

**University of Wisconsin-La Crosse**  
**College of Science and Health**



**Occupational Therapy Program**  
**STUDENT HANDBOOK**  
**2024-2026**



The University of Wisconsin-La Crosse Occupational Therapy Program is a regionally recognized program, grounded in ***foundational sciences, hands-on learning, and community engagement.*** Graduates serve as entry level ***leaders and team members*** in the community. UWL occupational therapy graduates are committed to providing quality ***evidence-based*** services individualized to facilitate ***quality of life, wellness, and participation*** throughout all ***populations.***

UWL Occupational Therapy Mission Statement – Rev. 5/2023

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**Note:** This student handbook is revised annually. It is the responsibility of the student to review the current handbook and policies which are available on the program website. Current students will be notified of any significant handbook revisions, which may require additional acknowledgement signatures.

## **SECTION A**

### **OVERVIEW OF OCCUPATIONAL THERAPY PROFESSION, EDUCATION AND CREDENTIALING**

#### **A-1: Philosophy of the Profession as Guided by the American Occupational Therapy Association**

The faculty of the UW-L Occupational Therapy Program adopt and embrace the following American Occupational Therapy Association's (AOTA) philosophy of the profession (AOTA, 2011).

Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health.

The focus and outcome of occupational therapy are individuals' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community and population health is the core of occupational therapy practice, education, research, and advocacy.

The American Occupational Therapy Association's Vision 2025 states:

*"As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations and communities through effective solutions that facilitate participation in everyday living."*

The University of WI-La Crosse's Occupational Therapy Program strives to equip students with the qualities and skills required to assist with meeting this national vision of clinicians that provide services that are effective, influential, collaborative, accessible and embrace diversity. The Occupational Therapy Program teaches students the value of evidence based practice and current clinical trends in the profession.

## A-2: Beliefs about Humans and Occupation

In addition to adopting the philosophy of the profession of occupational therapy, we believe that the Occupational Therapy Framework: Domain and Processes (AOTA, 2020) 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) all have significant impact on performance and need to be considered in order to improve participation and quality of life. We believe that the occupations that we engage in today have an effect on both our current and future health. Participation in meaningful occupations enhances the quality of life, supports self-actualization, and improves occupational balance. (AOTA, 2011)

A client-centered approach is essential in meeting the needs of the individuals we serve. We believe that excellent occupational therapy is person centered and addresses each individual client's occupational performance: the ability to perform desired and needed occupations in whatever context the client functions. We believe that occupational therapy can occur wherever humans are engaged in purposeful, meaningful activity which can be facilitated through the delivery of services, consultation and advocacy.

### References:

- American Occupational Therapy Association. (2020). AOTA 2020 Occupational therapy code of ethics. *American Journal of Occupational Therapy*, Vol. 74 (Suppl. 3), 7413410005p1–7413410005p13. <https://doi.org/10.5014/ajot.2020.74S3006>
- American Occupational Therapy Association (AOTA) (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>
- American Occupational Therapy Association (AOTA). (2017). Vision 2025. *The American Journal of Occupational Therapy*. Vol. 71(3), 7103420010p1. <https://doi.org/10.5014/ajot.2017.713002>
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process – fourth edition. *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010p1–7412410010p87. <https://doi.org/10.5014/ajot.2020.74S2001>
- American Occupational Therapy Association (AOTA) (2011). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 65(Suppl.), S65. <https://doi.org/10.5014/ajot.2011.65S65>

## A-3: Education, Accreditation, Certification and Job Market

### Education

A Master of Science in Occupational Therapy (MSOT) degree includes coursework with strong foundational science focus, hands on clinical application of skills, clinical reasoning and research. Program length is a total of 6 semesters on campus completing face to face instruction, followed by 24 weeks of Level II Fieldwork experience, for a total of 30 months.

### Accreditation

The University of WI-La Crosse is accredited by the Higher Learning Commission (HLC). The Occupational Therapy Program has been accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) since 2000, which qualifies graduates of this program for eligibility for the occupational therapy certification exam. The program is due for re- accreditation for the 2025-2026 academic year.

### Certification, Credentialing, and Licensing

Following successful completion of coursework and Fieldwork Experiences, students will graduate with a Master's of Science in Occupational Therapy degree. After graduation, students are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. Information regarding requirements can be found in the NBCOT certification exam handbook at:

[https://www.nbcot.org/-/media/PDFs/Cert\\_Exam\\_Handbook.pdf](https://www.nbcot.org/-/media/PDFs/Cert_Exam_Handbook.pdf)

Exams are taken electronically and administered at Prometric Test Centers (PTCs) worldwide.

After passing the national board examination, students are then eligible for state licensure, which is required for practice in each state. Requirements for state licensure differ across states. Please contact individual state licensing agencies for specifics. Students may not practice until they have been granted a state license.

### Job Market

Occupational therapists work in a variety of settings and populations including hospitals, clinics, private clinics, school systems, and client's homes, among others. Therapists may work as clinicians, consultants, policy administration, research and academia. In 2023, The U.S. Bureau of Labor Statistics reported a 12% job growth outlook with a median salary of \$96, 370. US News best jobs ranks occupational therapists as #4 in Best Health Care Jobs.

Bureau of Labor Statistics, U.S. Department of Labor. (2024). *Occupational Outlook Handbook, Occupational Therapists*. Retrieved May 07, 2024 from <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>.



## **SECTION B**

### **PROGRAM AND INSTITUTIONAL INFORMATION**

#### **B-1: University and Occupational Therapy Mission**

##### **University of WI-La Crosse Graduate Studies Mission**

A graduate education at UW-La Crosse fosters in students an advanced understanding of disciplinary and professional content, along with skills such as collaboration, problem-solving, leadership, and communication. Graduate faculty and students embody the Wisconsin Idea by working together, often one-on-one or with community partners, on projects that serve the current needs of society. The close interactions between students and faculty promote student learning and benefit faculty members by enhancing their teaching, research and service. During their time at UW-La Crosse, students develop as ethical professionals and as members of a diverse workforce. Graduates are prepared to contribute to society by advancing in their professions or by seeking further education.

##### **Graduate Studies Core Values**

- Knowledge
- Collaboration
- Integrity
- Leadership
- Diversity & Inclusion
- Excellence

##### **University of WI-La Crosse Occupational Therapy Program Mission**





The University of Wisconsin-La Crosse Occupational Therapy Program is a regionally recognized program, grounded in foundational sciences, hands-on learning and community engagement. Graduates serve as entry level leaders interprofessional team members in the community. UWL occupational therapy graduates are committed to providing quality evidence-based services individualized to facilitate quality of life, wellness, and participation throughout all populations.





## B-2: Occupational Therapy Program Goals







Revised: 11/2022

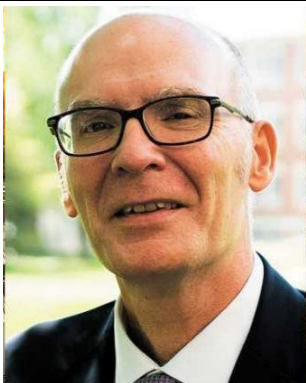



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## OCCUPATIONAL THERAPY STUDENT HANDBOOK

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## **SECTION C**

### **GENERAL OCCUPATIONAL THERAPY PROGRAM DETAILS**

#### **C-1: 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:

7501 Wisconsin Avenue, Suite  
510E Bethesda, MD 20814  
Telephone number: (301) 652- 6611 (ext. 2914)  
Fax number: (240) 762-5140  
Email: [accred@aota.org](mailto:accred@aota.org)  
Webpage: <https://acoteonline.org/>

Occupational Therapy educational 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 2015 and was awarded a 10-year accreditation.

The University of WI-La Crosse Master of Science in Occupational Therapy (MSOT) Program was authorized by the ***University of Wisconsin Board of Regents*** in 2004.

The University of WI-La Crosse maintains accreditation by the ***Higher Learning Commission (HLC)*** and was first accredited in 1928.

#### **C-2: Length**

The Occupational Therapy Graduate Program is eight semester (30 months) long of full-time study which includes 3 summers. The first semester begins Summer 1 at the beginning of June. There are extensive clinical experiences woven throughout academic coursework. The last 2 semesters of the program are spent in 24 weeks of full-time fieldwork placements. Projected graduation occurs in December, two and a half years following starting the program. Note: starting in fall 2025, the program will be reduced to 24 months which will be reflective in an updated student manual.

#### **C-3: Didactic Face to Face Coursework**

The UWL OT program values the face to face delivery of all didactic coursework. Coursework is strategically delivered to provide foundational content and then build upon knowledge sequentially throughout semesters.



## C-4: 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. Hands-on experiences and community engagement are vital parts of occupational therapy education.

The UW-L Occupational Therapy Program embeds fieldwork experiences in every semester of the program. Fieldwork is defined as a student face to face interaction with a client. It may take place in the client's home, workplace, therapy setting, or in our laboratories.

