

Master of Science in  
Occupational Therapy  
MS in OT

*Student Handbook  
Policies and Procedures*

*Summer 2009  
Class of 2011*

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## OCCUPATIONAL THERAPY MISSION STATEMENT

“The UW-L Occupational Therapy program graduates entry level occupational therapist leaders who are committed to providing excellent occupation centered, client-centered, evidence-based occupational therapy. “

## PHILOSOPHY OF THE OCCUPATIONAL THERAPY PROGRAM

### Beliefs about Humans Occupational Performance

In addition to adopting the philosophy of the profession of occupational therapy, we believe that the Occupational Therapy Framework: Domain and Processes (AOTA, 2002) is a useful way to organize thinking about occupational performance. The components of the Domain (Areas of Occupation, Performance Skills, Performance Patterns, Context, Activity Demands, and Client Factors) are likely universal and influenced by the individual’s genetics, development, personal preferences, culture, environment, and social/political factors. We believe that humans have a transactional relationship with their environment (Dunn, McLain, Brown, & Youngstrom, 2003). Not only does the environment affect the individual’s occupational performance, the individual can have an impact on the environment. We believe that the occupations that we engage in today have an affect on our future health. Participation in meaningful occupations enhances the quality of life, supports self-actualization, and improves occupational balance (AOTA, 2005).

In addition, we believe that good occupational therapy is client-centered and addresses the client’s occupational performance: the ability to perform desired and needed occupations. We believe that occupational performance is affected by personal, environmental, social, and political factors. We endorse the following statement: “Occupational therapists view humans as occupational beings, and engagement in dignified and meaningful occupations is as fundamental to the experience of health and wellbeing as eating, drinking, and being loved.” (Kronenberg & Pollard, p. 58). We believe that occupational therapy can occur wherever humans are engaged in purposeful activity. We believe that occupational therapists facilitate occupational performance through direct provision of services, consultation, and advocacy.

### Beliefs about How Students Learn

Each faculty/IAS member has a personal philosophy of teaching/learning. Collectively, as a faculty, we endorse the following ideas:

- Learning is an active process requiring engagement from the student
- The unique characteristics of each learner (personal background, readiness for the task, motivation, etc.), the nature of the learning activity, and the learning conditions set by the instructor interact in all learning environments.
- Because we are teaching practitioners of occupational therapy, our ultimate goal is skilled, thoughtful application of knowledge (Schell & Schell, 2008).
- Bloom’s taxonomy of knowledge (Anderson and Krathwohl, 2000) is used as an organizing frame for the sequence of the coursework, the depth of the course objectives and the types of learning activities used.
- In the cognitive domain, we see learning as sequential and developmental and believe that carefully sequenced learning experiences can guide students to acquire deeper knowledge. We believe that new information is most effectively used when coupled to

previously learned information, thus core concepts are introduced, revisited, expanded on and applied throughout the curriculum to promote the student's learning by building on the student's existing knowledge.

- In the affective domain, we see guided self-reflection, peer and supervisor feedback, and mentoring as effective methods to socialize the students into the affective values and professional behaviors of the Occupational Therapy profession.
- Finally, in the psychomotor domain, we believe that skills are gained through guided practice, apprenticeship, and self-reflection.

## AOTA CENTENNIAL VISION

*“We envision that occupational therapy is a powerful, widely-recognized, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs.”* (American Occupational Therapy Association, AOTA, 2006)

The UW-L faculty embrace the Centennial Vision and believe that it holds implications for occupational therapy education. These implications along with how they are addressed in our curriculum are noted below.

<b>Concept</b>	<b>Implication for Occupational Therapy Professional Education</b>	<b>How Addressed in the UW-L Occupational Therapy Curriculum</b>
Powerful profession	Prepared to assume leadership roles in health care delivery and policy making systems. They need to be proficient at technology to provide services.	Professional Identity/Leadership Thread
Widely-recognized	Articulate occupational therapy services in compelling, simple, and clear terms. Promote occupational therapy	Professional Identity/Leadership Thread
Science-Driven	Strong science background to enable student to articulate the scientific rationale behind decisions	Foundational Sciences Thread
Evidence-Based	Conversant with finding, reading and interpreting research literature to assemble and synthesize the evidence about our interventions	Research Skills Thread
Globally Connected and Diverse Workforce	Global perspective on health care issues and delivery of occupational therapy services.	OT 720: International Experience OT 641: Health Care Systems
Address Society’s Occupational Needs	Depth of understanding about the nature of occupation, how it influences health and well being, and how it can be used therapeutically.	Clinical Skills Thread Theory Thread

## OCCUPATIONAL THERAPY PROGRAM GOALS

1. *Recruit the most qualified students and support them to complete the program.*
  - a. 100% of students accepted into the program will be highly qualified (minimum GPA of 3.0)
  - b. 95% of students admitted will graduate in 30 months
2. *Develop competent generalist practitioners who are prepared to provide occupation based, client centered occupational therapy that is informed by evidence.*
  - a. 100% of program graduates will pass Level II fieldwork on first try
  - b. 85-90% of program graduates will pass the NBCOT exam on the first try
  - c. Evaluation of student learning outcomes demonstrates students' competence in all threads of the curriculum
3. *Develop entry-level occupational therapists who display the professional behaviors consistent with those of the profession*
  - a. 100% of program graduates will be at entry level on professional behavior items on the FWPE
4. *Retain and develop faculty and IAS from various educational backgrounds who exemplify currency and excellence in teaching.*
  - a. Desired background educational mix includes PhD, OTD, and clinical specializations.
  - b. Excellence in teaching will be demonstrated by 100% of faculty setting and meeting goals for teaching effectiveness and teaching currency in annual Professional Development Plan (PDP)
  - c. 100% of Faculty/IAS participate in faculty development activities per their PDP.
  - d. Collective student evaluation of instruction scores for the occupational therapy program faculty are at or above the departmental fractional median each semester.

## CURRICULUM DESIGN

The professional program is conceptualized as a confluence of five curricular threads (Figure 1): **foundational science, research skills, professional identity/leadership, clinical skills, and theory.** Some of these threads are emphasized at different points in the curriculum (i.e. foundational sciences occur in the first year and theory is more heavily emphasized in the last year). See Figure 2 for the sequence of courses by curricular threads.



*Graphic by Katrina Veto  
Class of 2008*

**Figure 1: UW-L OT Logo**

**Foundational Science** forms the basis of scientific reasoning. Courses dealing with the structure and function of the human body and how it moves form the building blocks of understanding how occupational performance is affected by disease and developmental delays. The rigorousness of these courses and the scientific reasoning used in them gives students a solid foundation to mindfully apply the occupational therapy process. These foundational science courses occur in the first year of the curriculum, however students are asked to apply foundational science concepts in other coursework, including fieldwork, to explain the “science” behind treatment interventions, to justify evaluation and intervention choices, etc.

**Research skills** are needed to approach everyday occupational therapy practice with scholarly rigor. Learning the skills and rigor of evidence-based practice (EBP) helps students develop professional reasoning (Coster, 2008). An evidence-based practitioner has the tools to make ethical and effective evaluation and intervention choices. The coursework in this thread includes content that helps student develop the skills needed to be an evidence-based occupational therapist. It is important to note that EBP applications are woven into other courses, including fieldwork, to promote application of EBP concepts in different treatment contexts and with different populations.

**Professional Identity/Leadership** is the thread that encompasses how students implement their skills and knowledge as a student and a therapist. The coursework in this thread emphasizes collaborating in teams, assuming leadership roles, internalizing a strong professional identity, demonstrating ability to practice with minimal supervision, valuing life-long learning, and supporting/ promoting the profession of occupational therapy. Therapeutic use of self, multicultural

sensitivity and professional behaviors are strongly emphasized throughout the coursework and all fieldwork experiences.

**Clinical Skills** include the knowledge and skills that occupational therapists use to make decisions at each step of the occupational therapy process. Courses in this thread include focus on occupational performance problems encountered by various populations in different practice settings (both current and emerging) as well as assessment and intervention options.

**Theory** provides guides for understanding practice situations, considering assessment and intervention options, selecting the intervention, timing and method of delivery (Coster, 2008). Occupational therapy theories are covered in the clinical skills thread in context with populations and practice settings. The coursework in the theory thread requires higher level thinking about theory (i.e. compare and contrast).

## EDUCATIONAL APPROACHES

Our faculty/IAS believe that effective teaching incorporates multiple teaching strategies and requires continual formative and summative assessment of student learning. The links between our philosophy of teaching/learning and our educational approaches is illustrated in the table below.

<b>Philosophical Belief</b>	<b>Educational Approach(s)</b>	<b>Assessment Approach(s)</b>
Learning requires active student engagement	<ul style="list-style-type: none"> <li>• Active Learning Classroom exercises</li> <li>• Laboratory for guided practice</li> <li>• Out of Classroom experiences/Service Learning Activities</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Demonstrated skill</li> <li>• Competency checks</li> <li>• Practical examinations</li> <li>• Interview assignment</li> <li>• Participation (graded)</li> </ul>
Learning involves interaction of learner characteristics with the learning activities	<ul style="list-style-type: none"> <li>• Assessment of courses each semester</li> <li>• Mindful faculty effort to make connections between coursework obvious</li> <li>• Variety of teaching and assessment methods are used to facilitate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Final Examinations</li> <li>• Summary presentations in class</li> </ul>
Skilled, thoughtful application of knowledge is ultimate goal	<ul style="list-style-type: none"> <li>• Application Exercises</li> <li>• Small group work (PBL)</li> <li>• Laboratory experiences for guided practice</li> <li>• Guided self-reflection</li> <li>• Feedback from fieldwork educator</li> <li>• Apprenticeship in fieldwork experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Write research paper</li> <li>• Case study analysis</li> <li>• Critique of assessment assignments</li> <li>• Self-evaluation of performance on assignments</li> <li>• Fieldwork evaluations</li> <li>• Competency checks and practical examinations</li> </ul>

<b>Philosophical Belief</b>	<b>Educational Approach(s)</b>	<b>Assessment Approach(s)</b>
Knowledge has cognitive, affective and psychomotor domains	Course objectives have been categorized into these three categories (see syllabi analysis grids on-site)	Specific assessment methods are identified for course objectives.
Cognitive knowledge is sequential, developmental, and built on prior knowledge	<ul style="list-style-type: none"> <li>Objectives/learning activities facilitate learning at different depths of understanding depending on the specific content.</li> <li>Objectives/learning activities are developmental</li> <li>Learning methods include presentation, questioning, group learning, teacher facilitated explicit connections between current content and previously learned information</li> </ul>	<ul style="list-style-type: none"> <li>Case study analysis</li> <li>Final exams</li> <li>Write research paper</li> <li>Integrative Assignments</li> </ul>
Socialization of students into the values and behaviors of the profession	<ul style="list-style-type: none"> <li>Professional behaviors advising</li> <li>Guided self-reflection</li> <li>Peer feedback in group courses</li> <li>Supervisor feedback from fieldwork</li> <li>Faculty mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Student self-reflection papers</li> <li>Student response to D2-L discussion questions</li> <li>Student self-evaluation of performance on assignments and fieldwork.</li> </ul>
Skills are learned through practice, feedback, and self-reflection	<ul style="list-style-type: none"> <li>Laboratory experiences for guided practice</li> <li>Authentic community experiences (out-of-class field experiences)</li> <li>Fieldwork</li> <li>Self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Practical examination (demonstrate skill)</li> <li>Write grant proposal,</li> <li>Competency checks</li> <li>Evaluation of performance on fieldwork</li> </ul>

## STUDENT LEARNING OUTCOMES

University of Wisconsin-Occupational Therapy Program Graduates will:

### **1.0 apply foundational science principles in their clinical reasoning throughout all steps of the occupational therapy process**

- 1.1 Summarize structures, function, and pathological conditions that affect selected aspects of the body.
- 1.2 Explain selected aspects of client conditions and occupational therapy evaluation and intervention using foundational science concepts.

