectively as part of an interdisciplinary team.
- Able to learn in various modalities and using various platforms to accomplish

- professional and interprofessional learning.
- Meet externally imposed deadlines and time requirements.
- Effectively and consistently manage personal stress and the stress of others.
- Effectively attend to people, information, and tasks in a complex, highly stimulating environment when at work
- Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the APTA, and related professional organizations.
- Demonstrate responsibility for self-assessment and the development of a life-long plan for professional growth and development.
- Accept responsibility for all actions, reactions, and inactions.
- Respond to medical crisis and emergencies in a calm, safe, and professional manner.
- Safely and reliably gather information and interpret physical therapy equipment and monitoring devices.
- Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/classmates.

Demonstrate the ability to work in an environment that requires significant physical activity and mobility throughout the workday.

DPT Student Year Description

The student year classification for the purpose of the DPT Program is as follows:

- A year one (1) student physical therapist (SPT) = enrolled in semesters 1-2
- A year two (2) student physical therapist (SPT) = enrolled in semesters 3-5
- A year three (3) student physical therapist (SPT) = enrolled in semesters 6-7

DPT Curriculum Description

The curriculum is delivered over two and a half (2 1/2) academic years or seven (7) contiguous semesters and includes 104 credit hours with 34 weeks of professional practice. The curriculum consists of five (5) main courses threaded throughout the first six semesters – Professional Reflection, Physical Therapy Reasoning, Patient/Client Management, Foundational Sciences and Professional Topics. Professional Practice Education (PPE) opportunities are integrated throughout the curriculum (See curriculum table below). Starting with the Class of 2024, the Capstone series in the curriculum has progressed to an Interprofessional Education and Collaborative Practice (IPE/CP)/Integrated Clinical Education Course and two elective courses.

Professional Practice Education

Students will participate in 34 weeks of clinical experiences. A variety of opportunities will be provided to the students in Texas as well as throughout the United States. The Director of

Professional Practice Education will work closely with the students in the selection process for the clinical experiences. Students' preferences and needs are considered. The 1st professional practice experience is a 10-week full-time experience in the 6th semester. The 2nd professional practice experience is a 12-week one in the first half of the 7th semester. The 3rd professional practice experience is a 12-week experience that occurs during the second half of the 7th semester and provides an area of clinical experience need and/or special interest.

Community Engagement

Students and faculty will be expected to engage in service-learning opportunities in the community. Some of the curricular learning objectives will be met through participation in community engagement opportunities that may occur outside of scheduled class time. Written reflection and small/large group discussion of the experiences will help all gain a deeper understanding of the mission of the University and School while allowing for personal and professional growth.

DPT Practice Board Exam

During the last fall semester of the entry-level DPT program, students are required to take and obtain a score equivalent to or greater than the “on track to pass” score on the Federation of State Boards of Physical Therapy (FSBPT) *Academic* PEAT exam

<http://www.FSBPT.org>

The “on track to pass” score is determined by the FSBPT for the academic version of the PEAT Exam. Failure to achieve the required score will result in a grade of incomplete “IP” in the DPT 7115 Professional Critical Self Reflection III course until such time the student demonstrates the ability to meet that score. A structured remediation plan will be developed by the student in consultation with their faculty advisor to facilitate student success. Students unable to complete the remediation plan or to achieve a satisfactory grade within 12 months of DPT 7115 completion will be dismissed from the program.

DPT Recognized Abbreviations

PBL	Problem Based Learning
PPE	Professional Practice Education
DPPE	Director of Professional Practice Education
SCCE	Site Coordinator of Clinical Education
CI	Clinical Instructor
OSCE	Objective Structure Clinical Exam (comprehensive practical exam)
CPI	Clinical Performance Instrument

SRS	School of Rehabilitation Sciences
SPT	Student Physical Therapist

Part XI: Appendices and Forms

Appendix A

Acknowledgement of Student Handbook

I acknowledge that I have received and read a copy of The University of the Incarnate Word SRS Student Handbook. I take responsibility for abiding by all policies and procedures outlined in this handbook including all standards of professional conduct.

Printed Name of Student

Signature of Student	Date
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Printed Name of Witness

Signature of Witness	Date
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This signed form will be maintained in the student's file located in the SRS.

