



School of Rehabilitation Sciences
OTD STUDENT HANDBOOK
2025-2026

Entry-Level
Doctor of Occupational Therapy

Table of Contents

Part I: Overview.....	4
Welcome.....	4
Purpose of the Student Handbook.....	4
Non-Discrimination	4
University Mission Statement.....	5
University Core Values.....	5
School of Rehabilitation Sciences Vision.....	6
School of Rehabilitation Sciences Mission Statement.....	6
UIW Doctor of Occupational Therapy Mission Statement.....	6
Graduate Attributes.....	6
Graduate Outcomes.....	6
Accreditation and Compliance.....	7
Part II: The OTD Program.....	8
Description of the OTD Program.....	8
OTD Themes and Threads.....	8
OTD Philosophy of Education.....	8
Philosophy of Teaching and Learning.....	9
Technical Standards and Accommodations.....	13
Curriculum Description.....	16
OTD Course Sequence.....	16
Relationship to the Curriculum.....	17
Semester by Semester OTD Threads.....	18
OTD Course Descriptions.....	20
Part III: Program Personnel.....	29
Faculty and Staff Directory.....	29
Role of the Faculty Advisor.....	29
Faculty and Staff Office Hours.....	29
Part IV: Academic Integrity and Professional Behaviors.....	30
AOTA Code of Ethics.....	30
Academic Integrity and Professional Behaviors.....	30
Fitness to Practice (FTP) Policy and Procedures.....	30
Professional Behavior Citation Process.....	34
Academic Integrity.....	34
Violations of the Academic Integrity and Professional Behaviors Policies.....	35
Part V: Academic Policies.....	38
Attendance.....	38
Appearance Code.....	39
Illness and Injury.....	40
Use of Electronic Devices.....	41

Course Load.....	41
Course Numbers.....	42
Elective Coursework.....	42
Auditing.....	42
Assessment Policy.....	43
Remediation Policy.....	44
Fieldwork Evaluation.....	45
Practice Board Exam.....	45
Grade Appeals.....	46
Part VI: Progression, Withdrawal, Suspension, and Dismissal.....	47
Grading System and Grade Point Average.....	47
Dean's List.....	48
Graduation Requirements.....	48
NBCOT Credentialing.....	48
Academic or Non-Academic Probation.....	48
Scholastic Standing.....	49
Appeal of Dismissal.....	50
Dismissal.....	51
Leave of Absence.....	51
Suspension.....	51
Withdrawal.....	52
Part VII: Student Rights and Responsibilities.....	53
Basic Life Support for Healthcare Providers Training.....	53
Building and Classroom/Lab Access.....	53
Classroom Recording.....	53
Complaint Procedures.....	53
Criminal Background Checks and Drug Testing.....	55
Course Evaluation.....	56
Evacuation Procedures.....	56
Immunizations.....	57
Infection Control.....	58
Off-Campus Trips.....	58
Oral and Written Communication.....	58
Potential Health Risks to Students.....	59
Professional Conference Attendance.....	60
Professional Liability Coverage.....	60
Student and Faculty Grievance Procedure.....	60
Student Employment.....	61
Tuition and Fees	61
Use and Maintenance of Equipment.....	61
Part VIII: Non-Academic Policies.....	63

Adverse Weather Warnings and Class Cancellation.....	63
Alcohol and Drug Policy.....	63
Animals on Campus Policy.....	63
Children on Campus Policy.....	64
COVID-19.....	64
Emergency Procedures.....	64
Harassment.....	65
Smoking, Vaping and Tobacco Usage.....	65
Social Media Policy.....	65
Title IX.....	67
Visitors on Campus Policy.....	68
Weapons Policy.....	68
Part IX: Privacy and Confidentiality.....	69
Student Educational Records.....	69
Directory Information and Student Confidentiality.....	69
Health Insurance Portability and Accountability Act (HIPAA; PL 104-191).....	70
Authorized Access and Use of Information Regarding Patients/Clients.....	70
Human Subjects in Demonstrations and Practices of Occupational Therapy.....	70
Part X: Student Support Services and Resources.....	72
Academic Support Services.....	72
Behavioral Health Services.....	72
Disability Services.....	72
Facilities.....	72
Fitness Center Membership.....	72
Health Services.....	72
Mediation Services.....	73
Office Supplies and Equipment.....	73
Student Organizations and Class Representation.....	73
Transcript Requests.....	73
Part XI: Appendices and Forms.....	75
Acknowledgement of the Student Handbook.....	A
Doctor of Occupational Therapy Technical Standards.....	B
Academic Integrity Pledge.....	C
Professional Behaviors Fitness to Practice – Short Form.....	D
Professional Behaviors Fitness to Practice – Long Form.....	E
Participant Consent to Participate in Programmatic Assessment.....	F
Podcasting, Photographic, and Other Media Consent and Release Form.....	G
Student Receipt of Complaint Procedure Guidelines.....	H
Appeal Form for Student Complaints About Faculty Decisions.....	I
Authorization for Human Subjects in the Class or Laboratory.....	J
Lab Rules.....	K

Accident/Incident Report.....	L
Professional Behaviors & Development Service Learning Verification Documentation.....	M

Part I: Overview

Welcome

Welcome to the University of the Incarnate Word (UIW) School of Rehabilitation Sciences which includes the Doctor of Occupational Therapy (OTD) program, the Doctor of Physical Therapy, and the Master of Science in Athletic Training. 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. This is an important next step in formulating your career pathway. Selecting a career pathway also involves picking the right University that will meet your needs. Our OTD program is designed to help you discover the exciting world of occupational therapy and how your career can be best prepared.

The OTD faculty and staff are here to support your journey and help you develop scholarship, skills, and professional attitudes to make you successful as an occupational therapist. Our four specialty labs, ADL (Activities of Daily Living), Pediatrics, Kinesiology, and Innovation, will stimulate your learning with hands-on experiences as well as exposure to clients and occupational therapy assessments and interventions. Technology is embedded throughout the learning process. The expertise of the faculty will expose you to new opportunities for in-depth learning in research, education, and individualized Capstone Projects. Intraprofessional and interprofessional education are threaded throughout the curriculum to help you be part of the healthcare team. UIW is recognized for the high quality of health care education in nursing, physical therapy, osteopathic medicine, pharmacy, and optometry. **Glad you have chosen to join us at the University of the Incarnate Word! The University's motto is *Your Journey, Our Mission*.**

Purpose of the Student Handbook

This student handbook provides you with the policies and procedures specific to the UIW School of Rehabilitation Sciences and the OTD program. 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.

School of Rehabilitation Sciences Mission Statement

The School of Rehabilitation Sciences 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.

UIW Doctor of Occupational Therapy Mission Statement

UIW OTD mission is to inspire and transform the lives of the OTD student to develop the whole person to enable them to grow in education, truth, faith, service, and innovation. ***Your Journey, Our Mission***

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.

Graduate Outcomes

The OTD graduate will

1. Demonstrate competency in scholarship, lifelong learning, evidence-based practice, occupation-based practice, education, and research through advocating for the OT profession and consumers of occupational therapy services.
2. Discover and define truth in communication and research, mutual understanding, self-realization, and the common good through provision as a health and wellness provider within state and federal regulatory guidelines.
3. Incorporate a global perspective for social justice and occupational justice through inclusion, diversity, and equity to maximize health, well-being, and quality of life for all people, populations, and communities.