### **2.0 function as entry level, generalist occupational therapists.**

- 2.1 Communicate proficiently with clients, supervisors, co-workers, family members and significant others in verbal, non-verbal, and written formats.
- 2.2 Use client-centered, occupation-based approaches throughout the occupational therapy process.
- 2.3 Effectively evaluate client's occupational performance.
- 2.4 Formulate intervention plans that facilitate the client's occupational

	performance.
2.5	Implement intervention plans that are client-centered and occupation based
<b>3.0</b>	<b>incorporate theory into their occupational therapy practice</b>
3.1	Justify the occupational therapy theory underlying evaluations and interventions used in practice.
3.2	Use theory as a basis for program planning for both individuals and populations.
<b>4.0</b>	<b>serve as leaders with effective professional behaviors</b>
4.1	Adhere to ethical and legal regulations of practice.
4.2	Demonstrate effective professional behaviors.
4.3	Use culturally sensitive practices.
4.4	Serve in leadership roles and advocate for clients and the profession.
4.5	Embrace life-long learning for continued professional growth.
<b>5.0</b>	<b>use evidence appropriately to guide clinical practice</b>
5.1	Use evidence to inform decisions
5.2	Systematically record and analyze client outcomes in own practice.
5.2	Read current scholarly literature related to practice.

## **CURRICULUM SEQUENCE**

The overall sequence of courses was designed to steep the students with basic science courses early so these science concepts becomes the “prior knowledge” that students use as the foundation to for building their occupational therapy knowledge base. Other curricular thread coursework are spread throughout the curriculum. Theory is covered in many courses as a part of assessment and intervention planning for different populations. The courses noted in the curricular thread as theory in semester 5 and 6 require higher level thinking about theory.

In general, it is the responsibility of each individual instructor to sequence the concepts in the course, select and use active learning methods. Increasingly complex course objectives are written in the two course-sequence courses to help students progress in acquiring higher level thinking and skills (see syllabi analysis grids on site).

The critical analysis of practice courses (CAP) in the 3<sup>rd</sup> and 5<sup>th</sup> semester are viewed as opportunities to integrate content from all courses taught in that semester using case studies. These wo courses are developmental with more complex thinking expected in the second course.

Fieldwork is viewed as the opportunity to integrate information from prior classes with the current semester coursework and to apply these concepts in an authentic setting. Level I Fieldwork is primarily aimed to give exposure to the population and contexts and help the students develop proficient professional behaviors. The Level 1 Fieldwork experiences are full time, generally for 1 week, to give the student an immersion experience in an occupational therapy setting. Since the population and contexts are different with each of the level I experiences, we do not expect students to develop more proficient skills by the end of the program. However, we do expect the students’ professional behaviors to increase from one Level 1 Fieldwork experience to the next.

**Figure 2: Masters of Science in Occupational Therapy**

Thread	Summer 1 (8)	Fall 1 (16)	Spring I (16)	Summer 2 (5)	Fall 2 (14)	Spring 2 (16)	Sum 3 (6)	Fall 3 (6)
Foundational Sciences	OT 523(3) Human Physiology	OT 524 (5) Anatomy OT 526 (2) Movement OT544 (2) Biomechanics and Kinesiology	OT 611 (2) Applied & Pathological Physiology  OT 515 (3) Neuroanatomy					
Professional Identity/ Leadership			OT 775 (1) Critical Analysis of Practice I (PBL)	OT 620 (2) Occupation in Rural Context	OT 775 (1) Critical Analysis of Practice II (PBL)	OT 641 (2) Health Care Systems OT 630 (2) Occupational Therapy Practice: Wellness		
Research Skills		OT 550 (2) Scholarly Practice I: Assessment	OT 750 (3) Scholarly Practice II: OT Research	OT 760 (3) Scholarly Practice III: Research Seminar	OT 770 (2) Scholarly Practice IV: Evidence-Based Practice OT 799 (TBA)* Thesis (optional)	OT 780 (2) Scholarly Practice V: Scientific Writing		
Clinical Skills	OT 521 (2) Professional Foundations of Practice	OT 572 (2) OT Intervention: Group Dynamics  OT 530 (3) Occupational Performance Analysis	OT 672 (3) Occupational Performance: Mental Illness OT 673 (3) Occupational Performance: Phys Dys I		OT 773 (3) Occupational Performance: Phys Dys II OT 574 (3) Occupations and Intervention: Peds I OT 640 (1) Assistive Technology	OT 776 (3) Occupations & Intervention: Older Adult OT 774 (3) Occupations and Intervention: Peds II OT 726 (1) Fieldwork Seminar		
Theory	OT 520 (3) Introduction to OT				OT 772 (3) Impact of Psycho-Social Issues on Occupation	OT 785 (2) Adv. Concepts in OT		
Fieldwork			OT 573 (1) Mental Illness		OT 790(1) Physical Dysfunction	OT 791 (1) Pediatrics	OT 795* (6) FW-II	OT 795* (6) FW-II

Note: Courses printed in red are taken with other health profession students and taught by Health Professions Faculty

Courses printed in blue are taught for Occupational Therapy students by Health Professions Faculty

OT 723 International Seminar is an elective course taught each spring. It may be taken in both the first and second year.

OT 798 (Independent Study) is taught by arrangement with occupational therapy faculty;

OT 720 (Select Topics) will be periodically taught as an elective during Fall II or Spring II semester;

\*If the student wishes to take the Thesis option (OT 799), it is begun in the spring of the second year and OT 795 OT Fieldwork will be delayed until Fall 3 and Spring 3.

## OCCUPATIONAL THERAPY PROGRAM DETAILS

### **Length**

The Occupational Therapy Graduate Program is eight semesters (30 months) long of full time study which includes 3 summers. There are extensive clinical experiences woven throughout academic coursework. The last 2 semesters of the program are spent in full-time fieldwork placements. If students take the non-thesis option, they are projected to graduate in December 2011. Students taking the thesis option are projected to graduate in June 2012.

### **Thesis Option**

A thesis option is available for students wishing to pursue independent research. Students must declare their intention to complete the thesis option by the end of the first year in the program. Students pursuing the thesis option would delay enrollment in O-T 795: Level II Fieldwork until completion of the thesis.

### **Occupational Therapy Hands-On Experiences**

Hands-on experiences in the Occupational Therapy Program provide students with opportunities to apply knowledge and skills learned in the academic environment to real life situations in community programs, hospitals and clinics. These experiences help the student develop professional behaviors and skills needed for competent, scholarly clinical practice. These hands-on experiences are a vital part of occupational therapy education.

#### **Out of Classroom Experiences**

Out of Classroom experiences are threaded throughout the curriculum and are designed to meet particular course objectives. These experiences frequently, but not always, take the place during scheduled laboratory times within the semester. Outside classroom experiences may include activities such as service learning projects, beginning hands-on clinical assignments, observation, interviewing and independent data gathering assignments. Out of Classroom experiences are developed by the course instructor and may or may not be supervised by occupational therapy faculty. Details including attendance, expectations, and grading are detailed in each course syllabus.

#### **Level I Fieldwork Experiences**

Level 1 fieldwork helps the students continue to develop solid professional behaviors and become familiar with the roles and responsibilities of occupational therapists. Level 1 fieldwork has specific course objectives and assignments which enable the student to apply the information learned in class to real-life therapeutic settings. Three Level I fieldwork experiences are offered: mental health, physical disabilities, and pediatrics. Students will be placed in a variety of settings and may or may not have occupational therapists as supervisors. Some of these fieldwork experiences are a week long. Missed classes in other courses are rescheduled to allow this week-long experience. In the event that student is placed outside of La Crosse for a Level 1 Fieldwork, travel and housing expense are the student's responsibility. Each Level 1 Fieldwork is accompanied by a fieldwork seminar course which helps student integrate course material with

clinical practice. Details of the objectives, course assignments, and grading will be detailed in the course syllabus.

### **Level II Fieldwork Experiences**

The Level II Fieldwork experience is a full time six month fieldwork experience which follows the successful completion of the academic program. This fieldwork is generally completed within two separate twelve week experiences. Students are expected to actively participate in the entire scope of occupational therapy practice and master entry level skills upon completion of each twelve week experience. Scope of occupational therapy practice includes: fundamentals of practice, basic tenets, evaluation and screening, treatment intervention, management of occupational therapy services, communication and professional behaviors. Students will be responsible for own travel and housing expenses during Level II fieldwork. Details regarding Level II fieldwork will be provided throughout the curriculum. Since fieldwork is such a vital part of the occupational therapy curriculum, each Level II fieldwork is an academic course with objectives, assignments, course expectations, and grading.

### **Fieldwork Expenses**

Students in the program should expect to incur additional expenses for travel and housing during clinical fieldwork. Some clinical fieldwork sites are outside of the La Crosse area and students are expected to provide their own transportation to these sites. In addition, students are required to purchase the appropriate attire for each FW experience. This includes both level 1 and level 2 fieldwork placements. Level I and Level II Fieldwork are courses and the students will be charged tuition.

### **Practical Examinations**

Practical examinations using volunteer patients, instructors, or clients in clinical settings will occur during the curriculum. Students are expected to attend these examinations on time, dressed professionally, and conduct themselves in a professional manner. Universal precautions and clinic maintenance are expected during the examination.

### **Textbook Costs**

Textbook lists will be prepared by the Occupational Therapy Program and distributed to students in ample time for purchase either from the UW-L Bookstore or private sources. This list will change from year to year as new texts become available. Although the cost of books is high, keep in mind that you are building your professional library during your educational years. Please budget for increasing costs of texts throughout the program. Fieldwork in Year Three requires use of all the books previously purchased and no new additional required texts.

### **Special Course Fees**

Special course fees are attached to various courses throughout the curriculum. These fees are used for supplies that students need to complete the learning activities in the course.

The special course fees (subject to change if costs rise) that are anticipated through the curriculum are:

Semester	Course	Reason	Fee	Total for Semester
Summer 1	OT 520	Liability Insurance	\$45.00	<b>\$49.00</b>
		Name Tag	\$4.00	
Fall 1	OT 572	Communication Styles Inventories	\$14.00	<b>\$74.00</b>
	OT 530	Activity Supplies	\$30.00	
	OT 544	Goniometers (small and Large)	\$30.00	
Spring I	OT 673	Splinting Supplies	\$62.00	<b>\$62.00</b>
Summer 3	OT 799	Criminal Background Check	\$7.50	<b>\$7.50</b>

### Photocopying Expenses

Throughout the course of the program, students are expected to make copies of handouts for their classmates. In addition, students may wish to photocopy portions of library materials. **ALL** photocopy expenses are the students' responsibility. The occupational therapy program will not absorb student's photocopy expenses. Students are expected to follow all copyright laws when making photocopies.

### Printing Expenses

As of the time this handbook is written, the university provides free printing in Murphy library and in Wing. Printing is not available in the HSC.

### NBCOT Exam

Students graduating from the program are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require a license to practice occupational therapy. State licenses are usually based on the results of the NBCOT Certification Examination and additional open-book testing on the state law. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or to obtain state licensure.