Appendix B

Academic Integrity Pledge

As a student in the SRS, I recognize and accept personal responsibility for honesty in all of my interactions, assignments and examinations while a member of this program. Such honesty is a vital part of my academic career and is the foundation of my work here as a student and as an aspiring occupational/physical therapist.

I pledge that I will uphold the Academic Integrity Policy of the School of Rehabilitation Sciences and The University of the Incarnate Word and will encourage my peers to respect and observe these policies. I will fully support my peers in their efforts to uphold these vital principles.

I understand that by signing this pledge, I agree to abide by the Academic Integrity Policies throughout all aspects of the School of Rehabilitation Sciences.

Printed Name of Student

<i>Signature of Student</i>	<i>Date</i>
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Printed Name of Witness

<i>Signature of Witness</i>	<i>Date</i>
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Appendix C

Participant Consent to Participate in Programmatic Assessment

As a student in the School of Rehabilitation Sciences at the University of the Incarnate Word, you will play an integral part in the on-going programmatic assessment initiatives to improve student learning outcomes, and teaching effectiveness in the curriculum, demonstrate progress over time, compare different cohorts of students or against students in traditional programs, assess level of learning, and/or determine predictors of student success.

Students will participate by completing mandatory assessments during the course of your study including but not limited to the assessment of motivation and attitude towards active learning and learner autonomy, core values assessment, the Health Science Reasoning Test, course grades, grade point average, generic abilities assessment, 12-item GRIT Scale, Jefferson Scale for Empathy, Maslach Burn-Out Inventory – Human Services Survey, Clinical Performance Instrument (CPI), personality assessment (True Colors™), practice state board exams, Occupational Therapy Knowledge Examination (OTKE) score, student evaluation of learning (course assessment), graduate exit survey, alumni survey, and employer survey. Admissions data including student demographics, course grades, grade point average (GPA), Federation of State Board of Physical Therapy (FSBPT) examination scores (practice and pass scores) will also be used for the purpose of programmatic assessment. National Board of Occupational Therapy examination scores (practice and pass scores) will also be used for the purpose of programmatic assessment.

Students may also be asked to participate on a voluntary basis to more specific assessments such as discussion and/or focus groups, cognitive mapping, student evaluation of learning (student mid-program assessment, graduate exit survey/focus group), return of alumni survey, and University level assessments including student satisfaction inventory, library quality assessment, and campus religious and spiritual climate survey. For optional assessments, the decision to participate or not will not influence a student's future relations with the University of the Incarnate Word or with the faculty. If a student decides to participate, he/she will be free to withdraw consent and to stop participation at any time without penalty or retribution.

Identifiable information will be assigned a number code as a unique identifier and all data will be de-identified in order to maintain the confidentiality of the participant. The student's name will be linked with this number code on a master code spreadsheet available only to the primary and co-investigators. This spreadsheet will be maintained on the investigator's computer that requires a pass code. The code will be used for storing and analysis of the data. There are no risks associated with the participation in programmatic assessment.

Programmatic assessment will benefit the SRS programs contributing to continuous quality improvement and providing evidence of learning outcomes, teaching effectiveness. These outcomes may be used in course, curriculum, Institution, ACOTE, CAPTE and SACS assessment.

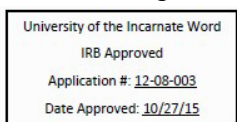
There is no additional cost to the individual to participate in the study, nor is there any compensation for doing the study.

Everything we learn about students in the study will be confidential. If we publish the results of the study, you will not be identified in any way.

If you have any questions now, feel free to ask us. If you have additional questions later or wish to report a problem that may be related to the study, contact the Program Director .

The University of Incarnate Word committee that reviews research on human subjects, the Institutional Review Board, will answer any questions about your rights as a research participant (nijland@uiwtx.edu, Dean, Research & Graduate Studies, Dr. Mark Nijland and Dr. Jeff Rabin, IRB Chair).

** You will be given a copy of this form to keep.*



Consent to Participate

Please initial the appropriate box.

I agree to participate in this study fully by participating in all outcome measure activities and by allowing my confidential information to be used for presentation or publication. _____

I agree to participate in this study fully by participating in all outcome measure activities. Please, **do not** allow my confidential information to be used for presentation or publication. _____

I agree to participate in this study by participating in only the mandatory outcome measure activities and by allowing my confidential information to be used for presentation or publication.