### Types of Fieldwork Experiences include:

- Hands on learning opportunities are integrated throughout the curriculum (i.e. observation, interview, assessment, hands on labs with community volunteers, standardized patients, etc.)
- Level I Fieldwork Experiences (3)– observation and hands on training in clinical settings. Approximately 40 hours each
  - Physical Dysfunction – Summer 2
  - Pediatrics – Winter 2
  - Community Mental Health and Wellness – Spring 2
- Adult and Pediatric Student led clinics with community volunteers - Spring 2
  - Students work with one pediatric and one adult client volunteer throughout the semester to provide assessment and intervention to address personal goals.
- Level II Fieldwork Experiences (2) – Summer and Fall 3
  - Includes extensive hands on training at varying facilities to meet entry level clinical competencies. 12 weeks each for a total of 24 weeks

## C-5: Developing Professional Behaviors

The UWL-OT program values the development of professional behaviors, which are essential for success during the program and in future careers and relationships. Students utilize self-reflection of performance in the following areas to facilitate life balance and development of goals for personal and professional growth. Performance in these areas will be reviewed each semester.

1. Knowledge
2. Commitment to Learning
3. Technical Skills
4. Integrative Knowledge
5. Context
6. Relationships
7. Affective/Moral
8. Habits of Mind
9. Advocacy for Occupational Therapy and Patient Advocacy
10. Wellness



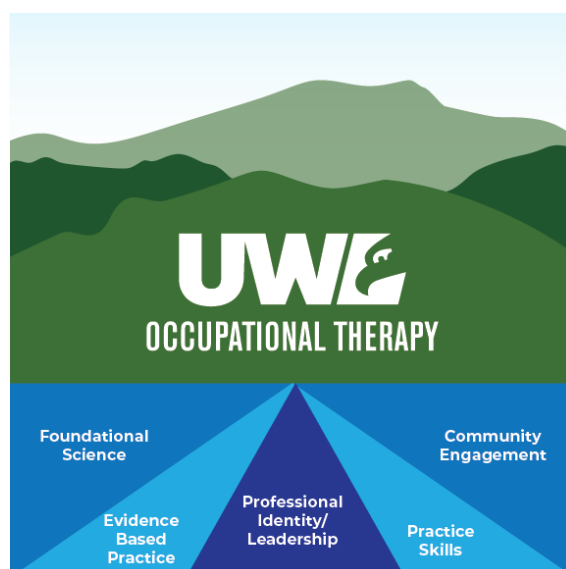
## C-6: Advising

At the beginning of the program, students are assigned to a faculty advisor. Students will meet with their advisors as needed and at mid-term each semester to review progress, growth and to provide support for progression through the program. Professional behaviors and goals will be reviewed during each semester with advisors to ensure growth and success. In addition, students are encouraged to communicate regularly with course instructors and the program director with any questions, feedback or concerns.

## C-7: Curriculum Design

### Curricular Threads

The professional program is conceptualized as a confluence of five curricular threads: **foundational science, research skills, professional identity/leadership, clinical skills, and community engagement.**



**Foundational Science** forms the basis of scientific reasoning. Courses dealing with the structure and function of the human body, how the body moves, and various medical conditions 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 for learning and practicing the occupational therapy process and developing clinical reasoning. These foundational science courses occur in the first year of the curriculum. Students are then asked to apply foundational science concepts in other coursework, including fieldwork.

**Evidence Based Practice (EBP)** is essential for providing highest quality of care and to achieve the best patient outcomes utilizing the most current evidence available. Learning the skills and rigor of evidence-based practice (EBP) helps students develop professional reasoning of providing effective and quality services to the clients they serve. An evidence-based practice practitioner has the tools to make ethical and effective evaluation and intervention choices. The coursework in this thread includes content that helps students develop the skills needed to collect, analyze, disseminate and utilize evidence to make informed practice decisions.

**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, serving as a person-centered advocate for the client and supporting/ promoting the profession of occupational therapy. Therapeutic use of self, multicultural sensitivity and professional behaviors are strongly emphasized throughout the coursework, in faculty advising and all fieldwork experiences.

**Practice 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) and competencies with assessment and intervention.

**Community Engagement** is a pillar to our University and Program's strategic plans. Active engagement in our community promotes mutually beneficial relationships by investing in our people, providing services, advocacy and monetary donations, while promoting personal and clinical growth in students.

All courses are taught using theory to provide guidance for understanding practice situations, considering assessment and intervention options, selecting the intervention, timing and method of delivery. Occupational therapy theories are applied in the clinical skills thread in context with populations and practice settings.

**Relationship of Threads to Occupational Therapy Program Mission Statement and Philosophy**

The mission of the program and philosophy of the occupational therapy program drive the curriculum design. The relationship of the curricular threads with each of the concepts in the mission and philosophy appear below.

<b>Concept in Mission</b>	<b>Curriculum Thread</b>
Entry level occupational therapists (generalists)	Practice Skills, Foundational Science, Leadership, Evidence Based Practice, Community Engagement
Leaders; Team members	Professional identity/leadership
Facilitate quality of life, wellness and participation	Practice Skills, Community Engagement
Individualized/hands-on learning	Practice Skills; Community Engagement
Evidence-Based	Evidence Based Practice
<b>Concept in Philosophy</b>	<b>Curriculum Thread</b>
Occupations provide meaning and allow participation in society.	Foundational Science, Practice Skills, Community Engagement
Participation in meaningful occupation is a determinant of health.	Practice Skills, Foundational Science
Occupations occur in a variety of contexts; occupational performance is unique to each individual.	Foundational Science, Practice Skills, Professional Identity/Leadership (advocacy)
Occupation may be used to prevent/mediate dysfunction/maintain health, adapt, and promote wellness. Occupation is used as a means and ends of therapy.	Practice Skills, Community Engagement, Evidence Based Practice
Focus of occupational therapy is engagement in meaningful occupations That support participation in life.	Foundational Science, Practice Skills, Leadership, Evidence Based Practice, Community Engagement

**C-8: Fieldwork Overview**

Fieldwork is defined as an integral component of the total curriculum through which the student is enabled to develop, demonstrate and achieve competence to practice as an occupational therapist. Fieldwork education complements, supports and informs academic studies and is undertaken as a partnership between a student, instructor, an identified fieldwork educator, and the education center.

Since the faculty believe in the effectiveness of applied learning, The UW-L Occupational Therapy Program has hands on fieldwork experiences embedded throughout the curriculum. These experiences are summarized below.

Integrated Course Fieldwork Experiences:

- The purpose of these experiences is to gain exposure to different intervention contexts, reinforce course content by applying it in real-life settings, and begin to build skills and professional behaviors. These are generally organized and directed by faculty.

Fieldwork I Experiences (3):

- Connected with each of the major content areas in the program (mental health, physical dysfunction, and pediatrics)
- Primary purpose of Fieldwork I is development of student's professional behaviors.
- Students continue to be exposed to different intervention contexts and identify the role of OT in those settings.
- Students continue to build knowledge and technical skills.
- Organized by faculty and Academic Fieldwork Coordinator (AFWC); directed/evaluated by OTR or COTA.

Student Led Clinics for Child and Adult Clients:

- The primary purpose of these experiences is to apply the entire occupational therapy process with a single client.
- Organized by faculty; supervised and graded in a 1:2 ratio by core and adjunct faculty; extensive individual feedback given on professional behaviors, technical skills, and implementation of OT process
- Demonstrate technical skills to a basic level of competency
- Continued development of professional behaviors
- Integrate curricular threads while applying the occupational therapy process
  - Basic science
  - Theory
  - Clinical Skills
  - Scholarly Practice (outcome measures & collecting evidence in an intervention session)

Fieldwork II Experiences (2):

- Occurs following didactic coursework at the end of the curriculum
- Apply didactic knowledge in clinical settings to entry-level competency in knowledge, technical skills, and professional behaviors
- Experience designed by the Academic Fieldwork Coordinator (AFWC) and Fieldwork Educator (FWE), supervised and graded by FWE, assignments graded by AFWC, final grade entered by AFWC
- Integrate threads of the curriculum:
  - Case study assignment (basic science, theory, clinical, scholarship skills)
  - EBP project (scholarship skills)
  - Reflections on student's experience with observation/participation in leadership, advocacy, and promotion of occupational therapy (leadership, advocacy)

## C-9: Academic Objectives

University of Wisconsin-La Crosse Occupational Therapy Program graduates will:

1. Apply foundation science principles in their clinical reasoning throughout all steps of the occupational therapy process
  - Summarize structures, function, and pathological conditions that affect selected aspects of the body.
  - Explain selected aspects of client conditions and occupational therapy evaluation and intervention using foundational science concepts.
2. Function as entry level, generalist occupational therapists
  - Communicate proficiently with clients, supervisors, co-workers, family members and significant others in verbal, non-verbal, and written formats.
  - Use client-centered, occupation-based approaches throughout the occupational therapy process.
  - Effectively evaluate client's occupation performance.
  - Formulate intervention plans that facilitate the client's occupational performance, wellness and quality of life.
  - Implement intervention plans that facilitate the client's occupational performance, wellness and quality of life.
3. Incorporate theory into their occupational therapy practice
  - Use theory to justify evaluations and interventions used in practice.
  - Use theory as a basis for program planning for both individuals and populations.
4. Serve as leaders with effective professional behaviors
  - Adhere to ethical and legal regulations of practice.
  - Demonstrate effective professional behaviors.
  - Use culturally sensitive practices.
  - Serve in leadership roles and advocate for clients and the profession.
  - Embrace life-long learning for continued professional growth.
5. Use evidence appropriately to guide clinical practice
  - Use evidence to inform decisions.
  - Systematically record and analyze client outcomes in own practice.
  - Read current scholarly literature related to practice.