As of this printing of the handbook, the fee for taking the national certification examination starts at **\$560** and increases with each state that you wish notified of your results. Please note that these prices are current as of 5/2009. A price increase should be expected by 2012 when you are ready to take the examination. The exam is available on-line whenever you are ready to take it at pro-metric learning sites all around the country. More information about the examination and study tools available can be found at [www.nbcot.org](http://www.nbcot.org)

### **University of Wisconsin System Authorization**

The Masters of Science in Occupational Therapy Program was authorized by the University of Wisconsin Board of Regents in 2004.

### **Accreditation**

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane., PO Box 31220, Bethesda, MD 20824-1220. Phone: (301)652-2682 [www.aota.org](http://www.aota.org)

Occupational Therapy Programs are periodically reaccredited to maintain the quality of the program. The University of Wisconsin-La Crosse Occupational Therapy Program successfully completed the last accreditation self-study and on-site visit in 2008. The program remains accredited.

## **POLICIES GUIDING ACCESS TO AND USE OF RESOURCES**

### **HSC Resources**

#### **La Crosse Medical Health Science Consortium**

The Consortium represents an alliance among the University of Wisconsin-La Crosse, Western Wisconsin Technical College, Viterbo College, and two independent health care providers: Gundersen Lutheran Medical Center and Franciscan Skemp Healthcare System. Specific aims of the consortium are to investigate collaborative initiatives to enhance primary care, strengthen allied health science education, and solidify interactive research initiatives in the clinical sciences. The focus of the multi-institutional partnership is directed toward planning and implementing interactive programs that optimize the use of shared resources and take advantage of the strengths of individual consortium members. The Occupational Therapy Program at UW-L is a part of the Consortium.

The Consortium has built the jointly owned and operated Health Science Center HSC. The multidisciplinary center provides space for integrated allied health science programming and provides the physical facility to support collaborative, clinically focused research in human physiology, microbiology, and rehabilitative services. Allied Health professions in occupational therapy, occupational therapy assistant, physical therapy, physical therapy assistant, physician assistant and radiation therapy are some of the programs located in the HSC.

#### **HSC Building Information: HSC Building Hours**

Monday through Friday	7:00 a.m.-10:00 p.m.;
Weekend (by card access only):	Saturday 10:00 -7:00
	Sunday 10:00 -3:00

Students have access to the HSC building when the building is closed to the public by use of your student ID card. After hours, use your student ID on the rear entrance to access the building. Room use during after hours is considered a privilege that can be lost—students must abide by the strictest of security measure to prevent entry by unauthorized individuals. Only Health Professions students are allowed in the building after hours.

### **Room Reservations**

Students may reserve rooms for educational purposes in the HSC by contacting Jeri Delaney. HSC rooms may not be used for social events or personal use. Students are free to use the conference rooms on each floor without reservation unless faculty has scheduled the room.

### **ADL Model Apartment**

The model apartment is a learning laboratory and cannot be used for watching TV, movies, having a snack, storing and heating up your lunch, doing a load of laundry, etc. This room is used by several programs in the building and you are expected to be respectful of other people in the room. It may be scheduled for small group work as other rooms in the building.

### **Laboratory Maintenance and Use Guidelines**

The Health Science Consortium(HSC) prides itself in being able to provide state-of-the-art equipment and facilities to assist students in obtaining competency in their chosen profession. It is the expectation that all students using the Health Science Center's equipment and space will respect and adhere to the following:

1. Lockers are available on the 3<sup>rd</sup> and 4<sup>th</sup> floor of the HSC for your coats and extra supplies. Students are expected to provide their own lock and to remove the lock before they leave for Level II Fieldwork.
2. Backpacks, extra books, coats, etc., should be kept in lockers, shelves or in a specific area in each lab that has been designated by the lab instructor.
3. Only water is permitted in the classrooms and individual instructors will determine guidelines concerning beverage and food in the laboratories. If beverages are consumed in classrooms or labs they must have a lid. Students are expected to dispose of recycling and trash appropriately and to immediately clean up any spills.
4. Think safety first. Students are expected to report any injuries to the lab instructor promptly. First aid and blood borne pathogen kits are available in each lab when needed.
5. Use proper hand washing techniques in labs before and after laboratory activities such as cooking, practice of handling techniques, transfers, splinting, etc.
6. Equipment provided in the labs is costly. Prior to using modality equipment independently students must demonstrate competency. Once competency has been

established by the instructor, students may use equipment independently to gain expertise.

7. Report any broken or damaged equipment to the instructor immediately.
8. At the end of each lab session, return lab equipment to the designated storage space. Labs should be left clean and orderly and ready for the next lab session of the day. Students will be responsible to wash mats and tables periodically as designated by lab instructor.
9. All used linen will be placed in a designated soiled linen hamper. Change bags when hamper is full. Store clean linens in the designated storage area.
10. Equipment cannot be removed from labs unless it has been signed out in advance by a lab instructor.
11. Assessment tools may be used outside of the room. However, they must be signed out on the check-out sheet in the room.
12. Wheelchairs are available for practice purposes in labs for or specific assignments. Do not use wheelchairs as furniture or for other non lab related activities. Wheelchairs may not be taken out of the building without permission from the program director.
13. When finished using lab computers, make sure you have shut down completely. This includes shutting down the computer and the monitor.
14. Do not enter labs if there is another class in session. Refer to the schedule outside each classroom for class schedules.

### **Parking**

The HSC lot only has metered parking available so please plan to park in other assigned lots on the UW-L Campus. You will not be excused from class to run down and plug the meters. Contact UW-L Protective Services if interested in purchasing a parking sticker in an assigned lot. On street parking is available, however space near the HSC is often difficult to find when classes are in session. Parking tickets are vigilantly issued by the City of La Crosse.

### **HSC Policy on Daily Parking Permits**

Students are allowed to purchase daily parking permits for use of the HSC parking lot on a space available basis from the HSC receptionist. The permit rate shall be the standard rate (currently \$2.00)

The following criteria are in effect:

1. Permits will be issued on a daily basis.
2. Number of permits issued each day is dependent on space availability.

3. Permits must be displayed appropriately (driver's window with date showing). Failure to do so will result in a parking ticket.
4. Students would not be able to purchase parking permits on days where an HSC event required use of the parking lot. Students will be notified in advance (posting by HSC receptionist) of days when parking permits will not be available.

Students who counterfeit or reuse permits will be subject to a parking ticket and lose the privilege of purchasing a daily permit for the duration of their attendance at the Health Science Center. Students may also be subject to disciplinary action per codes of conduct.

## **Student Safety and Health-Safety Policies**

### **Criminal Background Check**

The Occupational Therapy Program follows the Health Professions Department's criminal background policy (*Appendix G*). The first criminal background check is completed before the student begins the program. Criminal background checks for Wisconsin will be rerun prior to the student leaving on Level II fieldwork. A special course fee is assessed for the second criminal background check.

Security is provided by UW-L Protective Services: 785-8000 (non-emergency) or 789-9999 for emergency. Inter-campus phones are available in the atriums on each floor and may be used to contact security. The campus has a comprehensive Disaster and Emergency Preparedness Plan. It is the student's responsibility to be familiar with the plan. <http://www.uwlax.edu/police/emerg.htm>

The following information is provided as a quick reference for handling emergencies.

### **UW-L Emergency Response Procedure**

- Determine if event is a life threatening or non-life threatening emergency.
- **Call 911** to report any **life threatening emergency** to local authorities.
- Provide follow-up notification to University Police at 789-9999.
- **Call 789-9999** to report **all other emergencies** to University Police.
- **Call 785-8000** for other campus switchboard/dispatch requests for **assistance or information**.

**A Life Threatening Emergency** is an unforeseen event in which there is a clear potential for serious injury to a person if immediate action is not taken. If in doubt, consider the emergency life threatening.

**An Emergency** is an unforeseen event that calls for immediate action to protect individuals, the environment or property.

**Fire Alarm Procedures**

Evacuation instructions are posted near the door to each classroom. When the fire alarm sounds, immediately exit the building and remain outside until cleared to re-enter by the fire or police department. Do not use elevators.

**Health Policies****Latex Safe Environment**

The HSC policy for a latex safe environment is *Appendix H*. Students and faculty are required to follow this policy at all times in the HSC INCLUDING summers, J-term, breaks, and other times when classes are not in session.

**Fieldwork Health and Safety**

The following information is required from all students prior to attending Level I and Level II fieldwork:

- Personal Data Sheet/Immunization Form
- Health Provider CPR certification
- Negative TB test
- Criminal Background Check
- Completion of Universal Precautions and HIPPA Orientation

Specific sites may require additional information (i.e. physical exam, immunization, etc.) Expenses associated with supplying this information are the students' responsibility. The first field experience occurs in Summer Session I. Some of this will be completed during your orientation. However, it is the student's responsibility to make sure that their medical information is complete and timely.

**Anatomy and Neuroanatomy Laboratory****Laboratory Chemical Issues**

- Material Safety Data (MSD) sheets associated with all the preservatives used in the anatomy lab are available for inspection by anyone who wishes to do so.
- People who wear prescription lenses are advised to wear glasses and not contact lenses while working in the lab.
- Women who are pregnant or nursing mothers should consult with the anatomy director about additional safety hazards that may be present in the anatomy lab.

## UW-L CAMPUS RESOURCES

The following is a partial list of student services on campus:

### **Student Health Center**

Phone #: 785-8558 located on the 1<sup>st</sup> floor of the HSC

Services available to full-time students. Hours 8:00-4:00 Monday through Friday.

### **Disability Resource Center**

Phone #: 785-6900 located in room 165 Murphy Library

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office (165 Murphy Library) at the beginning of the semester. Students who are currently using Disability Resource Services will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Service Office. The nature of the disability is kept confidential from the instructor, only the accommodation requested is revealed. Any student with a short-term disability due to illness or injury may be eligible for services.

### **Counseling and Testing Center**

Phone #: 785-8073 located in room 170 Morris Hall

The staff is committed to helping UW-L students be more effective in their academic work, personal lives, and relationships with others.

Services offered at no cost to the students include:

- Crisis intervention
- Individual counseling
- Group counseling
- Career testing
- Academic discovery lab
- Psychological testing
- National testing (GRE, MCAT, etc.)
- Test anxiety and study skills assistance
- Alcohol and drug abuse programs
- Biofeedback clinic

The center also serves as a referral service and is open year round during regular business hours. Services available in the summer are limited.

### **Eagle Recreation Center**

A healthy mind is a healthy body!! Full-time students can participate in recreational activities on campus or have a quick work out in the Strength and Cardiovascular Center.

**Murphy Library**

Murphy Library provides students with research, course-related, self-enrichment, and recreational library materials. Access the interactive tutorial at <http://www.uwlax.edu/murphylibrary/tutorial/>. The library contains many texts and periodicals in hard copy that are specific to occupational therapy and others that relate to rehabilitation in general. On-line data bases are provided through Murphy as well. Interlibrary is available for those resources not available at the library.

**Financial Aid**

The UW-L Financial Aid Office offers various programs to students based on their qualifications. Students have the opportunity to talk directly with a financial aid counselor. Graduate students are eligible for student loads and work study funds. There are also limited scholarships available to Occupational Therapy students through the UW-L Foundation and the American Occupational Therapy Foundation, and other private donors (i.e. AMBUCUS, Paralyzed Veterans Foundation, etc.).