I agree to participate in this study by participating in only the mandatory outcome measure activities. Please, **do not** allow my confidential information to be used for presentation or publication. _____

Please sign this form, representing your willingness to participate in this study. Your signature indicates that you 1) have read and understand the information given above, 2) that the information above was explained to you, and 3) that you were given the opportunity to discuss the information and ask questions.

Signature of Participant
Signature of Witness
Signature of Investigator

Date and Time
Date and Time
Date and Time

Appendix D

Podcasting, Photographic, and other Media Consent and Release Form

I authorize and grant to the University of the Incarnate Word (UIW), St. Anthony Catholic High School, and Incarnate Word High School, all of which are referred to collectively in this agreement as UIW, and those acting pursuant to its authority, a non-exclusive, perpetual, worldwide license to:

1. Record my participation, likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
2. Use my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
3. Use my name and identity in connection with these recordings;
4. Use, reproduce, exhibit, or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet, podcast) my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, or any other medium without restrictions or limitations for any educational or promotional purpose which UIW and those acting pursuant to its authority, deem appropriate, including promotional efforts.
5. Distribute the medium over the internet using formats that allow downloading and playback on mobile devices and personal computers, for the purpose of making the work available in any format through iTunes or other web-based services.
6. Make and maintain more than one copy (hard-copy and/or digital copy) of the work for purposes of security, back-up and preservation.

I release UIW and those acting pursuant to its authority, from liability for violation of any personal, intellectual (including copyright) or proprietary rights I may have in connection with uses of the recordings authorized above. To the extent required, I hereby grant and assign all copyright in the podcast, video, audio, photographic, digital, electronic, or any other medium utilized to UIW. I waive any right to inspect or approve the final use(s) of the video, audio, photographic, digital, electronic, podcast or any other medium. As to the video, audio, photographic, digital, electronic, podcast itself, or any other medium, I understand and agree that UIW shall have exclusive ownership of the copyright and other proprietary and property rights in the work.

I waive any rights, claims, or interests I may have to control the use of my likeness, voice, name, recordings, and/or identity in the recordings and podcasts authorized above. I agree that any uses described above may be made without compensation or additional consideration to me. I agree that UIW shall have the right to remove the work from the hosted media or web-

based service at any time without prior notice for any reason deemed to be in UIW's best interest.

I waive and release UIW and its officers, agents and employees from any claim or liability relating to the use of my name, likeness, identity, voice, photographic image, video graphic image and oral or recorded statements in the work, including all claims of compensation, damage for libel, slander, invasion of the right of privacy or any other claims based on, arising out of, or connected with the use of said recordings and podcasts. I agree to indemnify UIW and its officers, employees, agents, successors, heirs, and assigns, for any and all claims, liabilities, damages, and expenses, including reasonable attorneys' fees actually incurred, due to any claimed infringement of copyrights, trade names, trademarks, service marks, right of publicity or privacy, or other proprietary, personal or property right arising from publication of the work through the hosted media or as a result of my breach of any covenant or warranty herein contained.

This Agreement shall be governed by and interpreted in accordance with the laws of the State of Texas.

By my signature, I represent that I have read and fully understand the terms of this release.

* A parent or guardian of youth under 18 must also sign.

Name (print): _____

Date of Birth: ____/____/____

E-mail Address: _____

Cell Phone: _____ Home Phone: _____

Signature

Date

I HAVE CAREFULLY READ THIS CONSENT AND RELEASE FORM AND AGREE TO ITS TERMS ON MY BEHALF AND ON BEHALF OF THE MINOR CHILD IDENTIFIED ABOVE.

Signature of Parent/Guardian (of youth under the age of 18)

Date

Appendix E

Student Receipt of Complaint Procedure Guidelines

The University of the Incarnate Word's School of Rehabilitation Sciences is committed to maintaining a learning environment which promotes academic excellence and personal development. Procedure guidelines assure students the opportunity to register their complaints about what they believe to be unfair treatment involving their academic work and to receive prompt resolution of matters related to the complaint.

To register a complaint, a student must hold an informal meeting with the instructor to resolve the complaint.