Reviewed: 4/2020

## C-10: Curricular Grid

Thread	Summer 1 (6)	Fall 1 (13)	Spring 1 (13)	Summer 2 (7)	Fall 2 (16)	Winter 2 (1)	Spring 2 (12)	Summer 3 (6)	Fall 3 (6)
Foundational Sciences	OT 523 (4) Human Physiology	OT 524 (3) Anatomy OT 526 (3) Foundations of Movement		OT 515 (3) Neuroanatomy					
Professional Identity/Leadership	OT 520 (2) Intro to OT						OT 641 (3) Health Care Systems OT 726 (2) Professional Seminar		
Research Skills		OT 550 (2) Scholarly Practice I Foundations of Research and Measurement	OT 751 (2) Scholarly Practice II		OT 760 (3): Scholarly Practice III: EBP		OT 770 (2): Scholarly Practice IV: Analysis and Dissemination		
Clinical Skills		OT 570 (1) Group Dynamics OT 571 (1) Applied Group Dynamics OT 530 (1) Occupational Performance Analysis (OPA) OT 531 (1) Applied OPA OT 545 (1) Clinical Applications of Movement	OT 625 (3) Community Mental Health OT 670 (2) Phys. Dys. I OT 671 (1) Applied Phys. Dys. I OT 650 (2) PEDS I OT 651 (1) Applied PEDS I OT 611 (2) OT in Acute Care	OT 700 (1) Physical Agent Modalities OT 640 (2) - Assistive Technology	OT 730 (2) Phys. Dys. II OT 731 (1) Applied Phys. Dys. II OT 776 (2) Older Adult OT 777 (1) Applied Older Adult OT 740 (2) PEDS II OT 741 (1) Applied PEDS II OT 775 (1) Critical Analysis of Practice II		OT 785 (1) Adult Clinical Practice OT 787 (1) PEDS Clinical Practice		
Community Engagement	SOTA Club (Optional)	SOTA Club (Optional)	SOTA Club (Optional)	SOTA Club (Optional)	OT 780 (3) Program Development SOTA Club (Optional)		OT 786 (1) Applied Adult Clinical Practice OT 788 (1) Applied Peds Clinical Practice SOTA Club (Optional)		
Fieldwork				OT 790 (1) Physical Dysfunction		OT 791 (1) Pediatrics	OT 782 (1) Community Mental Health and Wellness FW	OT 795 (6) Fieldwork II	OT 795 (6) Fieldwork III

Curricular Map (Effective Summer 2024-2026)

## C-11: Course Descriptions

### **OT 515 Cr. 3**

#### **Functional Neuroanatomy**

This course will address the anatomical basis of neuroscience with emphasis on rehabilitation. Structure and physiological function of the central nervous system will be correlated for normal and abnormal processes. Patient examples and research literature will be utilized to foster appropriate clinical decision-making skills in students. Lect. 2, Lab. 2. Prerequisite: admission to graduate Occupational Therapy Program. Offered Summer.

### **OT 520 Cr. 2**

#### **Introduction to Occupational Therapy**

This course introduces the fundamentals of occupational therapy. Topics include an overview of the history of the occupational therapy profession, theoretical frameworks, the OT Program curriculum design, and contemporary occupational therapy practice. Lect. 6. Prerequisite: admission to graduate Occupational Therapy Program. Offered Summer.

### **OT 523 Cr. 4**

#### **Human Physiology**

The course examines the physiological function and regulation of major organ systems and their components in the human body and after injury or disease. The course covers normal physiology as well as selected diseases. Concepts are organized by systems: endocrine, cardiovascular, respiratory, renal, gastrointestinal, nervous, hematologic, hepatic, reproductive, vascular, and genetics. Prerequisite: admission to the Occupational Therapy Program. Offered Summer.

### **OT 524 Cr. 3**

#### **Human Anatomy**

Provides an in-depth understanding of the gross anatomy of the human body through lecture, laboratory experiences, audiovisual, computer and cadaver prosection and dissection. Systems included are musculoskeletal, neurological, and skeletal. Biomechanical function, topographic and clinical applications are emphasized. Clinical application are discussed. Lect. 2, Lab. 4. Prerequisite: admission to graduate Occupational Therapy Program. Offered Fall.

### **OT 526 Cr.3**

#### **Foundations of Movement**

This course will apply principles of biomechanics, kinesiology and motor control to guide understanding and analysis of movement during occupational performance. This will include the study of structure and function of the skeletal, muscular and neuromuscular systems and their influences on normal and pathological motion. The development of movement and basic motor learning will be examined. Concepts will be explored supporting the foundations of movement and correlation with occupational performance across the lifespan. Prerequisite: admission to Occupational Therapy Graduate Program. Offered Fall.

**OT 530 Cr.1**

**Occupational Performance Analysis**

This course examines theories, frames of references, and other critical concepts used in the description and analysis of occupational performance. The form, function, and meaning of occupation will be explored in relation to the Occupational Therapy Practice Framework: Domain and Process.

Documentation, cultural impact, key parts of the framework, ICF, activity analysis, and therapeutic intervention techniques will be presented. Prerequisite: concurrent enrollment in [OT 531](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 531 Cr.1**

**Applied Occupational Performance Analysis**

This course applies key concepts used in the occupational therapy clinical practice (occupation, Framework, theory, and documentation). Activities and occupations will be analyzed for self and others through case studies, observation of others, and self reflection. Activity analysis and occupational performance analysis will be completed in relationship to individuals, groups, and populations through the use of occupations with self, observation of others, and both written and video case studies.

Application of activity analysis, occupational analysis, selection and grading/adapting of activity and occupations, compensatory techniques, teaching and learning, and use of theory to guide clinical reasoning will occur. Use of occupation as it relates to design and implementation of treatment with various populations in traditional and non-traditional practice setting will be applied. Prerequisite: concurrent enrollment in [OT 530](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 545 Cr.1**

**Clinical Applications of Movement**

This course will explore principles of biomechanics and kinesiology and how they relate to the understanding and analysis of movement during occupational performance. This will include the assessment of structure and function of the skeletal, muscular and neuromuscular systems and their influences on normal and pathological motion and how this may impact occupational performance.

This course will explore kinesiology considerations for specific musculoskeletal regions including the head, torso, upper and lower extremities and how this relates to commonly used hands on assessments and interventions including range of motion, manual muscle testing, wheelchair positioning and client transfers. The use of movement assessment data will be utilized for intervention planning through the OT Process. Prerequisite: concurrent enrollment in [OT 526](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 550 Cr.2**

**Scholarly Practice I: Occupational Therapy Research**

This course is designed to help students become familiar with the principles of measurement and the research process. Topics covered include psychometric principles of assessment (e.g. reliability, validity, standardization), tool development, research designs, and ethics of research and assessment. Prerequisite: admission to graduate Occupational Therapy Program. Offered Fall.



**OT 570 Cr.1**

**Occupational Therapy Intervention: Group Dynamics**

This course will provide students with a foundation in basic therapeutic communication skills. Models of group leadership used in occupational therapy treatment will be emphasized. Topics will include: basic styles of communication, stages of team building, group leadership in therapy, development of therapeutic use of self, conflict resolution, conflict negotiation, professional behaviors, supervision of occupational therapy staff and occupational therapy group models used in treatment. Prerequisite: concurrent enrollment in [OT 571](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 571 Cr.1**

**Applied Occupational Therapy Intervention: Group Dynamics**

This course will emphasize hands-on learning experiences to apply the lecture content from [OT 570](#). Students will plan and implement a variety of client centered groups, based on occupational therapy frames of references and other common theories. Student's observation skills will be enhanced through routine applied experiences both in classroom sessions and in the community. Methods and techniques for developing professional behaviors, giving/receiving feedback, and critiquing individual communication and leadership styles will be refined during this seminar experience. Prerequisite: concurrent enrollment in [OT 570](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 611 Cr.2**

**Occupational Therapy in Acute Care Settings**

Emphasis will be placed upon the ability of the student to perform creative treatments in an acute care occupational therapy setting. This course will provide the student with information about the pathophysiology of varied organ systems and the physiological control mechanisms as they pertain to the practice of occupational therapy. Students will determine the best approach to task according to how patients' present at the specific time of treatment. Students will demonstrate an understanding that patients in acute care have dynamic physiological changes, and therefore dynamic physiological needs. Patients' unique problems will be emphasized for an individualized versus cookie-cutter approach to patient care. Prerequisite: admission to graduate OT Program; satisfactorily completed all OT didactic coursework required in previous semesters. Offered Spring.