**Gundersen Lutheran Medical Center Library**

As a member of the consortium, occupational therapy students are entitled to use the Gundersen Lutheran library and on-line data bases on site at Gundersen. Sign in at the desk when you arrive at the library. Use of the library is free but there is a charge for photocopies. Gundersen Library Hours: M –F 7:00 am – 4:30 pm

**STUDENT RIGHTS AND RESPONSIBILITIES****Program Expectation of the Graduate Student****Professional Behavior**

The UW-L Occupational Therapy Program strongly values development of professional behaviors. Each semester, students will self-assess professional behavior, meet with their advisor, set goals to continue to develop professional behavior, and document their progress. See Professional Behaviors Self-Assessment Form in the Appendices. Students will continue this self-assessment process throughout each Level II fieldwork placement and compare their self-perceptions with those of their fieldwork supervisor for continued growth.

Competent therapists have excellent professional behaviors. We highly value professional behaviors and recognize that they can be developed, thus a portion of the grade for each course is devoted to professional behavior. Students are expected to demonstrate good professional behavior in all courses as well as field experiences. At a minimum, the following professional behaviors are expected:

- commitment to learning
- personal responsibility

- social responsibility
- good supervisory relationship
- competence at communication
- time/stress management
- safety
- adherence to policies and procedures.

The definition of the specific professional behaviors expected in the class and the grading for these behaviors will be detailed in the course syllabi. We believe that how you act in the classroom is an indicator of how you will act on your fieldwork and as a therapist. Thus, you will be given feedback on your professional behaviors in the classroom from the faculty to give you the opportunity to use your classroom experiences and colleagues to develop your professional behaviors. All students in the health professions department are held to a high standard of professional behavior because you are seeking a degree in a medical profession. All students in the Occupational Therapy Program are expected to act and communicate in an ethical, professional manner, commensurate with professional behavior standards for the program.

**Students must demonstrate satisfactory progress in developing professional behaviors to progress to the next semester coursework. Failure to demonstrate professional behaviors that meet the occupational therapy program standards will be grounds for dismissal from the program.**

### **Specific Professional Behavior Policies**

#### **Attendance**

Students who enroll in courses offered by the Occupational Therapy Program are expected to attend and participate in these classes

#### **Classroom Behavior**

The occupational therapy curriculum uses active learning to facilitate student comprehension of the didactic material and development of skills and attitudes. Students will be expected to answer questions and actively participate in the learning activities in each course. Active participation will be a portion of each course grade.

#### **Safety**

Students are expected to follow procedures as demonstrated in class to ensure safety of clients. Competency checks will be done on interventions that have potential to create harm for clients. Safety also includes following universal precautions, infection control, and HIPPA regulations on all field experiences.

#### **Adherence to policies and procedures**

Students are expected to be aware of and abide by the policies in this handbook.

## **Advising**

Each student enrolled in the occupational therapy program will be assigned a faculty member as their advisor. Students are required to schedule a meeting with their faculty advisor *every* semester to discuss their academic progress, clinical performance, and professional behaviors.

- Students are expected to come to their advising session prepared to discuss progress in academic performance, clinical performance and professional behaviors. (Professionalism evaluation appears in the Appendices).
- Students will demonstrate openness to feedback and a willingness to make changes needed for success in the program.

## **Electronic Devices**

To minimize disruption to students and faculty, electronic communications devices (cellular phones, beepers, hand-held computers, blackberry's, I-pods, pagers, etc.) must be silenced and not used (**including** text messaging) during all classes and labs. Students will be asked to surrender their devices until the end of class in the event of such disruption.

## **E-Mail**

A large portion of communication with students happens through your university, NOT personal e-mail accounts. Students are expected to check their e-mail regularly, and to keep their mailboxes "clean" so that efficient communication between students and faculty can take place. If e-mail from a faculty member cannot be delivered to a student due to a full e-box, the faculty is not responsible for attempts to deliver the communication.

## **Dress Code**

Students in the Occupational Therapy Program are expected to represent the program, university, and themselves in a professional manner. Therefore, the following professional attire is recommended. These guidelines are intended to set a positive, professional presence for all with whom we interact.

### **Classroom Attire**

In the classroom, students may generally wear casual clothing of choice based on personal and professional judgment. When guest speakers are scheduled or patients are attending the class or lab, students are expected to wear name tags with class shirt and khaki pants unless instructed otherwise by the course instructor.

### **Lab Attire**

In some clinical lab courses, students are expected to wear appropriate lab attire to provide a good learning experience for the student and his/her lab partner. Specific dress requirements will be noted in individual course syllabi. Students arriving at lab improperly attired will be asked to leave and change into appropriate clothing prior to participating in the laboratory session. Students are advised to keep a set of clean laboratory clothing in the locker room. Appropriate lab attire likely includes shorts, preferably made of a flexible fabric (NOT denim) allowing free movement and adequate coverage of undergarments. Men should wear tee shirts and women should wear a halter top, bathing suit top or sports bra to allow visualization of the upper trunk and body. Nails should be clean and clipped short enough to allow handling of lab partners without scratching or gouging.

### **Attire for Field Experiences**

Students will be instructed on specifics of appropriate attire by the Academic Fieldwork Coordinator prior to attending Out of Class or Fieldwork experiences. Students are generally expected to wear name tags. Students should keep the following considerations in mind when dressing for clinical experiences:

- Facility dress codes – Examples of clothing disallowed by many clinics include sleeveless shirts, Capri pants, obvious undergarments, low worn pants, short tops, and open toed shoes. Also, some clinics limit fingernail length and acrylic nails for infection control.
- Safety – closed shoes allow maximal stability when moving patients
- Age of clientele – different clothing may be acceptable when working with children in an early intervention or school setting than working with adults in other settings. Additionally, clientele may respond more or less favorably to visible body piercing, tattoos, and unconventional hairstyles.
- Types of activities – a sports medicine facility may employ a different type of dress than a hospital or clinic setting.
- General guidelines – halter tops, cleavage, bare midriffs, and some body piercing are not permitted on field experiences.

## **STUDENT ACADEMIC POLICIES**

### **Student Conduct**

Academic honesty and integrity are fundamental to the mission of higher education. Students are responsible for the honest completion and representation of their work and respect for others' academic endeavors. Please see the Eagle Eye <http://www.uwlax.edu/StudentLife/uws14.html#14.02> for policies defining academic misconduct, non-academic misconduct, and disciplinary actions that will be taken.

## Occupational Therapy Grading Scale

Unless specified otherwise by the course instructor, students will be graded using the following scale:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77

*Grades below a C are considered failing in the Occupational Therapy Program*

## Occupational Therapy Academic Standard

Students in the Occupational Therapy Program must maintain a 3.0 GPA on all occupational therapy coursework.

### **Minimum Course Grade**

Students must obtain at least a “C” in all coursework. If a grade of D or F is received, students have a one-time option to repeat that failed course. This will require taking a leave from the program for one year and retaking the failed class with the next cohort of students the following year. No other courses can be taken until that course is successfully passed. Students are advised that retaking a class will result in a delay in graduation as well as additional tuition expenses. Students may retake a failed course only one time during all 8 semesters of the program. Two course failures (either in one semester or cumulative over the entire program) will mean automatic dismissal from the program. This action may be appealed. See the “Appeals Section” in this manual for more information on the Appeals process.

### **Minimum Cumulative GPA**

If a student achieves less than a 3.0 cumulative average in any semester, the student will be placed on academic probation for the following semester.

### **Academic Probation**

Students on academic probation are required to bring their cumulative GPA up to 3.0 at the end of the semester that they were placed on academic probation. Failure to achieve a 3.0 GPA in this time frame results in an automatic dismissal from the occupational therapy program, which will result in an automatic withdrawal from UW-L Graduate School. This action may be appealed. See the “Appeals Section” in this manual for more information on the Appeals process. Students may only be placed on academic probation once during the course of the occupational therapy program.

## **Policies Regarding Coursework**

### **Remedial work**

Students should not expect to be given remedial work. Any remedial work or the retaking of a failed examination, quiz, etc. will be left to the discretion of the faculty member responsible for the course. If the course instructor deems that the student has not sufficiently mastered the course content, the student may be asked to redo assignments, tests, etc., until the student demonstrates a satisfactory level of competency.

### **Missed Classes**

Students who are aware of an absence are expected to notify the instructor in advance by e-mail or phone. We recognize that unexpected events occur that may interfere with attendance. Vacations should be planned around the university schedule. See information on make-up below.

### **Re-scheduling of exams due to illness or emergency**

Students are excused from a scheduled examination due to illness or an emergency. Whenever possible, students must notify the faculty prior to missing an examination. See information on make up below.

### **Re-scheduling of exams NOT due to illness or emergency**

Requests to reschedule an examination for reasons other than illness or emergency are at the instructor's discretion and must be approved by the program director. See information on make-up below.

### **Make up of missed material and examinations**

Within one week of returning to class, the student must make arrangements with the appropriate faculty member to complete missed examinations and any other class material (labs, competency testing, quizzes, etc.) Within three weeks of returning to class, all class assignments, quizzes, presentations, and examinations previously identified by appropriate faculty member as incomplete must be completed. Students will be given an incomplete if the semester ends before the three week make-up period ends. **NO EXAMINATIONS WILL BE GIVEN EARLY.**

### **Extra Credit Policy**

It is the faculty's expectation that students will master the course material because it represents a minimum level of knowledge and skills necessary for clinical practice. Extra credit opportunities are rarely given and are at the discretion of each course instructor.

## **Progression Through the Curriculum**

The occupational therapy curriculum has been designed to be completed in a sequential fashion.

### **Courses**

Coursework during each semester is inter-related, thus individual courses may not be dropped in a given semester. Courses are taught in sequence, and only once a year. Students must complete all coursework within each given semester *and* remain in good academic standing, in order to progress.

### **Semester**

The occupational therapy curriculum is sequential. Each semester's coursework builds on material from the previous semester. Students must complete each semester in sequence and in good academic standing. Further, students must be showing satisfactory development of professional skills in order to progress to the next semester.

Note: Although students on academic probation are not in good academic standing, they are allowed to progress to the next semester after being put on probation. It is during this probationary semester that students have the opportunity to raise their grades.

### **Fieldwork**

Students must be in good academic standing to progress to level II fieldwork.

### **Graduation**

Students must successfully complete the academic and fieldwork portions of the curriculum to qualify for graduation. After graduation, students are eligible to sit for the NBCOT certification examination and then state licensure examinations.

## **Student Withdrawal**

### **From a Course**

If a student wishes to withdraw from a course, they are advised to consult with their occupational therapy faculty advisor to determine the ramifications of this action. The timetable has specific deadline dates for dropping a course and relevant tuition refund information. Dropping a course has significant financial and professional ramifications for the student and students are requested to seek advice before making this significant decision. This decision would result in either a years delay in the student's education or a total withdrawal from the program. Students are expected to discuss this decision with the program director prior to taking any action.

### **From Occupational Therapy Program**

Withdrawal from the Occupational Therapy Program is a serious decision with significant financial and professional implications including loss of tuition, time to degree, and potential future as an occupational therapist. Students are requested to make an appointment to discuss the situation and implications of the decision to withdraw with his/her advisor and the program director **prior** to withdrawal.