4. Innovate using advanced, evidenced-based, occupation-based clinical skills, educational technology, and expertise to serve the spiritual, physical, mental & behavioral health, and material needs of a diverse population.
5. Engage in intraprofessional and interprofessional education and practice that addresses evidence-based, occupation-based, client-centered, and cost-effective health care and demonstrates influence in changing health and public policies, environments, and complex systems.

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).

The entry-level occupational therapy doctoral degree program received candidacy and has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program has been granted Candidacy Status, and will have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national 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.

Part II: The OTD Program

Description of the OTD Program

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 Themes and Threads

Education: Scholarship, lifelong learning activities, evidence-based practice, occupation-based practice, education, interprofessional and intraprofessional education, state and federal regulatory guidelines, competency, and research through advocacy on behalf of the occupational therapy profession, and the public

Truth: Truth in communication and research, honesty, reliability, and ethical practices in serving the needs of others

Faith: Mutual understanding, self-realization, and the common good

Service: Global perspective, social justice/occupational justice, inclusion, diversity, and equity - maximizes health, well-being, and quality of life for all people, populations, and communities

Innovation: Educational technology, current and emerging practices, spiritual, physical, mental health, and material needs of people

OTD Philosophy of Education

The University of the Incarnate Word, Doctor of Occupational Therapy (OTD) Program is built on the profession of occupational therapy engagement in occupation within the context of environment

for the betterment of health and participation of individuals, groups, communities, and populations. *Occupational therapy* (OT) is defined as

Therapeutic use of everyday occupations with persons, groups, or populations (i.e., clients) for the purpose of enhancing or enabling participation. Occupational therapy practitioners use their knowledge of the transactional relationship among the person, their engagement in valued occupations, and the context to design occupation-based intervention plans. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. Services promote the acquisition and preservation of occupational identity for those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. (Adapted from, AOTA, 2011).

The Occupational Therapy Practice Framework (2020, 4th ed.) defines *occupation*:

as everyday personalized activities that people do as individuals, in families, care partners, and with communities to occupy time and bring meaning and purpose to life. Occupations can involve the execution of multiple activities for completion and can result in various outcomes. The broad range of occupations is categorized as activities of daily living, instrumental activities of daily living, health management, rest and sleep, education, work, play, leisure, and social participation. (AOTA, 2020, p. 79)

Health and participation in life through engagement in occupation are aimed at working with the person to include families, caregivers, teachers, employers, and relevant others. In addition, organizations such as businesses, industries, or agencies that impact participation are relevant to the client, group, or population. Populations may include a community of persons such as veterans, individuals who are homeless, or refugees suffering from chronic health disabling conditions. Environmental factors are defined as the “aspects of the physical, social, and attitudinal surroundings in which people live and conduct their lives” (AOTA, 2020, p. 76). The domain of occupational therapy is to integrate the intrinsic personal factors with the extrinsic environmental factors involved with the occupation that supports health and participation. Context “relates to the environmental and personal factors specific to each client (person, group population) that influence engagement and participation in occupations” (AOTA, 2020, p. 9).

OT practitioners utilize everyday occupations or learning activities to address the emotional and psychological (subjective) and the physically observable (objective) measures of human performance. Through a client-centered approach to treatment, occupational therapists assess client factors; performance skills; performance patterns; activity demands; areas of occupation; and context/environment to design an intervention plan, adaptations, or modifications as indicated. The use of assistive technology and/or educational technology can be an instrumental influence on occupational performance following illness or disability. This collaborative process with the client facilitates the expected outcomes of occupational therapy services to meet the client's needs and guide decision-making.

Philosophy of Teaching and Learning

Education

The teaching-learning process has taken on new meaning with transitions of learning and teaching approaches triggered by new educational technologies and the COVID pandemic. Optimizing a varied learning style from auditory, visual, kinesthetic, synchronous, and asynchronous learning platforms provides opportunities for blended learning. Engaging students in prior reading, discovery, and processing through eLearning provides a diverse approach to mastering content. Transition to greater social distancing secondary to COVID and increased use of educational technology provides greater tools for the faculty to disseminate information. Face-to-face time is replaced with prerecorded lectures, the use of case studies (Symptom Media for mental health and SimuCase for physical conditions). Research has shown that combining face-to-face learning with eLearning is preferable for (a) flexibility, (b) accessibility, and (c) interactivity. However, face-to-face time is essential to engage in the student-faculty relationship and timeliness in feedback in learning. Peer or social engagement was also enriched by the face-to-face encounters in classroom and lab experiences. The ability to share knowledge and experiences is also valued through knowledge translation. Lab experiences are essential to the skill-building and communication aspect (Ng et al, 2021). Blended learning with face-to-face minimizes the contraindications to full eLearning experiences such as (a) reduced motivation, (b) perceived increased workload, and (c) excessive screen time. Students' mental health factors are negatively impacted by COVID dependency on excessive eLearning. Therefore, the blended model with a balance of face-to-face with eLearning will optimize learning for the OTD student.

Occupational science (OS) is defined as “an emerging basic science which supports the practice of occupational therapy (Yerxa et al, 1990). OS applies occupation-related concepts in practice. Occupation-based practice is a key element of the curriculum that is expressed in three of the five student outcomes. Beckman et al, (2021) identified 11 key elements in occupation-based practice: (a) occupation and wellness, health, and well-being; (b) social, cultural, and institutional context of occupation; (c) occupation as core to OS and OT; (d) occupational justice; (e) occupational meaning; (f) occupation and identity; (g) experience of doing occupation; (h) habits, routines, and patterns; and (i) temporal nature of occupation.

OT education develops the student's ability to effectively use therapeutic use of self for use in one-to-one interactions, groups, and clinical practice. Professional skills include a dynamic interchange with others that requires “a high level of interpersonal self-awareness, self-reflection, and flexibility” (Popova & Taylor, 2020, p. 2). Popova and Taylor identified therapeutic use of self could be categorized into (a) advocating, (b) collaborating, (c) empathizing, (d) encouraging, (e) instructing, and (f) problem-solving.

Competence in practice is developed through graded learning experiences offered developmentally over the eight (8) semesters of the curriculum and through the fieldwork IIs to fieldwork IIs. Students are tested at semester intervals with chunking higher levels of expectations from semester one (1) up to semester five (5). Active learning through laboratory and competency assessments assures mastery of content.

The distinct value of occupational therapy and the advancement of OT practice, advocating for the consumer, gaining education, mastering competency, and performing research are threaded throughout didactic education. Value-based care through OT services requires foundational knowledge, skills, and attitudes. Students need to develop the ability to translate knowledge for intraprofessional and interprofessional education and practice that addresses evidence-based, occupation-based, client-centered goals, improved outcomes, and cost-effective health care. The student's responsibility is to impact policy decisions, modify environmental changes, and influence complex systems within healthcare and community settings (Juckett et al. 2021).