**OT 625 Cr.3**

**Community Mental Health Promotion**

This course will provide foundational knowledge and experiential learning related to occupational therapy's role in community-based practice settings for the promotion of mental health. Course concepts will include common diagnoses, group process, assessment and intervention specific to use in mental health contexts with a focus on occupational therapy's role as consultant and facilitator in community emerging practice areas. Psychosocial considerations of occupational performance and impact of chronic conditions will be explored for those receiving services as well as caregivers and health care professionals. Prerequisite: successful completion of fall 1 coursework; admission to graduate Occupational Therapy Program. Offered Spring.

**OT 640 Cr.2**

**Assistive Technology**

This course will develop the students' ability to determine the need for and provide compensatory strategies for clients with physical and/or psychosocial dysfunction in different contexts. The student will design, fabricate, apply, and train a client in the use of assistive technology. Assistive technologies, prosthetics, communication aids, sensory aides, electronic aids to daily living, community mobility, driving, and wheelchair adaptations are addressed. State and federal regulations protecting various populations with dysfunction will be covered. Ergonomic and environmental modification principles will be used in home and community building assessment. Lect. 1, Lab 2. Prerequisite: [OT 526](#); [OT 530](#), [OT 531](#); [OT 545](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 641 Cr.3**

**Health Care Systems**

This course addresses the evolution of the health care industry. It will critically analyze from the perspectives of the consumer, provider, manager, and taxpayer, the greater social systems and trends that impact its present state, and include a comparison of the health care industry in other countries. Service provision will be examined from the standpoints of fiscal management, human resource management, and operations management. Advocacy and consultation, as a part of the change process, will be examined and practiced in the context of leadership in the OT profession and OT intervention contexts. Lect. 2, Disc. 1. Prerequisite: admission to graduate Occupational Therapy Program. Offered Spring.

**OT 650 Cr.2**

**Occupations and Interventions: Pediatrics I**

Content includes the child as an occupational being within contexts, e.g., the greater social/political context, typical play contexts, etc. The occupational development and roles of children ages 0 through 18 will be examined in relation to typical developmental milestones, the development of ADL's, and the development of play. The application of occupational therapy principles (evaluation and intervention), and the use of clinical reasoning will be integrated within selected occupational therapy theories (sensorimotor processing, acquisitional, motor acquisitional, NDT, biomechanical, 4 Quadrant), which, in turn, will be integrated with developmental principles, occupations, and play. The effect of selected medical conditions (failure to thrive, developmental delay, febrile seizures, muscular dystrophy, Down Syndrome, spina bifida, cerebral palsy, etc.) on occupational performance in play and ADL's will be covered as well. Prerequisite: concurrent enrollment in [OT 651](#); admission to graduate Occupational Therapy Program. Offered Spring.

### **OT 651 Cr. 1**

#### **Applied Occupations and Interventions: Pediatrics I**

This course is designed to prepare students for their Peds Play Lab experience during the spring semester. Content and application will address play and playfulness (synthesis of content, assessment, OT theory, activity analysis, activity gradation, etc.), therapeutic use of self (modes of therapeutic interaction, verbal and non-verbal, physical, etc.), and documentation (deconstruction of test scores, synthesis of scores, clinical observations, client information, etc., for interpretation and recommendations). Activity analysis as it relates to a pediatric population, and the construction of playful, therapeutic activities will be emphasized. Prerequisite: concurrent enrollment in [OT 650](#); admission to graduate Occupational Therapy Program. Offered Spring.

### **OT 670 Cr.2**

#### **Occupational Performance: Physical Dysfunction I**

The effects of acute and chronic disability on occupational performance will be explored in the context of the adult rehabilitation patient with orthopedic conditions from diverse backgrounds. Evaluation and treatment of the adult individual with orthopedic rehabilitative needs will be emphasized. Prerequisite: [OT 530](#), [OT 531](#), [OT 550](#), [OT 551](#); concurrent enrollment in [OT 671](#); admission to graduate Occupational Therapy Program. Offered Spring.

### **OT 671 Cr.1**

#### **Applied Occupational Performance: Physical Dysfunction I**

This course provides hands on applied learning experiences allowing students the opportunity to practice assessment tools and treatment intervention methods typically used with persons with orthopedic problems. Prerequisite: [OT 530](#), [OT 531](#), [OT 550](#), [OT 551](#); concurrent enrollment in [OT 670](#); admission to graduate Occupational Therapy Program. Offered Spring.

### **OT 700 Cr.1**

#### **Physical Agent Modalities**

This course will develop the student's ability to use superficial and deep thermal/electrotherapeutic physical agent modalities as part of an occupational therapy treatment plan. Students will develop skills in safe and effective applications of these modalities as well as understanding the underlying principles, indications and precautions/contradictions for these modalities. Students will learn how to document the use of modalities and how to complete client education regarding physical agent modalities. In addition students will develop an understanding of practice guidelines regarding use of modalities in occupational therapy. Lab 2. Prerequisite: [OT 524](#), [OT 670](#), [OT 671](#); admission to graduate Occupational Therapy Program. Offered Summer.

**OT 720 Cr.1-3**

**Selected Topics in Occupational Therapy**

This course offers in-depth study of particular concepts, clinical specialties, and/or non-traditional practice areas in occupational therapy. Topics are selected by the instructor and/or as developed by student/faculty dialogue to meet special interests and needs. Topics are relevant to occupational therapy education, and are not found elsewhere in the university curriculum. Repeatable for credit - maximum six. Departmental option for pass/fail grading. Prerequisite: admission to graduate Occupational Therapy Program. Offered Occasionally.

**OT 726 Cr.2**

**Professional Seminar**

This course will serve to facilitate development of leaders in the field of occupational therapy including roles in the areas of management, policy, advocacy and higher education. Students will reflect on personal leadership qualities and styles and develop personal and professional development plans. Students will develop strategies for promoting advocacy for the field of occupational therapy and policy development. Students will analyze data to develop a quality improvement plan to maintain outcomes. This course will address critical issues directly related to professional development, fieldwork preparation, and licensure and certification prior to beginning Level II fieldwork. Prerequisite: completion of all prior coursework; admission to graduate Occupational Therapy Program. Offered Spring.

**OT 730 Cr.2**

**Occupational Performance: Physical Dysfunction II**

The effects of acute and chronic disability on occupational performance will be explored in the context of the adult rehabilitation patient of diverse backgrounds with neurological conditions. Evaluation and treatment of the adult individual with neurological rehabilitative needs will be emphasized.

Prerequisite: concurrent enrollment in [OT 731](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 731 Cr.1**

**Applied Occupational Performance: Physical Dysfunction II**

This course provides hands on applied learning experiences allowing students the opportunity to practice occupational therapy assessment tools and treatment intervention methods typically used with persons with neurological problems. Prerequisite: concurrent enrollment in [OT 730](#); admission to graduate Occupational Therapy Program. Offered Fall.

### **OT 740 Cr.2**

#### **Occupations and Interventions: Pediatrics II**

This course is the second unit in a two-semester sequence of the study of pediatric population. Content emphasized in the lecture course includes the child as an occupational being within contexts, e.g., the greater social/political context, typical social contexts for play/interaction, educational contexts, family contexts, and practice contexts. The occupational development and roles of children ages 0 through 18 will be examined in relation to typical psychosocial development, social participation, and educational performance. Other content pertains to visual perceptual development, and fine motor/handwriting development. The application of OT principles (evaluation and intervention), and the use of clinical reasoning will be integrated within selected frames of reference (visual information analysis, psychosocial, coping, social participation, and sensory processing), which, in turn, will be integrated with developmental principles and play. The effect of selected medical conditions (including but not limited to learning disorders, emotional behavioral disorders, autism, and visual/auditory disorders) will be examined in relation to occupational performance. Prerequisite: [OT 650](#), [OT 651](#); concurrent enrollment in [OT 741](#); admission to graduate Occupational Therapy Program. Offered Fall.

### **OT 741 Cr.1**

#### **Applied Occupations and Interventions: Pediatrics II**

[OT 741](#) provides the students with an opportunity to practice didactic content in [OT 740](#), develop competence in administering pediatric assessments, apply sound clinical reasoning to selection of assessments and planning intervention for children with various conditions in a variety of contexts (medical, school, home, etc.). Students will apply theory and relevant evidence in assessment and intervention choices. Prerequisite: concurrent enrollment in [OT 740](#); admission to graduate Occupational Therapy Program. Offered Fall.

### **OT 751 Cr.2**

#### **Scholarly Practice II: Research Methodology**

This course is the second in the series of scholarly practice courses. It is designed to help the students become familiar with research methodologies used in occupational therapy and to gain experience in selected steps of the research process. Topics covered include reading a scholarly article, literature searching strategies, research methodologies (single-subject, correlation, research, descriptive, qualitative, etc.), principles of ethical research, and application/interpretation of statistical data. Students will practice reading, critiquing, analyzing, and discussing scholarly literature. Prerequisite: [OT 550](#); admission to graduate Occupational Therapy Program. Offered Spring.