### **General Procedure**

If the student wishes to withdraw from the program, he/she schedules a meeting with his/her advisor and the program director to discuss the ramifications of the decision, possible options, and the students' responsibilities to close out the semester. Regardless of the type of withdrawal, the student is required to submit a letter to the director of the Occupational Therapy Program stating:

- Date
- Student's Name and ID number
- Statement of intent to withdraw from classes
- Reason for withdrawal
- Anticipated time frame (permanent or expected date of return)

### **Permanent Withdrawal**

Students who wish to no longer pursue the study of occupational therapy for any reason, need to be aware that withdrawal from the occupational therapy program has significant ramifications. If, at a later date, the student decides to study occupational therapy again, he/she will be required to re-apply and begin the program over. Note the general procedure above for withdrawal.

### **Voluntary Leave of Absence**

Students who have voluntarily withdrawn from occupational therapy classes may request a leave of absence from the program for one calendar year. A leave may be granted when the student is experiencing extenuating circumstances that substantially interfere with the completion of the occupational therapy program. A leave of absence is granted **ONLY WHEN STUDENTS ARE IN GOOD ACADEMIC STANDING**. At the end of the year of leave, the student must initiate a request to return to the program (see the Re-Entry to the Occupational Therapy program below). If the student has not initiated a request to return to classes, the student will be administratively withdrawn from the occupational therapy program by the program director. It is the student's responsibility to initiate this request to return.

### **WITHDRAWAL WARNING....**

*Students are advised that...*

- *Withdrawal from the Occupational Therapy Program will only be granted for one year. Students will be dismissed from the Occupational Therapy Program after being inactive for one year and they may not return to classes.*

- *Depending on the time of the semester, withdrawal from the Occupational Therapy Program may result in tuition loss for that semester, a delay in completion of their Occupational Therapy Program studies, and additional tuition. Consult the graduate catalog and time table for specific detail.*
- *All courses in the Occupational Therapy Program are sequential. Students must successfully complete courses in a given semester before proceeding to the next semester's coursework. Students who withdraw from the Occupational Therapy Program will be required to wait a year for the courses to be offered again before continuing his/her studies.*
- *All courses in-progress at the time of withdrawal must be re-taken from the beginning of the semester of/when the student re-enters the Occupational Therapy Program.*
- *Students are advised that curriculum changes may occur that would result in taking additional coursework to complete the curriculum.*

### **Withdrawal from the OT Program: Dual Degree Students**

In the event that a dual degree student **cannot** or **chooses not** to complete the Occupational Therapy Program, the student may withdraw from the Occupational Therapy Program and from graduate studies and complete their Bachelor of Science degree in Psychology. In this event:

1. All Occupational Therapy courses that are already part of an Occupational Therapy-Psychology substitution that have been taken, and in which a passing grade has been obtained, will be acceptable on the Psychology major and will count toward the completion of the Bachelors of Science degree in Psychology.
2. Any Psychology major requirements which have not been taken, either a Psychology course or an Occupational Therapy-Psychology substitution will need to be completed before the degree can be granted.
3. Any additional Occupational Therapy courses that were taken that were **not** part of an Occupational Therapy-Psych substitution will count as undergraduate credits taken at the 400 level.

The procedures for withdrawal from the Occupational Therapy Program are printed in the Student Withdrawal section of the Occupational Therapy Student Handbook. In addition, the following procedures apply to Dual-Degree Students.

1. It is the Dual-Degree student's responsibility to consult the timetable for specific deadline dates and tuition refund information. Withdrawal must follow the university timelines to be processed and to receive any potential tuition refund.

2. As soon as the decision is made to withdraw, the Dual-Degree student **must immediately** contact the undergraduate psychology dual degree advisor to begin planning for completion of the Bachelor of Science degree in psychology. Students are advised that failure to contact this advisor in a timely manner may result in the inability to register for classes and potential delays in completion of the Bachelor's degree.
3. Occupational Therapy Program faculty will contact the Psychology dual degree advisor to officially inform him/her that the student will not be completing the Occupational Therapy Program.

If a student wishes to continue to pursue a Masters of Science degree in Occupational Therapy after completion of the Bachelors of Science Degree in Psychology, he/she must apply for readmission to the Occupational Therapy Program. If accepted, the faculty will determine which, if any, of the previously successfully completed courses will be counted towards completion of the degree. This decision will be based on the grades achieved in the course, length of time since course was taken, and the equivalency of the course previously taken with the course currently being taught.

### **Academic Dismissal**

#### **Individual Course**

Students will be automatically dismissed from the program if they obtain two grades of less than "C" (i.e. D or F) in any course in the curriculum.

#### **Semester Coursework**

Students will be automatically dismissed from the program if they obtain a two grades of "C" in any one semester in the program.

#### **Cumulative Average**

The academic policy above states that students will be put on academic probation after the first semester that the cumulative GPA falls below 3.0. If the cumulative GPA is not raised to 3.0 after one additional semester, the student will be automatically dismissed from the program if they fail to maintain a cumulative grade point average of 3.0. on their coursework in the program

#### **General Procedure**

Once a student has been dismissed from the Occupational Therapy Program, the student is not allowed to attend any courses within the program. Students are dismissed from graduate studies upon dismissal from the Occupational Therapy Program. The Program director and the Graduate Studies office will notify the student about the dismissal status by letter. This letter includes the reasons and cites the academic policies that have not been met. Academic dismissal for any reason may be appealed. See the "Appeals Section" in this manual for more information on the Appeals process.

### **Dual Degree Students**

There are particular implications for Dual Degree students who fail to complete the occupational therapy degree. Dual Degree students should consult Appendix “E” for specific policies regarding dual degree coursework for the completion of their bachelors’ degree in Psychology.

### **Non-Academic Dismissal**

A student may be dismissed from the Occupational Therapy Program for non-academic reasons such as failure to comply with program policies and procedures, deficiencies in clinical skills and professional behaviors that constitute a safety hazard or unethical behavior. This action may be appealed. See the “Appeals Section” in this manual for more information on the Appeals process.

### **Appeals**

#### **Academic Grade Appeals**

Students who believe that the grade they received for a course does not reflect their performance in that course may dispute the grade and appeal. The University policies state that a grade appeal must take place before the end of the term immediately following the term in which the grade was recorded. However, since progression in the occupational therapy program is dependent on successful completion of course content from semester to semester, students must appeal the disputed grade before the beginning of the next semester after the grade was earned.

See Appendix A for specific information on how to file a grade appeal.

#### **Non-Grade Appeals**

There are two types of non-grade appeals: Type one is used when the student has concerns about the actions of instructors, program officials, fieldwork supervisors. Type two is used when the student wishes to appeal actions of the Occupational Therapy Program.

See Appendix B for specific information on the procedure for a non-grade appeal.

#### **Appeals of Dismissal from the Occupational Therapy Program**

Students may appeal the decision to dismiss the student from the program.

See Appendix C for specific information on how to file an appeal of dismissal from the occupational therapy program.

### **Re-Entry to Occupational Therapy Program**

If a student has taken a leave of absence and wishes to re-enter the Occupational Therapy Program, that student will discuss the situation with his/her advisor and submit a letter to the program director stating:

- Request for re-entry
- Requested date of re-entry
- Specific list of coursework completed and courses in progress when student withdrew from the program.

In the event that the student completed some courses successfully before withdrawing from the program, the faculty will determine which courses will be accepted. The program director will notify the student in writing the conditions of re-entry to the occupational therapy curriculum. It is the student's responsibility to initiate this request for re-entry to the program. Failure of the student to initiate this formal request will result in the student not being allowed to take occupational therapy courses.

### **Solicitation of Feedback from Students**

#### **Evaluation of Teaching**

Students have an obligation and the right to evaluate their instructor of record in each course offered by the program. These evaluations will take place during the last three weeks of the course instruction, or at the conclusion of the clinical internships, using the University wide Student Evaluation of Instruction (SEI) instrument. Except for courses with less than 8 students, this instrument will be used by all faculty regardless of the role required of the "lead instructor" (i.e. course coordinator, lab/lecture/clinical instruction, problem-based learning course facilitation, etc.). Appendix D contains the form used for didactic instruction and Appendix E is the form used for the fieldwork coordinator. Numeric data resulting from this form will provide consistent data upon which faculty/instructional academic staff members are judged for merit, retention, tenure, and promotion. The SEI instrument will be administered by a faculty or IAS member other than the course instructor; appropriate data collection methods will be used to ensure student anonymity.

Additional written narrative comments may be solicited by individual faculty members to gather outcome assessment data for their course. Student anonymity will be ensured. Written comments may not replace the SEI.

#### **Evaluation of the Occupational Therapy Program**

Students have an obligation and the right to evaluate the Occupational Therapy Program. Feedback on programmatic elements of policy, procedure, curriculum and clinical experiences will be requested in multiple ways during the student's participation in the program.

#### **Written Narrative Course Comments**

Faculty will ask for specific narrative feedback on the course, their teaching at the end of each course. These comments are used not only to improve the course, but also to help identify areas that may need correction in the curriculum design.

**Focus Groups**

Focus groups will be conducted once a year for each cohort of students for feedback on specific topics. Focus groups allow the program to further explore data from feedback received in narrative comments.

**Student Evaluation of Fieldwork**

Students are asked to evaluate each Level I and Level II fieldwork experience. This feedback allows the program to help develop and maintain quality fieldwork sites.

**D2-L Questions**

Students will be asked to reflect on various aspects of their academic preparation for fieldwork over D2L during their Level II fieldwork. These responses are used to help with curricular assessment.

**Graduate Surveys**

Students will fill out their first graduate survey at graduation and then 1 year post graduation. These surveys give the program insight into how well the program prepared them for their work as occupational therapists.

**Ad Hoc Advisory Groups**

From time to time, the program will call together ad hoc advisory groups to obtain student input on policies and departmental decisions.

**Lodging a Formal Complaint against the Program**

Any person can file a signed complaint about the Occupational Therapy Program with the Program Director, the Department of Health Professions or the University. The complaint must be in writing and identify the complainant. The written complaint must clearly describe the specific nature of the complaint, provide supporting data, and specify the requested response to the complaint.

Complaints against the University of Wisconsin-La Crosse Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department, at the following address:

ACOTE Chairperson  
c/o the AOTA Accreditation Department  
4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814-3425

Letters of complaint against educational programs must:

- a. describe the nature of the complaint and the related accreditation *Standards* or accreditation policies or procedures that the complainant believes are not being met by the program;
- b. document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and
- c. be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.)

The full policy is on the AOTA Web site at the following link:

<http://www.aota.org/Educate/Accredit/Policies/Procedures/38176.aspx>

**APPENDICES**

## **APPENDIX A: Academic Grade Appeals**

### **LEVEL 1: Instructor**

If a student questions or disputes a final grade, he/she must begin with an information discussion with the instructor within 4 weeks of the posting of the grade. If the student does not accept the decision, he/she may begin a formal grade appeal. If the student wishes to file a formal grade appeal, he/she will initiate the process by writing an e-mail to the course instructor within 6 weeks of the posting of the grade with a copy sent to the occupational therapy program director. This appeal must contain the reason for the grade appeal and supporting material.

Acceptable reasons for the appeal are limited to the following:

The instructor used different grading standards for this student's work than for other student in the class. Grading of the student was arbitrary, biased, or capricious.

The instructor will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the course instructor, another faculty member or program director, the student, and anyone else the student wishes to bring (if desired). If the instructor is the program director, another faculty member or department chair will be asked to attend the meeting. The meeting will be recorded by notes and audiotape.

NOTE: The person selected by the student to attend this or any level of the grade appeals process may not speak at the meeting. They may privately advise or consult with the student during the meeting, but will not be allowed to speak publicly.