Students gain an appreciation and investment in lifelong learning. Life-long learning embraces building reading, writing, and research skills plus networking with other intraprofessional and interprofessional members.

Truth and Faith Integration

Students are exposed to personal discovery of their faith and an appreciation of spirituality as expressed by clients. Students practice truth in communication, mutual understanding, self-realization, empathy and the common good through provision as a health and wellness provider. Your Journey, Our Mission is the motto of the University to help build morale character of the student and ethical practice as defined by AOTA.

Service Diversity, Equity, and Inclusion

Marginalized populations are defined as “a group of people who because of personal attributes such as clinical diagnosis, socioeconomic status, age, race-ethnicity, religious beliefs, or gender orientation-have been excluded by society from typical community participation” (Gutman, 2021, p. 1). Dr. Gutman in the 2021 Eleanor Clarke Slagle Lecture described how mental illness, homelessness, domestic abuse, amongst other conditions lead to a lack of diversity, equity, inclusion, justice, and accessibility for certain individuals and groups of our society. The University of the Incarnate Word and the Doctor of Occupational Therapy program's mission and vision is to create educational and service opportunities to serve these marginalized populations with cultural humility through the didactic coursework, ethics, and advocacy class, grants (trauma-informed care, mental health community services) and the advocacy project. Research and capstone projects can embrace programming ideas to implement through occupational therapy services. Improving the lives of others is a mainstay of the history, present, and future initiatives of the University and the OTD program.

Innovation and Competencies

Educational technology and innovation are promoted through classroom, laboratory, and community resources to advance evidenced-based and occupation-based clinical skills and expertise to serve the spiritual, physical, mental and behavioral health, psychosocial aspects, and material needs of a diverse population. Exploration of current and emerging practice settings are weaved through the OTD curriculum. Specialized laboratories include over 5,600 square feet of designated OTD lab space with a wide range of tools, electronics, and equipment to stimulate ideas for research and capstone

projects. Competencies are embedded throughout the curriculum with a comprehensive competence in the last didactic semester five (5). The OTD curriculum prepares the student for fieldwork and clinical practice at a higher, in-depth learning experience.

References

- ACOTE. (2023). Accreditation Council for Occupational Therapy education Standards and interpretive guide. <https://acoteonline.org/accreditation-explained/standards/>
- American Medical Association. (2022). What is behavioral health? <https://www.ama-assn.org/delivering-care/public-health/what-behavioral-health>
- AOTA (Nov/Dec 2021). Occupational therapy scope of practice. AJOT, 75(suppl. 3), 7513410030. <https://doi.org/10.5014/ajot.2021.75S3005>
- AOTA. (2021). AOTA 2021 Standards for continuing competence in occupational therapy. AJOT, 75 (Suppl.3).
- AOTA. (2020). Occupational therapy practice framework: Domain and process (4th ed.) AJOT (74) Suppl.2 AOTA (2009). Blueprint for Entry-level education. http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Blueprint_FINAL.ashx
- AOTA. (2009). Occupational therapy model curriculum. <http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Model%20OTA%20Curriculum%20-%20October%202008.ashx#sthash.sOzGdJpp.dpuf>
- AOTA. (2017). Vision 2025. AJOT, 71, 7103420010.
- AOTA (2018). Philosophy of occupational therapy education. AJOT, 69(suppl. 3), 1-2.
- Backman, C. L., Christiansen, C. H., Hooper, B. R., Pierce, D., & Price, M. P. (2021). Occupational science concepts essential to occupation-based practice. Development of expert consensus. AJOT, 75, 7506205120. <https://doi.org/10.5014/ajot.2021.049090>
- Guttman, S. A. (2021). Eleanor Clarke Slagle Lecture: Working with marginalized populations. AJOT, 75, 7506150010. <https://doi.org/10.5014/ajot.2021.756001>
- Juckett, L. A., Robinson, M. L., Malloy, J., & Oliver, H. V. (2021). Health Policy Perspectives- Translating knowledge to optimize value-based occupational therapy: Strategies for educators, practitioners, and researchers. AJOT. 75, 7506090020. <https://doi.org/10.5014/ajot2021.756003>
- Mu. K., Coppard, B. M., Bracciano, A. G., Bradberry, J. C., (2014). Conference Proceedings- Comparison of on-campus and hybrid student outcomes in occupational therapy doctoral education. AJOT, 68, S51-S56. <http://dx.doi.org/10.5014/ajot2014.68S02>
- Ng, L., Cheng Seow, K., MacDonald, L., Correia, C., Reubensen, A., Gardner, P., Spence, A. L., Bunzil, S., Ito Ramos De Oliveira, B. (2021). eLearning in physical therapy: Lessons learned from

transitioning a professional education program to full eLearning during the COVID-19 pandemic. *Physical Therapy & Rehabilitation Journal*.101 pp. 1-9. <https://doi.org/10.1093/ptj/pzab082>

Popova, E. S. & Taylor, R. R. (2020). Evaluating students' use of therapeutic communication in entry-level education: The Observer View of the Clinical Assessments of Modes (CAM-Observer). *AJOT*, 74,7405205130. <https://doi.org/10.5014/>

Yerxa, E., Clark, F., Frank, G., Jackson, J. Parham, D., Pierce...Zemke, R. (1990). An introduction to occupational science: A foundation for occupational therapy in the 21st century. *Occupational Therapy in Health Care*, 6, 1-17. https://doi.org/10.1080/J003v06n04_04

Technical Standards and Accommodations

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 that are necessary to successfully complete the requirements of the curriculum. Upon review of these standards, candidates for admission will be required to sign a statement acknowledging the requirements of the program and their ability to meet the technical standards.

Students who, after review of 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 on a case-by-case basis taking into consideration 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.

Below is a list of technical standards for the Doctor of Occupational Therapy program.

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.

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

Relationship to the Curriculum

The curriculum design is founded on the UIW OTD Philosophy of Education: Teaching and Learning. The guiding principles are threaded below:

OT Professional Standards – 0 total of 7 credits

- OTD 6310 Professional Development in Occupational Therapy (3)
- OTD 6215 Theoretical Foundations in Occupational Therapy (2)
- OTD 6210 Ethics and Occupational Justice (2)

OTD Occupations threads – 1 total of 24 credits

- OTD 6311 Occupations 1: Foundations (3)
- OTD 6321 Occupations II: Mental Health (3)
- OTD 6521 Occupations III Adult (5)
- OTD 7331 Occupations IV: Lifespan Development (3)
- OTD 7541 Occupations V: Children and Youth (5)
- OTD 7551 Occupations VI: Adult and Older Adult (5)

OTD Research threads– 2 total of 12 credits

- OTD 6312 Research I: Foundation of Scholarship (3)
- OTD 6322 Research II: Quantitative and Qualitative Methods (3)
- OTD 7342 Research III: Proposal (3)
- OTD 7352 Research IV: Data Collection and Analysis (3)

OTD Foundational Sciences - 3 total of 13 credits

- OTD 6413 Functional Kinesiology and Anatomy (4)
- OTD 6423 Neuroscience Principles for Occupational Therapy (4)
- OTD 6323 Clinical Health Conditions I (3)
- OTD 7253 Clinical Health Conditions II: Pharmacology and Comorbidities (2)