### **OT 760 Cr.3**

#### **Scholarly Practice III: Evidence-Based Practice and Research**

This course is the third in the series of scholarly practice courses. In this course, students will analyze the similarities and differences between the inquiry process and clinical practice. Students will design a research study and initiate data collection. They will also be introduced to the evidence-based practice and how it is used to inform clinical practice. Students will develop a clinical question and complete a systematic review of the literature for evidence that relates to it. They will appraise the literature, including meta-analysis. Prerequisite: [OT 751](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 770 Cr.2**

**Scholarly Practice IV: Analysis and Scholarly Dissemination**

This course is the fourth and final course in the series of scholarly practice courses. In this course, students will analyze, interpret, and disseminate their research and systematic review, with meta-analysis findings. Student will use SPSS and systematic review/meta-analysis software to manage, analyze, interpret, and document the research data. They will critically analyze the contextual and cultural influences of data collection and analysis. Students will develop scholarly presentation (oral and written) which disseminates their findings in the most appropriate manner for the context. Prerequisite: [OT 760](#); admission to graduate Occupational Therapy Program. Offered Spring.

**OT 775 Cr.1**

**Critical Analysis of Practice**

This course applies the OT Practice Framework using case studies. Case studies will include information gathered from [OT 790](#) Level I Physical Dysfunction fieldwork experiences. These cases will be typical to occupational therapy practice and will require a synthesis of material from several courses. Working alone or in groups, students will use clinical reasoning and reflective practice to process case studies with various types of clients in a variety of practice contexts and environments. All cases will include critical thinking skills that will be required by practicing therapists in today's health care arena as well as enable students to explore issues important to the practice of occupational therapy (i.e. the occupational therapy process, evaluation, evidence-based intervention, theory/models/frames of reference, ethical issues, and justification of services.) Additionally, students will explore emerging market areas of interest in the OT profession and share with peers to advocate for change in service delivery in the health care system. Prerequisite: [OT 790](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 776 Cr.2**

**Occupations and Interventions: Older Adult**

Occupational performance in the aging population will be explored with emphasis on the impact of disease or injury in the older adult population from diverse backgrounds. Specific focus will be on analysis of the socio-cultural, environmental and personal life roles of the elderly as well as those disease/dysfunction processes that frequently impact this population. Prerequisite: concurrent enrollment in [OT 777](#); admission to graduate Occupational Therapy Program. Offered Fall.

**OT 777 Cr.1**

**Applied Occupations and Interventions: Older Adult**

This course provides hands on applied learning experiences allowing students the opportunity to practice the occupational therapy process of observation, evaluation, analysis and treatment of the older adult population. Prerequisite: concurrent enrollment in [OT 776](#); admission to graduate Occupational Therapy Program. Offered Fall.

### **OT 780 Cr.3**

#### **Program Development**

This course will focus on the steps of creating occupation-centered program development with the goal of program implementation of developed programming during fall 2 of the curriculum. Topics will include beginning with an idea, exploration of problems/gaps in current programming, a needs assessment, analysis of demographic and epidemiological data, and a review of literature for evidence-based interventions. Students will then create programming to meet community needs through development of a mission statement, goals and objectives and an evaluation plan. Principles of grant writing will also be presented. Prerequisite: completion of all prior coursework; admission to graduate Occupational Therapy Program. Offered Fall.

### **OT 782 Cr.1**

#### **Level I Fieldwork: Community Mental Health & Wellness**

This field experience is designed to provide an opportunity to observe and practice occupational therapy interventions for the promotion of mental health and wellness in individual and group settings. Experiences include professional behaviors, and collaboration, observation, leading group sessions, documentation, data gathering and reflective practice. Students participate in hands-on practice while leading group therapy programs developed in [OT 780](#), as well as field experiences in traditional mental health settings. Fieldwork partnerships are arranged by the occupational therapy academic fieldwork coordinator and supervised by instructional staff. This course is taught concurrently with [OT 726](#) to collaborate in the analysis of community program effectiveness. Prerequisite: [OT 780](#); concurrent with [OT 726](#). Offered Spring.

### **OT 785 Cr.1**

#### **Adult Clinical Practice**

This course is a one hour lecture that includes close examination of the Occupational Therapy Process. Using occupational therapy theories, research, and knowledge from previous courses students will work with course instructor and other students to develop an assessment plan, treatment plans, recertification, and discharge planning with a community volunteer. Students will develop and provide occupational therapy in-services to mimic treatment rounds and continuing education development in a clinical setting. Students will discuss and examine occupation, roles, and participation in relation to occupational performance. Medical conditions and their influence on health, wellness, and participation will be examined. Prerequisite: concurrent enrollment in [OT 786](#); admission to graduate Occupational Therapy Program. Offered Spring.

### **OT 786 Cr.1**

#### **Applied Adult Clinical Practice**

This course is a two hour seminar that includes implementation of the Occupational Therapy Process and supervised hands on experience of adult clinical practice. Using occupational therapy theories, research, and knowledge from previous courses students will work with course instructor and other students to implement an assessment plan, treatment plans, recertification, and discharge planning with a community volunteer. Prerequisite: concurrent enrollment in [OT 785](#); admission to graduate Occupational Therapy Program. Offered Spring.

### **OT 787 Cr.1**

#### **Pediatric Clinical Practice**

This course is a one-hour lecture that examines the occupational therapy process. Using occupational therapy theories, research, and knowledge from previous courses, students will work with course instructor and other students to develop an assessment plan, treatment plans, and discharge planning with a volunteer child and family from the community. Participation in the lecture is as a simulated team meeting. Students will discuss and examine occupation, roles, and participation of children and their families with a community volunteer family. Medical and developmental conditions and their influence on health, wellness, and participation will be examined. Prerequisite: [OT 650](#), [OT 651](#), [OT 740](#), [OT 741](#); admission to the graduate Occupational Therapy Program. Offered Spring.

### **OT 788 Cr.1**

#### **Applied Pediatric Clinical Practice**

This course is a two-hour seminar that includes practice of implementing the Occupational Therapy Process in pediatric clinical practice with supervised, hands-on experience of pediatric therapists. Using occupational therapy theories, research, and knowledge from previous courses, students will work with course instructor and other students to implement an assessment plan, treatment plans, and discharge planning with a community volunteer child and family. Students will develop and provide occupational therapy services under supervision. Students will discuss and examine occupation, roles, and participation in relation to occupational performance. Medical and developmental conditions and their influences on health, wellness, and participation of children and the family will be examined. Prerequisite: concurrent enrollment in [OT 787](#); admission to the graduate Occupational Therapy Program. Offered Spring.

### **OT 790 Cr.1**

#### **Level I Fieldwork: Physical Dysfunction**

This 30-hour fieldwork will provide an opportunity for students to observe and practice occupational therapy in a clinical setting with a variety of diverse populations. Professional abilities including cultural sensitivity, the use of occupation within a clinical setting, preliminary documentation and assessment skills will be experienced. Fieldwork will be arranged by the occupational therapy academic fieldwork coordinator and supervised by clinical fieldwork educators. Prerequisite: admission to graduate Occupational Therapy Program. Pass/Fail grading. Offered Fall.

### **OT 791 Cr.1**

#### **Level I Fieldwork: Pediatrics**

This course is designed to give students an opportunity to observe and participate in the OT process as much as possible in a pediatric setting. Students will be expected to practice professional behaviors at all times. On a level that is appropriate to their setting and in accordance with their clinical supervisor, students will be expected to participate in evaluation, treatment planning, treatment implementation, and beginning documentation as it relates to the population and context in which they are assigned. Sustained observation, reasoning in action, and therapeutic use of self will be practiced. 40 hours. Prerequisite: [OT 650](#), [OT 651](#); admission to graduate Occupational Therapy Program. Pass/Fail grading. Offered Winter.



**OT 795 Cr.6**

**Level II Fieldwork**

The Level II Fieldwork experience provides the student with a 12-week clinical placement in a practice setting under the supervision of an approved occupational therapy clinical fieldwork educator. Students will practice occupational therapy assessment, interventions, measuring outcomes, and documentation. This course provides opportunities to apply didactic learning in clinical practice. Students are required to complete six months of full time fieldwork within a 24 month period. This 12-week course is repeated one time for a total of 24 weeks. Repeatable for credit - maximum 12. Prerequisite: admission to graduate Occupational Therapy Program. Pass/Fail grading. Offered Fall, Summer.

**OT 798 Cr.1-6**

**Independent Study in Occupational Therapy**

Independent, in-depth study of some specific problem or area in occupational therapy. This course shall be taken under the direction and supervision of a member of the occupational therapy faculty. Repeatable for credit - maximum six. Prerequisite: admission to graduate Occupational Therapy Program. Offered Occasionally.