The possible outcomes of this appeal hearing are:

- Instructor accepts the student's appeal and changes the grade
- Student acknowledges the instructor's rationale for the grade and accepts the grade
- The instructor does not change the grade; student does not accept the decision and decides to appeal to the next level.
- The outcomes of the appeal will be documented by the course instructor within 5 working days after the hearing with a copy sent to the student, the program director, and a copy placed in the student file.

### **LEVEL 2: Occupational Therapy Program Director**

NOTE: If the Occupational Therapy Program director was involved in the initial appeal hearing or is the instructor of the course, this step is omitted.

The request to appeal the grade will be put in writing and addressed to the program director within 5 working days of receipt of the instructor's decision. The appeal will contain the reason for the grade appeal and supporting materials. Acceptable reasons for the appeal are the same as listed above.

The program director will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the program director, the student, and anyone else the student wishes to bring (if desired). The meeting will be recorded by notes and audiotape. The program director may seek additional information from the course instructor and/or student before rendering a judgment.

The possible outcomes of this appeal hearing are:

- Program director supports instructor and recommends that the grade should stand as given
- Program director recommends that the instructor change the grade
- In either case, the student:
  - accepts the grade and ends the appeal process or
  - does not accept the grade and appeals to the next level.

The outcomes of the appeal will be documented by the program director and a copy sent to the student and placed in the student's file within 5 working days after the meeting.

### **LEVEL 3: Chair, Health Professions Department**

NOTE: If the Occupational Therapy Program director and the department chair are the same person, the third level of appeal is omitted.

The request to appeal the grade will be put in writing and addressed to the Health Professions Chair within 5 working days of the receipt of the decision of the Occupational Therapy Program director. The appeal will contain the reason for the grade appeal and supporting materials.

Acceptable reasons for appeal are limited to the reasons noted above with AND:

- The program director recommended a grade change to the instructor but the instructor did not change the grade.

The department chair will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the department chair, the student, and anyone else the student wishes to bring (if desired). The meeting will be recorded by notes and audiotape. The department chair will speak to the course instructor after meeting with the student to gather information about the grading. The department chair may also formally

seek additional information from the course instructor and/or student before rendering a judgment.

The possible outcomes of this appeal hearing are:

- Department chair support for the instructor and a recommendation that the grade should stand as given
- Recommendation to the course instructor to change the grade.

In any case, the student may:

- Accept the grade and end the appeal
- Not accept the grade and decide to appeal to the next level.

#### **LEVEL 4: Health Professions Department**

If the student wishes to further pursue an appeal, the request for a formal appeal at the Health Professions Department level must be filed with the department chair in writing within 5 working days after receipt of the decision from the program director. The appeal will contain the reason for the grade appeal and supporting documentation.

Acceptable reasons for appeal are limited to the aforementioned reasons PLUS:

- the program director and or the chair recommended a grade change to the instructor and the instructor did not change the grade.
- Within 5 working days after receipt of the appeal, the department chair will appoint a five-member ad hoc committee to hear the appeal as indicated in the Department of Health Profession Bylaws: Three faculty/IAS of the program (whenever possible) and two faculty/IAS from outside of the program. The department chair will appoint one of the committee members (other than the course instructor) to chair the committee. The department chair shall NOT be a member of this committee, but will attend the committee meeting as observer and witness.
- The departmental appeals committee will meet within 5 working days of receipt of the written grade appeal. The committee members will be given copies of the documentation of the previous two levels of appeal prior to the appeal hearing.

The appeals hearing will be conducted as follows:

- Student will be given 15 minutes to describe the basis for the appeal and provide supporting documentation to the committee. Involved teacher will be given 15 minutes to describe the rationale for the grade and the reason

for not changing the grade. The department chair will be asked to describe his/her involvement in the situation, decisions, and actions taken

- The student and instructor will be excused and the committee will deliberate.
- The committee may ask for additional information from any of the parties involved and specify a timeframe for supplying the materials. The request for additional materials will be put in writing.
- If additional materials are requested, the committee meeting will be adjourned. The committee will reconvene within one week after deadline for receipt of the requested materials.

The possible decisions the committee can make are:

- Deny the appeal and support the grade as given
- Support the appeal and make a recommendation to the course instructor to change the grade.

The appeals committee chair will communicate the outcome of the appeal hearing in writing to the student, course instructor, and department chair within 5 days of the final committee hearing.

A copy of the student written appeal and the response of the committee will be given to the student and placed in the student's permanent record.

A final grade will be determined by the course instructor and will be communicated to the student within 5 working days of receiving the committee's recommendation.

### **End of Process**

The Health Professions Department bylaws do not specify a student grade appeal process beyond the departmental level.

## APPENDIX B: Non-Grade Appeals Process

There are two types of non-grade appeals: Type one is used when the student has concerns about the actions of instructors, program officials, fieldwork supervisors. Type two is used when the student wishes to appeal actions of the Occupational Therapy Program.

### Type I

If a student has concerns about actions of instructors, program officials, or fieldwork supervisors which are construed to be related to discrimination or sexual harassment, the following actions should be taken:

If the student is on campus, he/she should first speak with the Occupational Therapy Program director.

- Following that discussion, if the student wishes to pursue additional discussion and/or a formal complaint, he/she will be directed to speak with the Affirmative Action Officer
- The process for concerns about discrimination on basis of student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status is located at: <http://www.uwlax.edu/studentlife/polics.html>
- The process for concerns about sexual harassment is located at: <http://www.uwlax.edu/studentlife/shpoli.html>

If the student is on fieldwork, he/she should speak with the fieldwork supervisor (unless the complaint is about that person) and the academic fieldwork coordinator on campus.

- Following that discussion, if the student wishes to pursue additional discussion and/or a formal complaint, he/she will be directed to speak with the appropriate officer at the fieldwork site.
- The academic fieldwork coordinator will keep the Occupational Therapy Program director informed of this situation.
- If the Academic Fieldwork Coordinator, in conjunction with the student and the program director determines that another setting is in the best educational interests of the student, she/he will arrange a different fieldwork placement for the student

### Type II

Students may appeal a program decision or action which he/she feels is unfair, biased, arbitrary, or capricious.

If the program decision or action of concern is a result of alleged academic or non-academic misconduct on the part of the student, the appropriate appeal process is determined by either UWS 14.03 or UWS 17.03 and can be found at the websites listed above.

If the program decision or action of concern is not related to student misconduct covered by the policies above, the student should follow this procedure:

### **Level I: Occupational Therapy Program**

- The student should contact the Occupational Therapy Program director as soon as possible following the decision or action of concern to discuss the situation.
- The Occupational Therapy Program director will schedule a meeting with the student within 5 working days of the contact. If the student is on fieldwork, this meeting may occur by video or telephone conferencing.
- If the student wishes to submit a formal appeal of the decision or actions, he/she must do so in writing to the Occupational Therapy Program director within 30 days of the original decision or action.
- The grounds for an appeal are limited to claims that the Occupational Therapy decision was unfair, biased, arbitrary, or capricious. Supporting documentation must be supplied for the appeal to be heard.
- The occupational therapy faculty will meet within 10 working days of receipt of the appeal notice. If a particular faculty member was personally involved, that faculty member will be present for the information gathering portion of the hearing and excused during the deliberations.
- It is preferred that this meeting be held in person with the student being given the opportunity to represent him/herself. If the student is at some distance on fieldwork, this meeting may be held via video or phone conferencing. In that instance, the student will prepare a written statement of his/her appeal in advance so the faculty have it available at the conference.
- The faculty will communicate its decision in writing to the student within 5 working days following this meeting.

### **Level 2: Chair, Health Professions Department**

If the student is not satisfied with this decision and wishes to appeal it to the Department of Health Professions may do so by contacting the Department Chair in writing within 5 working days following receipt of the occupational therapy faculty decision.

- The chair will contact the student within 5 working days and schedule a meeting with him/her and whoever else is mutually agreed upon within 10 working days.
- The chair will make a recommendation to either support the decision of the occupational therapy faculty or suggest an alternative decision to that group and the student within 5 working days of the meeting.

**Level 3: Health Professions Department**

If the student wishes to pursue further appeal, he/she must notify the Chair of Health Professions within 5 working days of receiving the prior decision.

- The chair will convene an ad hoc group of 3-5 faculty, IAS, or adjunct faculty members who will meet within 10 working days of the student's declaration of appeal.
- The student and other agreed upon persons may attend through the portion of the meeting in which information is presented. They will be excused for the deliberations.
- The decision of this ad hoc Health Professions Appeals committee will be communicated to the student in writing within 5 working days following the meeting.

*The Health Professions Department bylaws do not specify a non-grade appeal process beyond the departmental level.*

## APPENDIX C: Appeal Process – Academic Dismissal

### ACADEMIC DISMISSAL FROM A GRADUATE PROGRAM AND UNIVERSITY GRADUATE STUDY (Approved by Graduate Council—5/31/2005)

#### SYNOPSIS

Probation and retention standards for university graduate study can be found in the UW-La Crosse Graduate Catalog at the UW-La Crosse website. Probation, retention, and other academic standards for individual graduate programs may be more stringent than those for university graduate study. If a student is dismissed from graduate study for academic reasons, the student has options to appeal for readmission to both his/her graduate program and to university graduate study.

- If the student wishes to be readmitted to his/her graduate program, he/she must first appeal to the graduate program for readmission to that graduate program.
- If the graduate program supports the student's appeal for readmission into his/her program, the student must then appeal to the Graduate Council for readmission to university graduate study.
- If a graduate program does not support a student's appeal for readmission to his/her graduate program, the student may appeal to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.

#### PROBATION AND RETENTION STANDARDS OF GRADUATE PROGRAMS

Academic standards, reasons for academic dismissal from the program, and the appeal process for students must be developed for each graduate program. These standards for individual programs are commonly the same as those for University Graduate Studies; however, they may be more stringent than those for University Graduate Studies.

- Academic standards include minimum GPA required, number of C grades allowed, amount of time allowed on probation, etc.
- If a student fails to maintain the academic standards of his/her graduate program, the student is notified in writing by the Office of the Dean in which the student is enrolled (usually by the Assistant to the Dean) that he/she has been dismissed from graduate study. Additionally, the student is notified about his/her options by the director of the graduate program in which the student is enrolled.
- The process for appealing academic dismissal from a graduate program and university graduate study must be well publicized (e.g., student handbooks, web-pages, and catalogs).

#### APPEAL PROCESS—GENERAL INFORMATION:

Timelines (expressed in calendar days):

**Within 30 days of notification of academic dismissal**, the student must state in writing his/her intent to appeal for readmission to both the graduate program and university graduate study. This notification of intent to appeal must be submitted to

the director of the graduate program in which the student was enrolled (copied to the director of University Graduate Studies).

**Within 45 days of notification of academic dismissal**, the student must submit his/her appeal materials to the director of his/her graduate program (STEP 1 of the Appeal Process).

**Upon receiving a student's appeal materials**, the graduate program from which the student was dismissed will schedule a meeting of its appeal body (e.g., a standing committee or an ad hoc committee).

**Within 14 days after receiving written notification of the graduate program decision**, the student must submit a request in writing to the director of University Graduate Studies that the Graduate Council hear his/her appeal (see STEPS 2A and 2B of the Appeal Process). The student's appeal materials must accompany the request for the appeal meeting. The Graduate Council will then schedule a meeting to hear the appeal.