OTD Fieldwork I and II Sequence – 4 total of 24 credits

- OTD 6224 Fieldwork I Seminar: Mental Health (2)
- OTD 7244 Fieldwork I Seminar: Children and Youth (2)
- OTD 7254 Fieldwork I Seminar: Adult and Older Adult (2)
- OTD 8964 Fieldwork IIA (9)
- OTD 8974 Fieldwork IIB (9)

OTD Capstone Sequence – 5 total of 16 credits

- OTD 6215 Theoretical Foundations (2)

- OTD 7435 Administration and Policy Development (4)
- OTD 7335 Instructional Design (3)
- OTD 7345 Capstone Project I: Development (3)
- OTD 7145 Advocacy Project (1)
- OTD 7355 Capstone Project II: Design (3)

OTD Innovations and Competencies - 6 total of 10 credits

- OTD 7446 Innovation (4)
- OTD 7356 Competency (3)
- OTD 8385 Transition to Practice (3)

Semester by Semester OTD Threads

The **first semester (Fall, year 1)** are foundational courses that introduce the student to the occupational therapy profession (OTD 6310 Professional Development in Occupational Therapy, OTD 6210 Ethics and Occupational Justice) and builds upon occupational science (OTD 6311 Occupations 1: Foundations), occupational therapy theory (OTD 6215 Theoretical Foundations in Occupational Therapy), anatomy (OTD 6413 Functional Kinesiology and Anatomy), and research (OTD 6312 Research I: Foundation of Scholarship).

The **Second semester (Spring, year 1)** introduces assessment and interventions for persons with mental health and/or adult diagnoses (OTD 6321 Occupations II: Mental Health; OTD 6521 Occupations III Adult). The first of three fieldwork experiences (OTD 6224 Fieldwork I Seminar: Mental Health) is threaded with OTD 6321 Occupations II: Mental Health and OTD 6521 Occupations III Adult. Neuroscience (OTD 6423 Neuroscience Principles for Occupational Therapy) and pathophysiology (OTD 6323 Clinical Health Conditions I) are aligned with the mental health and adulthood diagnoses studied this semester. Research II (OTD 6322 Research II: Quantitative and Qualitative Methods) explores quantitative and qualitative methods and builds on research topics presented in the prior semester I.

The **Third semester (Summer, year 1)** is a hybrid semester with blended learning in management (OTD 7435 Administration and Policy Development) that lays foundation for subsequent semesters building toward capstone I: development, capstone II: design, and doctoral capstone experience. OTD 7335 Instructional Design prepares the student as an educator with clients, families, agencies, academia, and the occupational therapy profession. OTD 7331 Occupations IV: Lifespan Development is a precursor to understanding the developmental stages of children to older adults in semesters four and five.

The **Fourth semester (Fall, year 2)** includes OTD 7541 Occupations V: Children and Youth and OTD 7244 Fieldwork I Seminar: Children and Youth align with lecture, lab, and fieldwork to expose the student to assessments and interventions for children and youth. The capstone (OTD 7345 Capstone Project I: Development) explores the diverse opportunities for a capstone project developed over the fourth, fifth, and eighth semesters. OTD 7446 Innovation examines the low and high technology commonly used in occupational therapy practice. The third research class (OTD 7342

Research III: Proposal) builds on the two previous research courses and the proposal is the draft of the final research publication in the last semester OTD 7342 research IV. Students get to carry out an advocacy project designed in OTD 7210 Ethics and Occupational Justice (first semester) in OTD 7145 Advocacy Project.

The **Fifth semester (Spring, year 2)** is the culminating didactic semester to address integration across the curriculum. OTD 7551 Occupations VI: Adult and Older Adult builds on previous occupation series I-V. OTD 7254 Fieldwork I Seminar: Adult and Older Adult aligns with the OTD 7551 content and OTD 7253 Clinical Health Conditions II: Pharmacology and Comorbidities. OTD 7355 Capstone Project II: Design completes the design and implementation plan for the 8th semester, OTD 8985 Doctoral Capstone Experience capstone experience. OTD 7356 Competency examines the student's knowledge, skills, and professional attitudes prior to fieldwork II in semester six and seven. The final research class, OTD 7352 Research IV: Data Collection and Analysis produces a written, scholarly, peer-reviewed journal article and presentation to an intraprofessional and interprofessional audience.

The **Sixth semester (Summer, year 2)** begins the first fieldwork II experience OTD 8964 Fieldwork IIA which builds on the knowledge, attitudes, and skills demonstrated throughout the curriculum.

The **Seventh semester (Fall, year 3)** is the second fieldwork II experience OTD 8974 that continues to expand the clinical exposure to other setting(s).

The **Eighth semester (Spring, year 3)** enables the OTD student to administer the capstone project which was developed in OTD 7345 Capstone Project I: Development and further designed in OTD 7355 Capstone Project II: Design. The OTD student works closely with the expert mentor and faculty mentor to implement an individualized doctoral capstone project OTD 8985. OTD 8385 Transition to Practice prepares the graduate for the NBCOT certification exam, resume and curriculum vitae writing, interviewing and contract negotiations plus financial management skills for living and student loan repayments.

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

Part III: Program Personnel

Faculty and Staff Directory

An updated directory can be found at <https://rehab-sciences.uiw.edu/faculty-and-research/faculty-staff/index.html>.

Role of the Faculty Advisor

Upon matriculation into the Doctor of Occupational Therapy program, 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. While a student is on a Fieldwork II experience, contact with the academic fieldwork coordinator (AFWC) for advising may take place in person or by electronic means. 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 Office Hours

Individual faculty 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 IV: Academic Integrity and Professional Behaviors

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.

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 OTD Fieldwork and Capstone Handbook; 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) 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 OTD 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 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:

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, 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 occupational therapy 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 OTD 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 OTD Program Director or designee if he/she is not available. The OTD 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 OTD 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.
- 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.

https://www.concordia.ca/content/dam/concordia/offices/cdev/docs/writing/avoid_plagiarism.pdf

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 not 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 V: Academic Policies

Attendance

A. Student Attendance Intent and Expectations

- OTD students are expected to participate in the OTD program curriculum.
- The UIW OTD program prepares students to be members of the Occupational Therapy 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 OTD 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 OTD 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 an occupational therapist is engaged participation as a member of a team. For these reasons, the UIW OTD program requires regular class in-person attendance. (note that all references to attendance in the Absence Policy refers to in-person attendance.)

The UIW OTD Program maintains 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]:

- 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 OTD 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 OTD 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 OTD 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.

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.

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
 - o 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.

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.

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*

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, 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 *National Board for Certification of Occupational Therapy Examination* (NBCOT 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 practice of occupational therapy in a format similar to the NBCOT 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 & Practicals

Students must demonstrate mastery of didactic content by scoring a minimum of 70% on the Final Cumulative Exam, Practical, and/or assignment 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. Students have one (1) attempt to retake a practical. The original exam/practical grade stands regardless of the score on subsequent exam. 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.