## C-12: Writing in the Major

The Occupational Therapy Program acknowledges the value of writing skills in the development and professions of skilled occupational therapists. The profession of occupational therapy follows technical writing requirements and guidelines of the American Psychological Association (APA) formatting. Resources can be found through murphy library at <https://libguides.uwlax.edu/citations/apa> or Purdue Owl at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html). Hard copies of the Publication Manual of the American Psychology Association (7<sup>th</sup> Edition) are also available for student use in the OT student lounge/resource area in the HSC.

## C-13: Financial Considerations

### Fieldwork Expenses

Students in the program should expect to incur additional expenses for travel and housing during Level I and Level II Fieldwork. Some clinical fieldwork sites are outside of the La Crosse area and students are expected to provide their own transportation to these sites and or assume moving expenses and lodging. In addition, students are required to purchase the appropriate attire for each FW experience. There are tuition fees associated with both Level I and Level II Fieldwork. Financial Aid can be applied towards fieldwork tuition.

### Tuition

Current tuition charges for the occupational therapy program can be located on the records and registration webpage at <https://www.uwlax.edu/cost/#tab-100207/>. Additional up to date information can be located on the OT Program Website homepage on the right-hand side under 'current tuition and fees'. The financial section of the occupational therapy website lists information on tuition, financial aid, scholarships, etc.

<https://www.uwlax.edu/grad/occupational-therapy/financial-aid/>

### Textbook Costs

Textbook lists will be prepared by the Occupational Therapy Program and distributed to students 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. We will do our best to notify you of which texts should be purchased for your personal library versus those that can be rented for the semester. It is appropriate to purchase used books if you have the opportunity. Current booklists for each semester can be viewed under the program webpage under 'student resources'.

### 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. Current course fees can be located at the Cahier's website at <https://www.uwlax.edu/cashiers/master-course-fee-list/> (scroll down to OT courses).

### Photocopying and Printing Expenses

Throughout the program, students may be expected to make copies or print assignments. ALL photocopy expenses are the student's responsibility. There are pay print stations in Murphy Library and Wing. The occupational therapy program has one computer printer for student use reserved only for printing assignments that the instructor requires in hard copy. Printing class resources is not appropriate on this printer and should be completed at the pay printing stations on campus or personal printers. Students are expected to follow all copyright laws when making photocopies.

See more information here: <https://www.uwlax.edu/murphylibrary/technology/copiers-scanners--fax/>

## **SECTION D**

### **PROGRAM POLICIES**

#### **D-1: Evaluations of Student Learning**

Evaluations are designed by faculty members to best measure the student's performance on the student learning objectives of the course and the program. Examinations may use various formats: multiple choice completed in class, quizzes in the learning platform (Canvas), written essay exams, case studies, laboratory examinations, hands on practical/competency, or oral exam. Students are expected to complete examinations independently unless otherwise notified by the course instructor. Submission of the examination signifies the student's acknowledgment that the examination is completely that student's work.

#### **Practical/Competency Examinations**

Hands on practical/competency examinations using volunteer patients, instructors, student lab assistants, or clients in clinical settings will occur during the curriculum with intensity and expectations increasing as the knowledge base increases. Students are expected to attend these examinations on time, dress professionally, and conduct themselves in a professional manner. Universal precautions, safety and clinic maintenance are expected and graded as part of the examination. Please refer to 'Course Clinical Competencies' (Section E4, p. 43) for additional information.

#### **Occupational Therapy Knowledge Examination (OTKE)**

During the last academic semester (spring II), students take the OTKE examination. This exam is written in the style and format of the terminal national certification examination and gives the program information about the knowledge students have prior to level II fieldwork. The OTKE also gives the students baseline information about their areas of strengths and areas for further study and development on fieldwork. There is no charge to the student for this exam.

#### **NBCOT Examination**

Students graduating from the program are eligible to sit for the terminal national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be certified as 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. An Early Determination Review may be required to determine your eligibility to take the certification examination.

## **D-2: Student Grievances and Complaints**

A student may file a grievance because of discrimination or a violation of published policies. Complaints may be initiated through the Program Director, the Department of Health Professions or the University. The complaint must be in writing and identify the complainant, if applicable. The written complaint must clearly describe the specific nature of the complaint, provide supporting data, and specify the requested response to the complaint. An online complaint can be submitted here: <https://www.uwlax.edu/student-affairs/student-concerns-and-complaints/>

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 allege that the program is not in compliance with required accreditation standards. To receive formal consideration, all complaints must be submitted in writing at the following address:

Accreditation Council for Occupational Therapy Education  
c/o AOTA Accreditation Department  
7501 Wisconsin Avenue, Suite 510E  
Bethesda, Maryland 20814

Letters of complaint against education programs must:

- 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;
- Document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and
- 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 website at the following link:

<https://acoteonline.org/about/compliments-complaints/>

## **D-3: Criteria for Successful Completion**

Requirements for graduation include completion of a minimum of 80 graduate credits. Students apply to the program with an undergraduate degree. Current admission requirements can be found on the program web site at <https://www.uwlax.edu/academics/grad/occupational-therapy/application-process/>

### Progression through the Program

The occupational therapy curriculum has been designed to be completed in a sequential fashion. Progression through the curriculum requires successful completion of coursework, clinical skills competencies and demonstration of mandatory professional behaviors. Please see curriculum map on page 23 for timeline and progression through courses. No part time options are allowed. Students are advised that failure to demonstrate sufficient mandatory professional behaviors may result in either a delay in progression through the program or serve as grounds for dismissal from the program.

### Individual Coursework

Some courses are inter-related within a single semester, requiring courses to be taught in sequence and only one time per year. Students must complete all coursework within each given semester and remain in good academic standing in order to progress to the next semester coursework. Grades below a C are considered failing and may result in program dismissal. See academic policies for further information.

### 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 before progression is permitted to the next semester. A cumulative CGA of < 3.0 will place a student on academic probation. Students on academic probation are not in good academic standing however are allowed to progress to the next semester (probationary semester) after being put on probation. It is during this probationary semester that students have the opportunity to raise their grades. If the cumulative GPA is not raised to at least 3.0 during this probationary period, students will be dismissed from the program. In addition to academic requirement, students are required to demonstrate growth towards professional behaviors and goals each semester. Please see academic policies for further information.

### Clinical Competencies

Clinical competencies have been identified throughout the curriculum in order to ensure the effective knowledge and delivery of essential hands on technical skills. Clinical competencies will be identified and outlined in each course syllabi if embedded in the course and must be passed to progress in the program. More specific information can be found under academic policies, E4, p. 43.

### Level I Fieldwork

Students must pass three Level I Fieldwork experiences as scheduled in the curriculum to progress to the next semester's courses.

### Level II Fieldwork

Students must have completed all the academic course work and be in good academic standing (i.e. not on probation) to progress to level II fieldwork. Fieldwork must be completed within 24 months after the completion of the academic portion of the curriculum.

### Graduation

Students must successfully complete both the academic and fieldwork portions of the curriculum to qualify for graduation. Per graduate studies policies, both the academic and fieldwork portions must be completed within 7 years after beginning the program (Graduate Studies Academic Standard) <http://catalog.uwlax.edu/graduate/academicpolicies/>

### Certification and Credentialing

After graduation, students may request an official transcript from UW-L records and registration and are eligible to sit for the NBCOT certification examination. States that have licensure requirements may grant the license based on passing the NBCOT certification examination. Some states have additional requirements for obtaining a state license including testing on the law, oral examinations, etc. Students may not practice until they have been granted a license. In some cases, hiring facilities may allow practice under a temporary license which by following state legislation for temporary licensure.



## **SECTION E**

### UNIVERSITY OF WISCONSIN - LA CROSSE OCCUPATIONAL THERAPY PROGRAM ACADEMIC POLICIES

Academic honesty and integrity are fundamental to the mission of higher education and are required of all students in the university. Students are responsible for the completion and honest representation of their work. The program follows the Eagle Eye policies defining academic misconduct, non-academic misconduct, and disciplinary actions.

<https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-7806>

#### **E-1: Grading Scale**

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

Letter Grade	Percentage
A	93-100
A/B	88-92
B	83-87
B/C	78-82
C	70-77
Grades below C are considered failing	

#### **E-2: Coursework Policies**

Remedial work should not be expected. Any remedial work or retake of a failed examination, quiz or fieldwork assignment is left to the discretion of the course instructor. If the course instructor deems that the student has not sufficiently mastered the course content, the student may be asked to redo assignments, tests, papers, etc. until a satisfactory level of competency is achieved.

The faculty recognize that unexpected events occur that may interfere with attendance or participation. Students who are aware of an absence in advance are expected to notify the instructor by email or phone. In case of illness, notify the instructor as soon as possible. Vacations and work should be planned around the university and program schedule. Some courses may require alternative activity dates outside of scheduled class times. Students will be notified in advance of these requirements.