- It is the responsibility of the student to demonstrate a compelling case at each step of the appeal process. On appeal, the decision of a graduate program is presumed to be correct unless the student presents sufficient facts to overcome this presumption.
- If a student wishes to appeal, he/she may select a faculty/staff member (who may be from his/her graduate program or from the Office of Student Life) as a facilitator to inform him/her about the process.
- Graduate program and Graduate Council appeal meetings will be held in closed session according to Wisconsin statute.

## **APPEAL PROCESS**

### **STEP 1**

- The student submits an appeal for readmission to his/her graduate program to the graduate program director.
- Appeal materials may include but are not limited to the following information:
  - An explanation of extenuating circumstances that impacted the student's performance.
  - Evidence that these circumstances have been mitigated.
  - A plan to demonstrate how the student has/will gain competence for material that had not been mastered.
  - A plan for success if permitted to continue his/her graduate program.
- The student will present his/her appeal (in writing and in person) to the graduate program.

- The graduate program will notify the student of its decision in writing within 7 days of the meeting (copies to graduate program director, Assistant to the Dean, Registrar, Office of Graduate Studies).

**NOTE: If the graduate program supports the student’s appeal for readmission to his/her graduate program, go to STEP2A. If the graduate program does not support the student’s appeal for readmission to his/her graduate program, go to STEP2B.**

### **STEP 2A**

- The student submits an appeal for readmission to university graduate study to the Graduate Council via the director of University Graduate Studies.
- The appeal contains the information presented to the graduate program appeal committee.
- The graduate program prepares a letter that states the reasons for supporting the student’s appeal (This letter is to be included in the student’s appeal materials).
- The appeal is presented by the student (in writing and in person) to the Graduate Council.
- The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.
- The graduate program director or designee will appear at the appeal hearing to answer questions from the Graduate Council.
- The chair of the Graduate Council will notify the student of its decision in writing within 7 days (copies to graduate program director, Assistant to the Dean, Registrar, and Office of Graduate Studies).

<b>Graduate Council Decision</b>	<b>Outcome for Student</b>
Supports student’s appeal	Student is readmitted to his/her graduate program and to university graduate study <b>END of PROCESS</b>
Denies student’s appeal	Student leaves UW-L <b>END of PROCESS</b>

### **STEP 2B**

**STEP 2B.1. The student accepts the graduate program decision and leaves UW-L.  
END of PROCESS**

**STEP 2B.2. The student accepts program decision, but appeals to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.**

- The student submits an appeal to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.

- The appeal contains the information presented to the graduate program appeal committee.
- The student presents the appeal (in writing and in person) to the Graduate Council.
- The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.
- The chair of the Graduate Council will notify the student of its decision within 7 days (copies to graduate program director, Assistant to the Dean, Registrar, Office of Graduate Studies).

**NOTE: Because the student accepts the graduate program decision to deny readmission to his/her graduate program, the Graduate Council does not consider readmission into the student's graduate program.**

Graduate Council Decision	Outcome for Student
Supports student's appeal	Student is readmitted to university graduate study as a special non-degree graduate student <b>END of PROCESS</b>
Denies student's appeal	Student leaves UW-L <b>END of PROCESS</b>

### STEP 2B.3

**The student does not accept graduate program decision to deny readmission into the student's graduate program and appeals this decision to the Graduate Council. Grounds for appeal are limited by the following Standard of Review.**

**STANDARD OF REVIEW.** The question to be considered in the review is whether one or more of the following factors improperly entered into the program decision to deny readmission of the student into the program:

- (1) there was arbitrariness, capriciousness, a constitutional or statutory violation (complaints of discrimination are referred to the Office of AAEO), a material failure to follow procedures, or a substantial departure from accepted academic norms when the program decision was made, or
- (2) there is new/additional information that could bear on the program decision.

- The student prepares and submits an appeal to the Graduate Council for a rehearing of his/her appeal by the graduate program.
- The student presents the appeal (in writing and in person) to the Graduate Council.
- The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.

- The graduate program director or designee will appear at the appeal hearing to answer questions from the Graduate Council.
- The chair of the Graduate Council will notify the student of its decision in writing within 7 days (copies to graduate program director, Assistant to the Dean, Registrar, Office of Graduate Studies).

<b>Graduate Council Decision</b>	<b>Outcome for Student</b>
<p>Supports student's appeal for a rehearing by the graduate program, and returns the appeal to the graduate program appeal committee to be reheard. The Council includes any concerns/issues for the graduate program to consider.</p>	<ul style="list-style-type: none"> <li>• The graduate program will notify the student of its decision in writing within 7 days (copies to Assistant to the Dean, Office of Graduate Studies, Registrar).</li> <li>• If, as a result of the hearing, the graduate program supports the student's appeal for readmission to the program, the student appeals to the Graduate Council for readmission to university graduate study (<b>STEP 2A</b>).</li> <li>• If the graduate program reaffirms its earlier decision to deny the student's appeal to be readmitted to his/her graduate program, the student may accept the decision and leave UW-L (<b>STEP 2B.1</b>) or appeal to Graduate Council for readmission to university graduate study as a special non-degree graduate student. (<b>STEP 2B.2</b>).</li> </ul>
<p>Denies student's appeal for a rehearing by the graduate program, but considers whether to allow student to be readmitted as a special non-degree graduate student.</p>	<ul style="list-style-type: none"> <li>• If the Graduate Council denies both readmission to the graduate program and to university graduate studies, the student leaves UW-L. <b>END of PROCESS</b></li> <li>• If the Graduate Council approves readmission to university graduate study, the student can choose either to be readmitted as a special non-degree graduate student or to leave UW-L. <b>END of PROCESS</b></li> </ul>

## APPENDIX D: Self-Assessment of Professional Behaviors

### University of Wisconsin - La Crosse Occupational Therapy Program Self-Assessment of Professional Behaviors

Adapted from: Ledet, L., Esparaza, C.K., & Peloquin, S.M., (2005). The conceptualization, formative evaluation and design of a process for student professional development. *American Journal of Occupational Therapy*, 50, 457-466.

*Developing professional behaviors is of key importance in the UW-L Occupational Therapy Program. One of the goals of the Masters of Science program is that students will “demonstrate effective professional behaviors and values that are consistent with the current licensure laws, standards of practice, and Code of Ethics which guide the practice of occupational therapy.”* (<http://www.uwlax.edu/ot/objectives.htm>.) *The occupational therapy profession has identified seven core values (altruism, equality, freedom, justice, dignity, truth, and prudence) which form the basis of the profession’s Code of Ethics (American Occupational Therapy Association [AOTA], 1993). These values are put into action through professional behaviors and observable through interactions with others.*

Professional Behavior	Score	Description
<b>Commitment to learning/Excellence (truth, justice, prudence)</b> <ul style="list-style-type: none"> <li>◆ Analyzes, synthesizes, interprets information</li> <li>◆ Takes initiative to direct own learning (competence)</li> <li>◆ Comes prepared for session</li> <li>◆ Exercises good judgment and problem solving</li> </ul>		
<b>Personal Responsibility (altruism, equality, dignity, prudence)</b> <ul style="list-style-type: none"> <li>◆ Is dependable and reliable</li> <li>◆ Acknowledges personal error and makes adjustments accordingly</li> <li>◆ Displays personal honor and integrity</li> <li>◆ Follows through on tasks</li> </ul>		
<b>Social Responsibility (dignity, altruism, freedom, prudence)</b> <ul style="list-style-type: none"> <li>◆ Cooperates with others/instructs effectively</li> <li>◆ Considers the needs of others</li> <li>◆ Contributes “fair share” to group efforts</li> <li>◆ Meets interpersonal commitments</li> </ul>		
<b>Supervisory Relationships (prudence, dignity, justice, equality)</b> <ul style="list-style-type: none"> <li>◆ Alters behavior in response to feedback</li> <li>◆ Takes responsibility for personal behaviors</li> <li>◆ Seeks guidance when needed</li> </ul>		
<b>Communication Competence (prudence, dignity, equality, altruism, justice)</b> <ul style="list-style-type: none"> <li>◆ Demonstrates positive interpersonal skills such as flexibility, empathy,</li> </ul>		

confidence ♦ Communicates clearly and effectively/assertively ♦ Expresses disagreement in a tactful manner ♦ Demonstrates respect for the rights of others to hold different values and beliefs		
<b>Professional Behavior</b>	<b>Score</b>	<b>Description</b>
<b>Time/Stress Management (prudence, freedom, justice)</b> ♦ Keeps time commitments or notifies in advance ♦ Acts proactively, planning ahead, proposing solutions ♦ Demonstrates flexibility in response to changing demands ♦ Prioritizes tasks and commitments		
<b>Safety (prudence, altruism, justice)</b> ♦ Maintains work area, equipment, and supplies to be safe and efficient ♦ Adheres to safety guidelines and regulations ♦ Anticipates unsafe situations and modifies behavior accordingly ♦ Recognizes and acts on need for assistance ♦ Operates within the scope of personal skills		
<b>Policies and Procedures (justice, prudence)</b> ♦ Adheres to professional codes and standards ♦ Adheres to UW-L and fieldwork site policies/procedures ♦ Adheres to federal and state regulations ♦ Seeks and obtains relevant information		

### Rating Scale

<b>4</b>	<b>Meets standards to a high degree</b>	Performance is consistent, skilled, and self-initiated
<b>3</b>	<b>Meets standards</b>	Performance is frequent and skilled
<b>2</b>	<b>Needs improvement</b>	Performance needs further development and/or requires assistance and direction
<b>1</b>	<b>Unsatisfactory</b>	Performance requires substantial development and/or requires much assistance and direction

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

Semester/Year \_\_\_\_\_

Advisor \_\_\_\_\_

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

Goal based on Self Assessment:

Action Plan:

Progress at Re-Assessment:

**APPENDIX E: Health Professions Instructor SEI****Instructor Evaluation Form**

Directions: Please evaluate the above instructor on their “typical” behavior/performance using the computer scanned scoring sheet to respond to the following statements. For each statement indicate:

- A – STRONGLY AGREE
- B – AGREE
- C – NEUTRAL/AVERAGE
- D – DISAGREE
- E – STRONGLY DISAGREE

**NOTE: You may leave a question blank if it is not applicable to this course.**

**The Instructor:**

1. I was looking forward to taking this course.
  2. The instructor was helpful to students.
  3. The instructor was well prepared.
  4. The instructor communicated the subject matter clearly.
  5. I learned a great deal from this instructor.
  6. Overall, this instructor was excellent.
-

## APPENDIX F: Instructor Evaluation for Clinical Education SEI

### Instructor Evaluation Form for Clinical Education

Instructor: \_\_\_\_\_

Directions: Please evaluate the above instructor on their “typical” behavior/performance using the computer scanned scoring sheet to respond to the following statements. For each statement indicate:

- A – STRONGLY AGREE
- B – AGREE
- C – NEUTRAL/AVERAGE
- D – DISAGREE
- E – STRONGLY DISAGREE

NOTE: You may leave a question blank if it is not applicable to this course.

#### **The Instructor:**

1. Demonstrated effective time management for course responsibilities. (securing sites, timely matching process, communicated timelines to students and clinical faculty, pre-internship orientation).
2. Provided course objectives and requirements that were clear, realistic, attainable and appropriate for credit load.
3. Demonstrated mastery of the subject content and the instructional process used in this course (provided support to students and clinical faculty to help maximize student’s learning).
4. Utilized fair assessment procedures (as determined by clinical assessment tools unique to your profession).
5. Exhibited enthusiasm for course content.
6. Was available for and responsive to student needs (email, D2L, phone calls, site visits, problem solving support).
7. Encouraged students to analyze, problem solve and formulate viewpoints based on credible resources (phone conferences, D2L, site visits).
8. Used resources appropriate to the course (D2L, textbooks, syllabus, reference articles, internet).
9. Used course assignments that contributed to understanding the subject (discussion boards, case studies, special assignments)
10. Communicated in an effective and organized manner (facilitated communication among students, UW-L and clinical site).
11. Provided adequate and timely feedback related to student’s performance. (prior to and during internships).
12. Generated an atmosphere of mutual respect.