Remediation Policy

Remediation is defined as a process of correcting a fault or deficiency. Remediation is meant as an isolated or special situation and not pervasive within the person's ability to perform at the doctoral level. Informal remediation is defined as a preliminary attempt to facilitate student competence with the course content and is in the early stages of identification of a student learning limitation. Formal remediation is defined as requiring a learning agreement for continuation in the coursework to be successful.

Progress in individual courses. Students are expected to make satisfactory progress in all courses. Satisfactory progress will be monitored at midterm or earlier on major exams and assignments. A failure in one of the major exams, practical, assignments and/or areas of professional behavior may initiate a remediation process at the discretion of the instructor.

Proactive measures are the responsibility of the student to pursue additional learning prior to quizzes or testing. Assistance with addressing writing challenges can be requested directly from faculty or the Director of Academic Success. The student must take ownership of the learning process by reading course content, actively participating in coursework, developing study groups, and using additional resources independently. Faculty advisors are also available to collaborate with the student to identify the most optimal remediation plan and assist with identifying resources tailored to the student's needs.

Remediation for poor quiz or test taking: The student must prepare a written statement within 1 week identifying low performance and how studying and learning is currently being done. The student will set up a corrective action plan to improve learning. The student will then schedule a meeting with the faculty to discuss the plan. The faculty member has the option to develop a learning agreement if indicated. Remediation will be documented in the student record with a copy of the student's corrective action plan and the learning agreement. Remediation does not guarantee that the student will pass the course or progress to the next level but is solely dependent on the student's effort and ability to benefit.

Reasonable remediation should occur during regular faculty work hours. Additional tutoring beyond this guideline may result in additional fees.

Faculty are required to report excessive tutoring demands at the bi-monthly faculty meetings to help identify at risk students or patterns of low performance.

Remediation for competency testing: A student should be allowed 2 trials in competency testing prior to recommendation for remediation. The faculty member will establish the guidelines prior to a final 3rd competency testing – i.e., additional outside of class practice, reading, or observations by professionals or faculty. The third attempt at competency should be observed by faculty and another designated faculty/OTD Program Director/Assistant Director. Failure of the 3rd competency will result in failing the course and dismissal from the program. All competencies per class must be met to meet course objectives and to pass the course.

Remediation for fieldwork I and/or II: The academic fieldwork coordinator in conjunction with other faculty/OTD Director will determine the best strategy for helping the student to be successful on FW I or FW II. Remediation may include role playing, documentation, communication skills, demonstration, and other strategies deemed necessary. A written learning agreement with timelines will be set. Additional tuition may be indicated for remediation. The academic fieldwork coordinator will oversee this process prior to allowing the student to progress in the program.

Exceptions to Remediation Policy: There may be exceptions to the remediation policy due to an unforeseen health issue. This will be determined through actions taken by OTD director and OTD faculty team.

Fieldwork Evaluation

If a student is found to not fully meet the minimal expectations of the FW I or FW II experience upon a thorough review of the AFWC, communication between the AFWC office and the Fieldwork Educator (FWE)/Student as applicable, etc., the Director of AFWC, in consultation with 1-2 other faculty members, 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 taken into consideration. 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 AFWC course, the student is only allowed 1 re-attempt. At no point in the AFWC sequence is a student allowed the opportunity to have more than 1 re-take for all combined AFWC experiences.

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.

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 OTD faculty. 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 VI: 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:

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
	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
	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		
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.

Graduation Requirements

Students who have successfully completed all coursework, competencies, fieldwork I and II, research, plus requirements of the capstone experience and project are eligible for graduation. Students must have earned a 3.0 GPA or higher. Successful completion of coursework, competencies, fieldwork I and II, plus capstone experience and project are outlined in each syllabus of record. Students must have a minimum of 6 full time academic years total (3 years of undergraduate and 3 years of OTD program) in order to graduate (ACOTE Standard A.5.2)

Students must complete all level Fieldwork and the doctoral capstone experience within 24 months following completion of the didactic portion of the program.

A student enrolled in the OTD SRS must meet the following criteria to graduate from the program:

1. Complete all required courses with a satisfactory grade
2. Maintain a cumulative GPA of 3.0 or higher without unresolved failing grades or probationary status
3. Fulfill all didactic, fieldwork I and II, competencies, and capstone requirements
4. Receive recommendation from the faculty regarding readiness to practice occupational therapy morally and professionally

NBCOT Credentialing

Graduates of the program will be eligible to sit for the *National Certification Exam* for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the graduate will be an occupational therapist registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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 3.0 is required to attend fieldwork and for graduation.

A student will be considered on probation if:

1. The student fails to earn a semester grade-point average of at least 3.0; or more than 6 semester hours below a grade of C
2. The student has two (2) failed competency attempts in a semester; or
3. The student requires more than one attempt on multiple courses on final exams; or
4. The student fails to meet the minimal expectations of the fieldwork experience to an extent not warranting dismissal.
5. 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 2.5; or
2. The student receives an F or UN grade in any required or elective course of the curriculum (including fieldwork, capstone, or OTD 7356) or 9 semester hours or more grades below a C; or
3. The student has four (4) failed competency attempts over the course of the program or is recommended for dismissal following three (3) failed competency attempts; 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);

6. The student fails to come off probation from the current semester.

Appeal of Dismissal

A student who meets the criteria for dismissal as outlined above 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.

Fieldwork can be repeated at a different clinical institution only with the permission of the Academic Fieldwork Coordinator (AFWC). Permission will be granted only if the experience is judged equivalent in both breadth and depth to the initial course.

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 OTD 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 UIW Department of Occupational Therapy, 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 VII: 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 Occupational Therapy 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 OTD 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, OTD 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 OTD Program Director or Assistant Dean. The written complaint shall be filed with the OTD 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: OTD 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 OTD Program Director or Assistant Dean shall evaluate the merits of the complaint and identify a course of action. The OTD 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 OTD 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 OTD 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 OTD 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 OTD 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 OTD 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 OTD 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 entry-level OTD 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. The AFWC 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 OTD Program Director or Dean in consultation with the AFWC. 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 Doctor of Occupational Therapy 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 OTD. 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 OTD 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. An OTD 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
- Power point 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

Students are expected to meet the following expectations for any writing assignments (other than patient related documentation and short answer type questions on an exam) during OTD coursework.

- Papers should have an introductory paragraph and a conclusion paragraph
- There should be an introductory sentence for each paragraph and transition sentences between paragraphs
- All resources should be cited and referenced
- The UIW OTD program expects the student to follow the format of the American Psychological Association (APA).
 - o APA, (2020). Publication Manual of the American Psychological Association (7th ed.). APA.
- Use headings and subheadings to organize papers. See APA or guide for information on headings and subheadings.

All papers and assignments should:

- Have a separate title page to include: Title of Paper, Name of student(s), University name, Doctor of Occupational Therapy, Course #, Assignment due date, page number, and Professor. (See APA Manual, 7th ed. P. 31.)