Expectations are as follows:

- Miss exams due to illness or emergency  
Students are expected to notify the instructor prior to missing the exam.
- Miss exams for reasons other than illness or emergency  
Requests to reschedule an exam for reasons other than illness or emergency are at the instructor's discretion and must be approved by the program director
- Make-up exams  
Arrangements must be made with the course instructor to complete missed examinations (Includes lab checks, quizzes, competency checks, practice exams). All missed work must be completed within 3 weeks of returning to class after the illness/emergency. Students will be given an incomplete if the semester ends before the make-up time period ends and the work is not completed.
- Extra Credits  
Faculty expect that students will master the course material because it represents a minimum level of knowledge and skills needed for clinical practice based on standards. Extra credit opportunities are not appropriate if they compensate for parts of the course content that are not learned well. Extra credit opportunities are rarely given and are at the discretion of the course instructor.

### **E-3: Occupational Therapy Academic Standard**

Students in the Occupational Therapy Program must maintain a cumulative 3.0 GPA on all occupational therapy coursework and a minimum course grade of at least a "C" in each course. A grade of C is the minimal passing grade in the program. A grade of less than a C will lead to academic dismissal per graduate studies academic eligibility policies which can be reviewed here: <https://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>

### **E-4: Course Clinical Competencies**

Clinical competencies have been identified throughout the curriculum in order to ensure the effective knowledge and delivery of essential hands on technical skills. Clinical competencies will be identified and outlined in each course syllabi if embedded in the course and are key assignments, skills and/or exams that evaluate the student's development of hands on competencies, documentation skills, and clinical reasoning. These skills will be used in future clinical courses, fieldwork and clinical practice. It is imperative that students demonstrate an expected level of mastery on these learning assessments as outlined below:

- Students must achieve a minimum grade of 83% on each of the key learning assessments in the course.
- If a student's performance on a key learning assessment is below an 83%, one retake is permitted per competency and must be completed at a minimum of 83% for the student to pass the course.
- A total of 2 retakes are allowed during your time in the didactic program. After the 2<sup>nd</sup> retake, it is expected that all remaining competencies will be passed with a minimum of 83% to ensure safe patient practices, succession in the program and readiness for fieldwork. A 3<sup>rd</sup> retake may lead to course failure and academic dismissal.

- On successful completion of the retake, the student passes the learning assessment and continues in the course but retains the grade from the first completion of the learning assessment.
- If a student's performance is below an 83% on the retake, the student does not pass the learning assessment and will receive the lowest grade obtained and given a failing grade (D or F) for the course, unless the timeframe falls within the UWL deadlines for dropping a course (see below).
- In the event that the student fails the course prior to the UWL deadline to drop a course, the student will be advised to drop the course. The student may then take the course again when it is offered the following year. The student will not be able to continue with other courses in future semesters until the dropped course has been successfully retaken. No part-time options are available. The student will be able to continue in the other courses that are being taken concurrently during the semester in which the dropped course occurred. Note: If the student fails a learning assessment the second time the course is attempted, it is highly unlikely the student will be given the option to drop the course and attempt the course for the third time.
- In the event that the student receives a failing course grade (D or F), the student will be withdrawn from the program. The student may appeal following the process outlined in the Student's Program Handbook.
- If the student successfully appeals and is readmitted into the program, the student will need to retake the failed course when it is next offered and will not be able to continue with other courses in future semesters until the failed course has been successfully retaken. No part-time options are available.

### **E-5: Failure of Course(s)**

If a grade D or F is received, students will be withdrawn from the program and graduate studies per the academic eligibility retention standards policy.

See policy here: <https://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>

Students may appeal this program decision and request that they be allowed to return to the program. Criteria for hearing an appeal to return to the program include (1) any extenuating circumstances that affected the student's performance (that are unknown to the faculty) and (2) the student's concrete plan for success if allowed to return. If granted, return to the program will require conditions for the student to meet including retaking of the failed course(s). Since the courses are consecutive, this may result in a delay in progression in the program until the courses are retaken and passed. Courses scheduled for later semesters generally may not be taken until all of the courses in a semester are passed. This will result in an increase in time to graduation, additional tuition, and may affect fieldwork placement availability.

## **E-6: Professional Behavior Expectations**

Student performance and professional behaviors are reviewed during mid-term advising meeting each fall and spring semester as well as at each faculty meeting in accordance with the behaviors noted in section C-5, p.18. If there is an area(s) of concern that requires intervention, an individualized success plan will be developed to support student success through the curriculum and ensure performance consistent with a health care professional.

### Professional Behavior Notifications and Individualized Success Plans

- Students will be notified verbally of the area of concern by their assigned advisor or instructor that has observed the concerning behavior. This would typically occur during a scheduled advising meeting or a requested meeting and will be documented in advising documentation.
- After the initial notification, if performance does not improve, a second written notification will be initiated using the Professional Behavior Notification (PBN) form (see Appendix 1)
- The initiation of the PBN or a second notification of a different concern, will result in the creation of a 'success plan' to identify the following in a document:
  - Behaviors of concern (identified by the student and faculty)
  - Goals/Expected Behaviors (identified by faculty)
  - Strategies to progress towards goals (identified by student with faculty recommendations)
  - Assessment methods to ensure progress (identified by student and faculty)
  - Timeframe for each goal (Student and faculty)
- The plan will be signed by the student, advisor and program director
- The success plan will be updated and revised as needed
- Plans will be reviewed with the student at least twice per semester
- All steps of the above process will be documented

### Professional Behavior Committee

If the student fails to comply with the terms of their success contract by the identified timeframe or receives additional professional behavior notifications, the student will meet with the Professional Behaviors Committee for further review and recommendations. The Professional Behaviors Committee will be comprised of a minimum of:

- Program Director or assigned delegate
- Faculty Advisor
- Academic Fieldwork Educator
- Community Clinical Occupational Therapist
- Alumni

If a student is requested to meet with the Professional Behaviors Committee, the following procedure will take place:

- Meeting will be scheduled by the Program Director within 7 days after the student is notified of non-compliance or a second PBN.
- Committee members and the student will be provided with all documentation relative to the PBN, success plan and remediation activities.
- Student will be given time to address the committee regarding the professional behavior concern and their plan for further remediation, if applicable.
- The student will be excused and the committee will discuss the concerns and recommend a course of action. Possible recommendations include:
  - Dismissal from the program for behaviors the committee believes have not or cannot be remedied or are reprehensible
  - Program continuation with remediation terms
  - Program continuation without remediation terms
- Decisions may be appealed according to the policies stated in F-2 of this manual.

### **E-7: Academic Probation**

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. Students on academic probation are required to bring their cumulative GPA up to 3.0 after 9 additional graduate credits (usually that means by the end of the semester that they were placed on academic probation).

- Students may only be placed on academic probation once during the course of the occupational therapy program.
- Failure to achieve a 3.0 GPA during the probationary timeframe results in an automatic dismissal from the occupational therapy program, which will result in an automatic withdrawal from UW-L Graduate Studies.
- Graduate academic eligibility standard policies can be found here:  
<https://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>

### **E-8: Dismissal from the Occupational Therapy Program**

#### Academic

A student may be dismissed from the Occupational Therapy Program for the following academic violations:

- Per graduate academic policies, students will be dismissed from the program if a failing grade (i.e. D or F) is achieved in any course throughout the curriculum, including Fieldwork.
- Students will be automatically dismissed from the program if the student's cumulative GPA is not raised to 3.0 after one semester (minimum of 9 graduate credits) on probation.
- Students may be dismissed from the program for any incident of academic misconduct.

- Students are automatically dismissed from graduate studies upon dismissal from the Occupational Therapy Program.

The program director 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 may be appealed (See Section F). Once a student has been dismissed from the Occupational Therapy Program, the student is not allowed to attend any courses within the program.

Academic Policies for Graduate Studies can be located at: <http://www.uwlax.edu/Graduate-studies/Academic-policies/>

### Non-Academic or Professional Behaviors

A student may be dismissed from the Occupational Therapy Program for the following non-academic violations:

- Failure to attend three classes in a semester (in a single course) without prior discussion with the course instructor or advisor.
- Failure or refusal to participate in classroom activities (verbal and non-verbal participation), evaluations (including practical and competency) classroom client experiences, community experiences, or fieldwork placements.
- Failure to be aware of and demonstrate safety protocols during competency and practical examinations, client experiences (classroom or community), or on fieldwork experiences. This includes any preventable injury to classmates or clients.
- Failure to demonstrate professional behaviors with peers, faculty/staff, guest speakers, clinicians, volunteer clients or management.
- Failure to demonstrate professional behaviors consistent with a successful clinician (see C-5, p. 18) or to comply with individualized success plan.
- Failure to follow policies and procedures, protect confidentiality and client's rights in client experiences (classroom or community) or on fieldwork experiences, including failure to follow policies in this manual.

Violation of these behaviors will be brought to the student's attention and an individualized success plan will be developed (see E-6, p.44) with the advisor/program director. Student failure to adhere to or make progress with the remediation plan in the established time frames may result in dismissal from the program (. These actions of the program may be appealed.

## E-9: Changes in Status in the Program

The following policies apply to all changes in status including dropping a course, leaves of absence, or withdrawals from the program.