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**UW-LA CROSSE HEALTH PROFESSIONS DEPARTMENT**  
**APPENDIX G: Criminal Background Check Policy and Procedure**

Background

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) in compliance with standards HR 1.20 and EP 5, and the current Wisconsin Caregiver Law with the Department of Health and Family Services (chapters 48 and 50 of the Wisconsin Statutes) background checks are now required for all students in the allied health areas working in clinical settings. To ensure compliance with these rules, the results of criminal background checks must be obtained for all current students before the program begins (early summer). As a representative of the University of Wisconsin-La Crosse, you are expected to practice sound professional ethics and to conduct yourself in a professional, responsible, and reliable manner at all times. You are expected to maintain high professional standards and a part of this professional standard is a criminal background check.

***Important Notice***

*Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Clinical rotation and fieldwork sites require a criminal background check and Caregiver check in order to permit participation in the clinical experience, rotation or fieldwork. Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites may deny a student's participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction, failure to produce a criminal background check, would result in delayed graduation or in the inability to graduate from the program. If you have a question, please contact the fieldwork coordinator or director of your program.*

***Derogatory information can include but is not limited to the following:***

- *Conviction of a felony offense.*
- *Misdemeanor convictions probated sentences or felony deferred adjudications involving crimes against person (including physical or sexual abuse);*
- *Misdemeanor convictions related to moral turpitude (including prostitution, public lewdness, exposure etc)*
- *Felony conviction/deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances;*
- *Inclusion on the list of Ineligible Persons;*
- *Providing a false statement on the application*

### Initial Background Check (Student Completes)

Students are responsible to arrange for a criminal background check using a company that is capable of providing the service in an orderly and timely manner. The Health Professions Department has established a relationship with CertifiedBackground ([www.certifiedbackground.com](http://www.certifiedbackground.com)). The company charges between \$20.00 and \$45.00 depending on how many places you have lived prior to attending UW-L. You may select another criminal background check company; however you are expected to check with the program first to determine the exact type of information that is required. Each company offers a wide variety of services and the cost can easily become prohibitive.

Background checks are required for fieldwork placements in many facilities. Thus all students in the Health Professions Department will have a criminal background check done prior to the first day of class to facilitate fieldwork assignments. All costs incurred by the students for this background check are the responsibility of the student. CertifiedBackground makes the results available to the Health Professions Department electronically. If an alternate provider is selected, the student must present the results of the criminal background check in hard copy on the first day of classes.

### Re-Check Prior to Fieldwork/Clinical Rotations (Program Completes)

Many facilities require a current criminal background check (done within the past 6 months) and a caregiver background check. The Health Professions Department will conduct a follow-up Criminal History Background Check for Wisconsin and Minnesota and a Caregiver background check before the student's first full time rotation/clinical/fieldwork assignment. All students are required to have this re-check and it will be charged to the student as a special course fee. Criminal Background Checks (CBCs) completed at other facilities may not be accepted as a substitute for this process.

### Recordkeeping

Students are responsible for keeping a record of the first criminal background and supplying the Department with a copy of the results. Students are advised to keep a copy of the results for their personal files to take with on their clinical/fieldwork rotations.

### Confidentiality

Results of all background searches will be kept confidential and will be disclosed only to the extent necessary to administer and enforce this policy or pursuant to appropriate legal process. Students are required to complete and sign the authorization, acknowledgement, and release form releasing necessary criminal background information to the placement facility(s) (Attachment 1). Criminal background records are stored in a secure place and kept separate from the student's academic file. Criminal background check information is destroyed once the student is no longer a student in the Health Professions Department.

## Disclosure

The student will be notified if the background check information raises a potential concern for placement or consequences for credentialing or licensure (Attachment 2). The Program Director will also be notified of any record that raises a potential concern for the student. The Director will then discuss the potential impact of the record and the student's options with the student.

Some fieldwork facilities ask for the background check prior to the student placement. In those cases, the information will be disclosed to the facility upon their request. Other facilities require that the student bring a copy of the background check information with them on the fieldwork/clinical rotation. In all cases, the facility makes the final decision about the suitability of the student to be placed at the facility.

## Obligation to Report

All students admitted to the Health Professions Department have an ongoing obligation to report any criminal conviction that may impact upon the student's continued ability to participate in the clinical program to the program director/chair of the program no later than the next day of its occurrence. Failure to comply with any aspect of this policy will result in immediate dismissal from the program.

### Completion of the Background Checks

Initial Background Check: Results due the first day of class

Prior to the beginning of classes, students will be supplied with an instruction sheet and a UW-L code for conducting their online search with CertifiedBackground. Students are responsible to complete the background application process and paying the fee in enough time to receive the results and supply them to the program on or before the first day of class. Results and the signed waiver form, included with the instruction sheet, should be turned in to the Fieldwork Support person, Room 4035, Health Professions Department on the 4<sup>th</sup> floor of the Health Science Building.

Specific information requested in a background check is:

- Verification of the student's social security number
- Search of Caregiver Background and Criminal History
- Office of Inspector General (OIG) list of Excluded Individuals/Entities

Background check results are returned within days on-line. The student is responsible for working with the background check company to clear up any reporting discrepancies.

Re-Check Prior to Fieldwork/Clinical Rotations: Results due prior to placement

Once the student is assigned to a Fieldwork/Clinical Rotation facility, the Fieldwork Support Person will coordinate with each facility what specific Criminal Background Check information they require. Prior to the fieldwork/clinical rotation, the Minnesota and Wisconsin Criminal Background and Caregiver Background Check forms and the WI Department of Justice Criminal

History Individual Name Record Request Form will be provided to each student. The forms can also be printed at: <http://www.dhfs.state.wi.us/forms/HFS/HFS0064.pdf> In addition, students will be notified if the facility they will be attending requires additional background information. Students are required to complete these forms and return them to the Fieldwork Support person, Room 4035, Health Professions Department on the 4<sup>th</sup> floor of the Health Science Building. The fee for the re-check is assessed as a special course fee.

The University of Wisconsin-La Crosse, Health Professions Department,  
 \_\_\_\_\_ Program

**CRIMINAL BACKGROUND AUTHORIZATION, ACKNOWLEDGEMENT, AND  
 RELEASE FORM**

I hereby authorize the University of Wisconsin-La Crosse (UW-L), Health Professions Department to obtain criminal records about me from any source. I also authorize UW-L Health Professions Department to provide such records to third parties for the purposes of evaluating my application for acceptance into or continued participation in an internship or field/clinical placement/rotation.

In the event I am accepted into an internship or field/clinical placement/rotation, I hereby acknowledge that during the course of my internship or field/clinical placement I shall notify UW-L Health Professions Department as soon as possible, but no later than the next day I am expected to attend the internship or field/clinical placement, when I have been convicted of any crime or have been or are being investigated by any governmental agency for any act or offense. I further acknowledge that if I fail to abide by this acknowledgement, UW-L Health Professions Department has the right to immediately terminate my participation in an internship or field/clinical placement.

I hereby release such third parties and the Board of Regents of the University of Wisconsin System, its agents, employees, and officers, including the University of Wisconsin-La Crosse Health Professions Department from any liability that may arise from the disclosure of any information contemplated by this form or from UW-L Health Professions Department terminating me from an internship or field/clinical placement as described in the immediately preceding paragraph.

I understand that this form is in effect until my degree is completed at UW-L, unless I revoke it in writing and provide such revocation to the Program Director or Chair of the Department/Program at the Health Professions Department, 4<sup>th</sup> floor of the Health Science Center. I further understand that if I choose to revoke this form, I may not be able to participate in an internship or field/clinical placement/rotation.

I have read and understand the above authorization, acknowledgement and release.

\_\_\_\_\_  
 Signature of Student Date

\_\_\_\_\_  
 Printed Name of Student

\_\_\_\_\_  
 Major/Program or Student Classification

## Attachment 2

[date]

[name of student]  
[address]

Dear \_\_\_\_\_:

I am writing regarding your criminal history background check. We have received some documents as a result of the check that indicate some arrest or charge information (copy enclosed). Pursuant to the Authorization, Acknowledgement and Release form that you signed on \_\_\_\_\_, (year), and our obligation under the law, we are forwarding this information to the agency to which you applied for a placement for the \_\_\_\_\_ semester. The agency has the right to make a determination about the suitability of you being placed at their site, given the information in your background check.

Please be aware that certain types of criminal offenses may make licensure as a \_\_\_\_\_ unlikely. Detailed information about the Wisconsin Caregiver Law is available at [www.dhfs.state.wi.us/caregiver](http://www.dhfs.state.wi.us/caregiver).

If you have any questions, please contact your clinical/fieldwork coordinator.

Sincerely,

*Rita L. Kirchoff*

USA 2/Clinical Education Support  
Department of Health Professions  
University of WI-La Crosse  
1725 State Street-4054 HSC  
La Crosse, WI 54601  
Phone: 608-785-8467  
FAX: 785-8460  
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## **APPENDIX H: HSC Latex Safe Environment Policy**

The Health Science Center ensures a safe learning and research environment for the faculty, researchers, staff and students through the collaboration of its partners. The Center aims to protect staff and students from unnecessary exposure to latex and to control with limits, exposure of latex and latex based products. To assure a “latex safe environment,” occupants and participants of the Health Science Center will limit the use and direct exposure of latex based products. In accordance with this policy, latex balloons, latex based powdered gloves and products produced with latex will be limited. If a product used in of research or instruction does not have a latex alternative, the product should have a protective barrier to prohibit the exposure or release of latex particles.

1. Staff will upgrade/complete a database of equipment/materials that contain latex.
2. Staff will eliminate the use of latex powdered gloves and replace with latex free or low protein, powder free gloves. If possible, supplies and materials containing latex should be removed or replaced with latex free or low protein alternatives. Items without a latex-free alternative should have a protective barrier i.e. covering.
3. Programs/departments will develop a plan for replacing or covering items containing latex.
4. Stickers/signs at each entrance to the building will state “Rubber (Latex) balloons or material containing rubber based substances are not allowed.”
5. Rubber bands should be limited to use in classrooms, labs, and offices must be stored in closed containers or drawers.
6. Before applying bandages (“Band-aids”) or similar adhesive protective barriers the recipient must be questioned regarding allergic reactions. If the recipient has a history of an allergic response, alternative measures must be taken.
7. Staff or students who have a high sensitivity to latex based products should be advised to purchase and wear a bracelet warning of the allergic condition. It is the responsibility of staff and students with hypersensitivity to latex based products to carry an “epi pen” in case of an allergic reaction.

### **Laboratory Chemical Issues**

- Material Safety Data (MSD) sheets associated with all the preservatives used in the anatomy lab are available for inspection by anyone who wishes to do so.
- Toxic chemicals are maintained at safe levels for normal healthy individuals. Especially sensitive individuals may need to invest in additional protective equipment.
- People who wear prescription lenses are advised to wear glasses and not contact lenses while working in the lab.
- Women who are pregnant or nursing mothers should consult with the anatomy director about additional safety hazards that may be present in the anatomy lab.

## APPENDIX I: References

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