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 is 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

Occupational therapy 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 OT 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 Conference Attendance

The students are encouraged to attend occupational therapy conferences early in their professional development. During their first year of study (year 1, semester 1, 2 and 3), students will be reimbursed up to a maximum of \$150 upon submission of receipts after attending an approved conference, usually locally or regionally but may include a national conference. Students in their 2nd (year 2, semesters 4, 5, and 6) and 3rd years of study will be reimbursed up to a maximum \$250 upon submission of receipts after attending a professional conference such as the AOTA Annual Conference held in March or April each year. The student will thus be responsible for covering some or most of the expenses. To receive the stipend, students will be required to participate fully in the professional development event. Students attending one day of a multi-day conference will not receive university/school funding unless approved in advance by the OTD Program Director. Students are also required to abide by any travel regulations including submitting pre-authorization for travel and turning in any required receipts or paperwork. Students are encouraged to share rooms and carpool if possible. Participation in continuing education workshops or courses or business meetings such as TOTA Central District Meeting will not be supported. The stipend is meant to be an incentive to recognize the value of professional participation and not intended to cover all costs associated with attendance.

Professional Liability Coverage

Professional liability coverage will be included under the UIW Liability Insurance policy. The AFWC/DCC will provide a copy of the professional liability insurance policy via Canvas and/or Exxat Prism to fieldwork 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.

Student and Faculty Grievance Procedure

A student may submit a grievance in writing to the OTD Program Director indicating a full description of the grievance, names, times, places, and any evidence that is relevant to the incident. The OTD 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 OTD department program director, secondarily with the SRS Dean, and rarely at the University level, Provost office for Health Professions.

Student Employment

Enrollment in the OTD program 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. An occupational therapy 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 occupational therapy notes
- Is not acting in an official capacity as an occupational 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” in Texas, refer to The Executive Council of Physical Therapy and Occupational Therapy Examiners.

- Rules and Regulations to the Occupational Therapy Practice Act, Texas Department of Health and Human Services (<http://www.ptot.texas.gov/page/home>)

Tuition and Fees

Student tuition and fees are posted annually on the OTD 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 OTD 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 OTD office. Competency must be demonstrated with check-out for equipment in the Innovation lab (power tools, sewing machines, 3-D printers, etc.).

Part VIII: 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 Blackboard 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 OTD program and the School.

More information about UIW Health Service Programs promoting responsible drinking can be found at <http://www.uiw.edu/health/hprograms.html>

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 at: <https://my.uiw.edu/safety/emergencies.html> 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 at <http://www.uiw.edu/safety/smoking-policy.html>. 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, 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 www.uiw.edu/titleix 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 www.uiw.edu/titleix 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 IX: 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 SRSRS 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 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 X: 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 Academic Counselor 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.

Fitness Center Membership

New OTD students enrolled in the SRS are provided membership to the Gold’s Gym within walking distance of the school. Returning students are offered the opportunity to renew their gym membership on an annual basis. The gym offers weights, weight machines and cardio machines in addition to a variety of fitness classes.

Health Services

All OTD 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).

Student Organizations and Class Representation

OTD students are encouraged to develop student clubs such as AOTA 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 Academic Success and 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 XI: Appendices and Forms

Acknowledgement of Student Handbook

I acknowledge that I have received and read a copy of The University of the Incarnate Word OTD 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

Printed Name of Witness

Signature of Witness

Date

This signed form will be maintained in the student's file located in the SRS.

Appendix A

Doctor of Occupational Therapy Technical Standards Form

Applicant Name: _____

Technical Standards for OTD Students

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.

UIW provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the occupational therapy curriculum.

Successful participation in the UIW School of Rehabilitation Sciences Doctor of Occupational Therapy program includes the ability to perform essential functions vital to the delivery of high-quality, ethical occupational therapy services. These functions are expected to be continuously demonstrated, with reasonable accommodation as necessary, by all students. Upon review of this document, the candidate will sign as an acknowledgment of their understanding of these essential functions. Students can request accommodation through the Office of Student Disability Services.

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 a 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 individuals 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
- Functional abilities
- Assistive technology
- 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's safety.

I have read and understood the **Technical Standards Form** for the University of the Incarnate Word Doctor of Occupational Therapy program. I understand that I can request accommodations as appropriate under the Americans with Disabilities Act.

Applicant Signature _____ Date _____

Printed Name _____

Revised: 3/15/2022

Appendix B

Academic Integrity Pledge

As a student in the OTD Program, 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 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

Signature of Student *Date*

Printed Name of Witness

Signature of Witness *Date*

Appendix C

Professional Behaviors Fitness to Practice Evaluation – Short Form

Student: _____ PIDM _____ Advisor: _____

This is to document that a student's professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

- 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**

	Professional Behaviors	SEMESTER 3 Year 1 Team Date: _____	SEMESTER 5 Year 2 Team Date: _____
1	Critical Thinking		
2	Communication		
3	Problem Solving		
4	Interpersonal Skills		
5	Responsibility		
6	Professionalism		
7	Use of Constructive Feedback		
8	Effective Use of Time and Resources		
9	Stress Management		
10	Commitment to Learning		
Competence achieved in each FTP Standard observed:		___ yes ___ no	___ yes ___ no
Evaluator's name & initials			

If "yes", return initialed form to the Assistant Dean for return to the student's record. No further action is necessary.

If "no" for any item at any review period, use the specific behavior section(s) from the Professional Behaviors Fitness to Practice Evaluation – Long Form and attach. Follow the appropriate remediation or disciplinary steps in the FTP section of the UIW SRSRS handbook.

Professional Behaviors Fitness to Practice Evaluation – Long Form

Student: _____ Evaluator: _____

Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of occupational therapy education and before the first fieldwork I placement

Intermediate Level – behaviors consistent with a learner after the first significant fieldwork II placement

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Evaluation Guidelines –

1. Use only the pages corresponding to a score of 0 or 1 on the student's *Short Form*
2. On the criteria page, provide examples describing how that criterion is a challenge for the student.
3. Fill out and attach a Next Steps Form (see below) to the criteria page.
4. Ensure that each page is filled out completely and each page is signed by all parties involved.
5. Provide the student with a copy and return the original to the Assistant Dean
 - o 1st year SOTs are generally expected to meet *Beginning Level* criteria
 - o 2nd year SOTs are generally expected to meet all *Intermediate Level* criteria
 - o 3rd year SOTs are generally expected to meet all *Entry Level* criteria

NOTE: It should be understood that not all students will be at the same developmental level as their peers and that students learning, and growth occurs at different rates. The primary factor is that there is evidence of growth throughout the program and that by their 3rd FTP review, and especially when being approved for graduation, the student is meeting expectations of *Entry Level*. Further, scores are not expected to be universal across all criteria domains (e.g. student may score a 3 in some areas and a 2 in others).

Student:

Evaluator:

Next Steps

Fill this form out completely.

Attach this sheet to the selected criteria page. Be sure the criteria page has clear examples of the student's challenge(s) documented in the space provided.

What are the next steps in the student's FTP Evaluation?

___ counseled and resolved (first-time score of 1 in standard of _____)

___ remediation plan

___ referred to Professional Conduct Committee

___ resolved (*explain*)

___ Other (*explain*)

Describe responsibility of student and/or faculty (e.g. write out remediation plan, consult with other faculty/staff, etc.)