1. *If the complaint is not resolved*, the student may request a meeting with the Program Director.
2. *If the complaint is still not resolved* to the satisfaction of the student, the student shall have the right to appeal a decision in writing to the Dean of SRS by completing the form called *Appeal Form for Student Complaints about Faculty Decision*.

I understand the basic 3-step process for resolving a complaint related to faculty decisions about student course work and realize that for further details I must read the SRS Student Handbook policy on initiating a complaint.

Complaints of other concerns can be made via the university's [website](#) Click on the "Report an Incident" button.

I also understand the Dean of SRS is the appropriate administrator for making a final decision on the appeal and that I am not entitled to appeal to another administrator or office.

Print Student Name

Signature of Student

Date

Appendix F

Appeal Form for Student Complaints about Faculty Decisions

PLEASE NOTE: UIW explicitly prohibits any member of the university community from harassing or retaliating against students who file complaints and appeal decisions.

Student Contact Information

Student's (Complainant's) Name: _____

ID#: _____ UIW email address: _____

Address: _____

Primary Phone Number: _____ Other phone: _____

Complaint Information

Date of the incident/complaint: _____

Time of the incident (if applicable): _____

Place the incident occurred (if applicable): _____

Name(s) of the instructor who made a decision that directly affected you and is the subject of your complaint: _____

Date of last conversation with such person(s) when you tried to resolve your complaint: _____

Please attach a letter explaining your complaint and the reasons why a decision or action that affected you should be changed.

What happens next?

- Your complaint will be investigated by the Dean or Associate Dean who will seek a fair solution and report back to you in writing within 10 school days.
- The final decision may not be appealed to a higher level.
- Your file will be kept in the office where the final decision was made.

Signature of Student

Date

OFFICE USE ONLY

Date Appeal Received: _____

Date Response Due: _____

Date Response Sent to Student: _____

Comments: _____

Authorization for Human Subjects in the Class or Laboratory

Name: _____ Date: _____

Class/Laboratory Experience:

You have been invited to participate in a class or laboratory experience. The students and faculty may ask you questions that pertain to your health or condition. Please feel free to ask questions and share information that you feel comfortable with.

Thank you for your support in our learning experiences.

Printed Name of Faculty

Date

Signature of Faculty

Date

Note to parent/guardian: Signing this form shall remove UIW from liability of any nature that might result from this plan of action. I hereby give permission for my child to participate.

Printed Name of Patient/Client

Date

Signature of Patient/Client
Telephone No.

Date

If child (under 21 years):

Signature of Parent/Guardian

Telephone No.

Date

Appendix H

LAB RULES

1. At all times, act professionally. Conduct yourself in a safe and respectful manner.
2. Use standard precautions and proper personal hygiene at all times. Wash hands/Use hand sanitizer and wear clean clothing to protect yourself and others from the spread of infection.
3. No open containers of food or drink are allowed in the lab. No meals are to be eaten in the lab. Small snacks and covered containers of liquid are allowed to be consumed away from tables.
4. No shoes or sharp objects are allowed on the treatment tables.
5. Wipe down tables with approved cleaning solutions at the end of lab session. Clean in cracks of tables and around headpiece.
6. Ensure the safe handling and storing of all equipment in the lab. Return all equipment to its proper place after use. Report to faculty members any equipment that is not functioning correctly. Take care of all equipment as if you paid for it.
7. Ensure your personal safety when in the role of a patient or with a patient simulator.
8. Place used linen (pillowcases, towels, sheets) in laundry bags in the classroom.
9. Ensure the lab is left in a neat and orderly fashion after use.

Appendix I

Accident / Incident Report

Date of Accident / Incident: Time: _____am or _____pm

Name of Injured Person:

Address:

Phone Number(s):

Date of Birth: ____/____/____ Male or Female

Type of Injury:

Details of Accident/Incident:

Injury required physician/ER visit: Yes No * Name of physician/facility: Phone Number:

Signature of Injured Individual *Date*

*No Medical Attention was desired and/or required.

Signature of Injured Individual *Date*

Return this form to the instructor present with the original to be taken to the Administrative Assistant within 24 hours of the accident/incident. The report will be kept in the Incident Report File with a copy in the student's record.

Program Director

Date