Student:

Faculty:

Signatures (acknowledges the student received this evaluation):

Student

Evaluating Faculty

Others in attendance

Professional Behaviors

- 1. 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.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ✦ Raises relevant questions
 - ✦ Considers all available information
 - ✦ Articulates ideas
 - ✦ Understands the scientific method
 - ✦ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
 - ✦ Recognizes holes in knowledge base
 - ✦ Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

- ✦ Feels challenged to examine ideas
- ✦ Critically analyzes the literature and applies it to the case
- ✦ Utilizes didactic knowledge, research evidence, and personal experience to formulate new ideas
- ✦ Seeks alternative ideas
- ✦ Formulates alternative hypotheses
- ✦ Critiques hypotheses and ideas at a level consistent with knowledge base
- ✦ Acknowledges presence of contradictions

Entry Level:

- ✦ Distinguishes relevant from irrelevant patient data
- ✦ Readily formulates and critiques alternative hypotheses and ideas
- ✦ Infers applicability of information across populations
- ✦ Exhibits openness to contradictory ideas
- ✦ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ✦ Justifies solutions selected

Post-Entry Level:

- ✦ Develops new knowledge through research, professional writing and/or professional presentations
- ✦ Thoroughly critiques hypotheses and ideas often cross disciplines in thought process
- ✦ Weighs information value based on source and level of evidence
- ✦ Identifies complex patterns of associations
- ✦ Distinguishes when to think intuitively vs. analytically
- ✦ Recognizes own biases and suspends judgmental thinking
- ✦ Challenges others to think critically

2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ✦ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ✦ Recognizes impact of non-verbal communication in self and others
- ✦ Recognizes the verbal and non-verbal characteristics that portray confidence
- ✦ Utilizes electronic communication appropriately

Intermediate Level:

- ✦ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- ✦ Restates, reflects and clarifies message(s)
- ✦ Communicates collaboratively with both individuals and groups
- ✦ Collects necessary information from all pertinent individuals
- ✦ Provides effective education (verbal, non-verbal, written and electronic)

Entry Level:

- ✦ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ✦ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ✦ Maintains open and constructive communication
- ✦ Utilizes communication technology effectively and efficiently

Post Entry Level:

- ✦ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- ✦ Effectively delivers messages capable of influencing, peers, patients, the community and society
- ✦ Provides education locally, regionally and/or nationally
- ✦ Mediates conflict

- 3. Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ✦ Recognizes problems
- ✦ States problems clearly
- ✦ Describes known solutions to problems
- ✦ Identifies resources needed to develop solutions
- ✦ Uses technology to search for and locate resources
- ✦ Identifies possible solutions and probable outcomes

Intermediate Level:

- ✦ Prioritizes problems
- ✦ Identifies contributors to problems
- ✦ Consults with others to clarify problems
- ✦ Appropriately seeks input or guidance
- ✦ Prioritizes resources (analysis and critique of resources)
- ✦ Considers consequences of possible solutions

Entry Level:

- ✦ Independently locates, prioritizes and uses resources to solve problems
- ✦ Accepts responsibility for implementing solutions
- ✦ Implements solutions
- ✦ Reassess solutions
- ✦ Evaluates outcomes
- ✦ Modifies solutions based on the outcome and current evidence
- ✦ Evaluates generalizability of current evidence to a particular problem

Post Entry Level:

- ✦ Weighs advantages and disadvantages of a solution to a problem
- ✦ Participates in outcome studies
- ✦ Participates in formal quality assessment in work environment
- ✦ Seeks solutions to community health-related problems
- ✦ Considers second and third order effects of solutions chosen

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Maintains professional demeanor in all interactions
- ❖ Demonstrates interest in classmates, instructors, and patients as individuals
- ❖ Communicates with others in a respectful and confident manner
- ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ❖ Maintains confidentiality in all interactions
- ❖ Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ❖ Establishes trust
- ❖ Seeks to gain input from others
- ❖ Respects role of others
- ❖ Accommodates differences in learning styles as appropriate

Entry Level:

- ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ❖ Responds effectively to unexpected situations
- ❖ Demonstrates ability to build partnerships
- ❖ Applies conflict management strategies when dealing with challenging interactions
- ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post Entry Level:

- ❖ Establishes mentor relationships
- ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

✦

✦

✦

5. **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.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Demonstrates punctuality
- ❖ Provides a safe and secure environment for classmates (both physically and psychologically)
- ❖ Assumes responsibility for actions
- ❖ Follows through on commitments
- ❖ Articulates limitations and readiness to learn
- ❖ Abides by all policies of academic program and clinical facility

Intermediate Level:

- ❖ Displays awareness of and sensitivity to diverse populations
- ❖ Completes projects without prompting
- ❖ Delegates tasks as needed
- ❖ Collaborates with team members, patients and families
- ❖ Provides evidence-based patient care

Entry Level:

- ❖ Educates patients as consumers of health care services
- ❖ Encourages patient accountability
- ❖ Directs patients to other health care professionals as needed
- ❖ Acts as a patient advocate
- ❖ Promotes evidence-based practice in health care settings
- ❖ Accepts responsibility for implementing solutions
- ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post Entry Level:

- ❖ Recognizes role as a leader
- ❖ Encourages and displays leadership
- ❖ Facilitates program development and modification
- ❖ Promotes clinical training for students and coworkers
- ❖ Monitors and adapts to changes in the health care system
- ❖ Promotes service to the community

✦

✦

✦

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Occupational Therapy profession.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Abides by all aspects of the academic program honor code and the AOTA Code of Ethics
- ❖ Demonstrates awareness of state licensure regulations
- ❖ Projects professional image
- ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level:

- ❖ Identifies positive professional role models within the academic and clinical settings
- ❖ Acts on moral commitment during all academic and clinical activities
- ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- ❖ Discusses societal expectations of the profession

Entry Level:

- ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity.
- ❖ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- ❖ Discusses role of physical therapy within the healthcare system and in population health
- ❖ Demonstrates leadership in collaboration with both individuals and groups

Post Entry Level:

- ❖ Actively promotes and advocates for the profession
- ❖ Pursues leadership roles
- ❖ Supports research
- ❖ Participates in program development
- ❖ Participates in education of the community
- ❖ Demonstrates the ability to practice effectively in multiple settings
- ❖ Acts as a clinical instructor
- ❖ Advocates for the patient, the community and society

✦

✦

✦

7. 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.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Demonstrates active listening skills
- ❖ Assesses own performance
- ❖ Actively seeks feedback from appropriate sources
- ❖ Demonstrates receptive behavior and positive attitude toward feedback
- ❖ Incorporates specific feedback into behaviors
- ❖ Maintains two-way communication without defensiveness

Intermediate Level:

- ❖ Critiques own performance accurately
- ❖ Responds effectively to constructive feedback
- ❖ Utilizes feedback when establishing professional and patient related goals
- ❖ Develops and implements a plan of action in response to feedback
- ❖ Provides constructive and timely feedback

Entry Level:

- ❖ Independently engages in a continual process of self-evaluation of skills, knowledge and abilities
- ❖ Seeks feedback from patients/clients and peers/mentors
- ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- ❖ Uses multiple approaches when responding to feedback
- ❖ Reconciles differences with sensitivity
- ❖ Modifies feedback given to patients/clients according to their learning styles

Post Entry Level:

- ❖ Engages in non-judgmental, constructive problem-solving discussions
- ❖ Acts as conduit for feedback between multiple sources
- ❖ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients.
- ❖ Utilizes feedback when analyzing and updating professional goals

✦
✦
✦

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards (learning needs) and identifies barriers to meeting productivity standards (learning needs)
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc.)
- ❖ Applies best evidence considering available resources and constraints
- ❖ Organizes and prioritizes effectively
- ❖ Prioritizes multiple demands and situations that arise on a given day
- ❖ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

✦

✦

✦

9. 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.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Recognizes own stress
- ❖ Recognizes distress or problems in others
- ❖ Seeks assistance as needed
- ❖ Maintains professional demeanor in all situations

Intermediate Level:

- ❖ Actively employs stress management techniques
- ❖ Reconciles inconsistencies in the educational process
- ❖ Maintains balance between professional and personal life
- ❖ Accepts constructive feedback and clarifies expectations
- ❖ Establishes outlets to cope with stress

Entry Level:

- ❖ Demonstrates appropriate affective responses in all situations
- ❖ Responds calmly to urgent situations with reflection and debriefing as needed
- ❖ Prioritizes multiple commitments
- ❖ Reconciles inconsistencies within professional, personal and work/life environments
- ❖ Demonstrates ability to defuse potential stressors with self and others

Post Entry Level:

- ❖ Recognizes when problems are unsolvable
- ❖ Assists others in recognizing and managing stressors
- ❖ Demonstrates preventative approach to stress management
- ❖ Establishes support networks for self and others
- ❖ Offers solutions to the reduction of stress
- ❖ Models work/life balance through health/wellness behaviors in professional and personal life

✦

✦

✦

10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Prioritizes information needs
- ❖ Analyzes and subdivides large questions into components
- ❖ Identifies own learning needs based on previous experiences
- ❖ Welcomes and/or seeks new learning opportunities
- ❖ Seeks out professional literature
- ❖ Plans and presents study aides, research, or cases studies

Intermediate Level:

- ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- ❖ Applies new information and re-evaluates performance
- ❖ Accepts that there may be more than one answer to a problem
- ❖ Recognizes the need to and is able to verify solutions to problems
- ❖ Reads articles critically and understands limits of application to professional practice

Entry Level:

- ❖ Respectfully questions conventional wisdom
- ❖ Formulates and re-evaluates position based on available evidence
- ❖ Demonstrates confidence in sharing new knowledge with all staff levels
- ❖ Modifies programs and treatments based on newly-learned skills and considerations
- ❖ Consults with other health professionals and occupational therapists for treatment ideas

Post Entry Level:

- ❖ Acts as a mentor not only to other OTs , but to other health professionals
- ❖ Utilizes mentors who have knowledge available to them
- ❖ Continues to seek and review relevant literature
- ❖ Works towards clinical specialty certifications
- ❖ Seeks specialty training
- ❖ Is committed to understanding the OT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- ❖ Pursues participation in clinical education as an educational opportunity

Appendix E

✦

✦

✦

Participant Consent to Participate in Programmatic Assessment

Entry-Level Doctor of Occupational Therapy Programmatic Assessment

As a Doctor of Occupational Therapy (OTD) 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 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 OTD program contributing to continuous quality improvement and providing evidence of learning outcomes, teaching effectiveness. These outcomes may be used in course, curriculum, Institution, ACOTE, 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 Dr. Jessica Maxwell at 210-283-6949 .

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 F

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

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 OTD 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 SRSS 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 at this link:

<https://my.uiw.edu/campuslife/report-incident.html> 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

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.

_____	_____
<i>Printed Name of Faculty</i>	<i>Date</i>

_____	_____
<i>Signature of Faculty</i>	<i>Date</i>

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.

_____	_____
<i>Printed Name of Patient/Client</i>	<i>Date</i>

_____	_____
<i>Signature of Patient/Client</i>	<i>Date</i>
<i>Telephone No.</i>	

If child (under 21 years):

_____	_____	_____
<i>Signature of Parent/Guardian</i>	<i>Telephone No.</i>	<i>Date</i>

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.

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.

OTD Program Director

Date

Professional Behaviors & Development

As part of the UIW entry-level Doctoral Occupational Therapy Program, students are required to always demonstrate professional behaviors. Expressions of professionalism include mindfulness, being self-aware, appropriately interacting with others, and performing acts of service both within the school and community. Throughout the course of this program, students will have opportunities to engage in meaningful occupations and activities that promote personal and professional growth. Activities include, but are not limited to, continuing education, recruitment, service-learning, research, mentoring, volunteering, and promoting the occupational therapy profession.

During orientation, each student will be required to meet with his or her assigned advisor to discuss the professional behavior requirements of the program. In partial fulfillment of the OTD program, each student will be required to participate in professional activities that equate to a minimum of 100 points prior to graduation. Verification must be provided as evidence of completion. Class activities/course-related assignments **CANNOT** be used to obtain these points. Students who sign up/volunteer and do not meet their service obligations will be penalized (5-point deduction) if appropriate professional communications (e.g. – courtesy call) do not occur in a timely manner; no-shows will not be tolerated.

Completion of this requirement is a core objective for OTD 7356 Competency course and must be completed/submitted by the deadline (towards end of semester) established by that course instructor. Students are encouraged to obtain approval and signatures in a timely manner and maintain a separate paper-based copy of all documents they submit (**upload the final product – a professional portfolio, if requested by the OTD 8385 Transition to Practice course instructor). A summary sheet (found in this handbook – pg.) will be completed as part of the OTD 7356 course and the academic advisor will ensure the student meets the requirements for graduation.

A listing of activities that are approved for credit is provided below. Students may be granted opportunities to engage in other activities that are not listed with **prior** approval by the student's faculty advisor.

Membership in professional organizations (10 points each-*Mandatory-1 required)

- SOTA
- AOTA*
- TOTA

Promoting the Profession and UIW (10 points each) **a minimum requirement to be a part of one of the following:

- Career Day
- OT Month

- UIW Activities
- Recruitment
- Preview Day

Continuing Education Events (10 points each)

- AOTA Conference
- TOTA Conference
- Lunch & Learns (5 points)-can earn up to 20 points

Research and Scholarly Events

- Attending Research Presentations outside of class requirement (5 points)
- Attending Recruitment/Educational Events by potential employers (5 points)
- Presenting at a Conference (20 points)
- Research Assistant to faculty (20 points)

Other (10 points)

- Tutor or study partner (must have approval of advisor)
- Holding office in professional/academic/social organization
- Academic awards or honors
- Volunteer work (outside of required hours for admission)
- Special projects/essay contest entry
- Attending SOTA meetings (5 points) – can earn up to 20 points
- Student Ambassador

Service-learning (community service)

- Other activities as permitted by faculty

PROFESSIONAL BEHAVIORS & DEVELOPMENT
SERVICE-LEARNING VERIFICATION DOCUMENTATION

Student's Name _____

Page _____ of _____

Date	Activity	Number Hours	Total Points	Supporting Documents Yes or No

I attest that the above information is true.

Student's signature _____

Date _____

Advisor's signature _____

Date _____

Appendix M