Students are advised that depending on the time of the semester, dropping a course, taking a leave of absence or withdrawing from the Occupational Therapy Program may result in tuition loss, a delay in completion of their Occupational Therapy Program studies, additional tuition, and possible career consequences.

**Before** taking any action to change status in the program, students are required to consult their advisor and program director to discuss the situation and to determine the individual ramifications for the student.

- 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 if/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 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 may not return to classes.

### Dropping a Course

If a student wishes to drop a course, they are advised to consult with their occupational therapy faculty advisor and program director to determine the ramifications of this action.

- The registrars' webpage lists specific deadline dates for dropping a course and tuition refund information. <https://www.uwlax.edu/records/dates-and-deadlines/>
- Dropping a course has significant financial and professional ramifications for the student and students are requested to seek advice regarding financial aid before making this significant decision. This decision would result in either an additional year of study or a complete withdrawal from the program.
- Students are required to discuss this decision with the program director and obtain the signature of the department chair to drop a course.

### Leave of Absence

Students may request a leave of absence from the program for one calendar year after consultation with their advisor and program director. A leave may be granted when the student is experiencing extenuating circumstances that substantially interfere with his/her ability to succeed in the occupational therapy program. A leave of absence is granted **ONLY IF STUDENTS ARE IN GOOD ACADEMIC STANDING at the time of the request (i.e. not on probation or failing courses)**. In order to be granted a leave of absence, the student must:

- Prepare a letter to the Occupational Therapy Program Director stating:
  - Student's Name and ID number
  - Request for Leave of Absence
  - Reason for Request for Leave of Absence
  - Date the withdrawal is effective
  - Expected date of return (must be within a calendar year)
- Contact Student Life and withdraw from all classes for the semester.
- Contact Financial Aid to determine the financial repercussions of a temporary withdrawal

Upon receipt of this letter and after discussion with the student, the program director will prepare a formal response stating approval of the leave of absence and any conditions that must be satisfied in order to return to the program (i.e. such as medical clearance to return to school, etc.) Re-entry to the program is not guaranteed.

### Request for Re-Entry

At the end of the year of a leave of absence, the student must initiate a request to return to the program by January 1st of the year the student intends to return. If the student has not initiated a request to return to classes or misses the deadline, the student will be administratively withdrawn from the occupational therapy program by the program director. It is the student's responsibility to initiate this time sensitive request to return. Permission for the student to re-enter the program is not guaranteed.

- To request re-entry to the occupational therapy program, the student writes a letter to the Occupational Therapy Program Director stating:
  - Student's Name and ID number
  - Request to re-enter the occupational therapy program
  - What has changed in the student's circumstances during the leave that will make it possible for the student to succeed in the program should the re-entry be granted.
  - Specific evidence to demonstrate how any conditions of re-entry have been met.
  - Requested date, semester, and anticipated course schedule if re-entry is granted.
- Upon receipt of this letter, the program director will write a formal letter stating if the request to re- enter has been approved and the student's status in the program.

### Permanent Withdrawal from the Occupational Therapy Program

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 reapply and begin the program over. Withdrawal from an occupational therapy program may affect the student's ability to be accepted for admission to a different program. To permanently withdraw from the occupational therapy program, a student must:

- Prepare a letter to the program director stating:
  - Student's name and ID number
  - Date of planned withdrawal from the program
  - Reason for withdrawal from the program
- Fill out graduate studies form to withdraw from graduate studies. Have it signed by the program director.
- Consult with student life to withdraw from all courses for the semester and any possible tuition refund available.
- Consult financial aid to determine financial repercussions of withdrawal from program.





## **SECTION F**

### **UNIVERSITY OF WISCONSIN - LA CROSSE OCCUPATIONAL THERAPY PROGRAM APPEALS POLICIES**

#### **F-1: Academic Grade Appeals**

Students who believe that the grade they received from a course does not reflect their performance in that course may dispute the grade and appeal. The University policy states 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. Grade appeals go through several levels (in sequence).

##### **Level 1: Instructor**

If a student questions or disputes a final grade, he/she must begin with an information seeking 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 formal grade appeal must contain the reason for the grade appeal and supporting material.
- Acceptable reasons for the appeal are limited to:
  - 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 in Level 1.
- 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 both cases, if the student accepts the grade, the appeal process ends
- In both cases, if the student does not accept the grade the grade appeal may be moved 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

The request to appeal the grade will be put in writing and addressed to the Health Professions Department 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 the addition of the following: If 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 supports instructor's grade and recommends that the grade should stand as given
- Recommends that the grade be changed to the course instructor
- If the student accepts the department chair's decision and accepts the grades, the process has ended
- If the student does not accept the department chair decision and the grade, it may be appealed 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 Department Chair.

- The appeal will contain the reason(s) for the Level 1 grade appeal and supporting documentation.
- In addition, documentation of the program director's and or the chair's recommendation of a grade change to the instructor which the instructor declined to follow.
- 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 other department programs besides occupational therapy.
- 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 three levels of appeal prior to the appeal hearing.

The appeals hearing will be conducted as follows:

- The student will be given 15 minutes to describe the basis for the appeal and provide

supporting documentation to the committee.

- The teacher involved 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. The Health Professions Department does not have a process for grade appeals that goes beyond the department level

## **F-2: Non-Academic Grade Appeals**

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

### Level 1: 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 program's actions, he/she must do so in writing to the Occupational Therapy Program director within 30 days of the original program action.
- The grounds for an appeal are limited to documentation that the Occupational Therapy action 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 the decision of the appeal hearing in writing to the student within 5 working days following this meeting.

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

If the student does not accept this decision and wishes to appeal it to the Chair of the Health Professions Department, he/she 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 does not accept the decision and wishes to pursue further appeal, he/she must notify the Chair of Health Professions within 5 working days of receiving the results of Level 2 appeal hearing.

- 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. At least 1 faculty member must be from the occupational therapy program.
- The student and other mutually 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 appeal process ends at this level as the Health Professions Department bylaws do not specify a non-academic appeal process beyond the departmental level.

### **F-3: Academic Dismissal Appeals**

Students may appeal an academic dismissal from the program following the procedure posted on the graduate studies webpage:

<http://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>

## **SECTION G**

### **BUILDING RESOURCES AND POLICIES**

#### **G-1: General Policies**

The Health Science Consortium (HSC) represents an alliance among the University of Wisconsin-La Crosse, Western Technical College, Viterbo College, and two independent health care providers: Gundersen Health System and Mayo Clinic Health 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. 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.

Most of the space in the HSC is jointly shared with other programs from the partner institutions. Collaboration requires planning ahead, consideration, and respect for the rights of all to use the space and equipment.

#### **G-2: HSC Building Information**

##### **HSC Building Hours**

Monday through Friday:	7:00 a.m. – 10:00 p.m.
Weekend (by card access only):	7:00 a.m. – 7:00 p.m.

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 afterhours is considered a privilege that can be lost. Students must abide by the strictest of security measures to prevent entry by unauthorized individuals. Only Health Professions students are allowed in the building after hours.

There is nobody in the building after regular business hours and students are advised to have at least one other person with you and keep your cell phone available. Lights in the atrium are turned off after dark on the weekends to save electricity, but classrooms are available for study.

### Room Reservations

Students may reserve rooms for educational purposes in the HSC by contacting Lizzie Dickman. 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.

### Study Areas

Study areas are available in the basement area (by vending), atriums (1<sup>st</sup>-4<sup>th</sup> floor), professional conference rooms (3076 and 4106), rooms 4004 and 4006 and room 5096. Conference rooms 3076 and 4106, room 4004 and room 4006 are only available if professional meetings are not scheduled. Professional meetings take priority.

### Student Food Policy

Food consumption is only permitted by students in the atrium areas (2nd, 3rd, or 4th floors) or lower level (basement) by the vending machines. Food and beverage are not allowed in classrooms or labs. Beverages with a cover are allowed in conference rooms. If violations occur, beverage privileges will be discontinued in the conference rooms. Food consumption is not allowed in any area of the 5th floor due to safety concerns related to proximity of potentially harmful chemical/biological agent.

Faculty has the right to make an exception for students to eat/drink in rooms they are teaching in, especially if the class is held for a large block of time. In turn, faculty is responsible for the following, prior to leaving the classroom:

- Ensure all tables are clean
- The garbage is placed in the garbage cans with liners
- Garbage should be removed from the room as a courtesy to the next users if:
  - There are large garbage items such as pizza boxes
  - There is food that will leave a lingering smell (such as onions) Garbage bag may be placed outside the room – please contact custodian to dispose
- All spills are wiped up

### Security

Security is provided by UW-L Protective Services: 785-8000 (non-emergency) or 789-9999 for emergency. 911 should be dialed for life threatening emergencies. 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/>

### Swipe Card Access

Students will be provided access to applicable classrooms and labs as needed. Students will utilize their student ID to get access which can be activated at the HSC Information Desk, located on the first floor. Weekend access will be available from 10-7 on Saturdays and Sundays and students must leave the building before 7:30pm.

### Parking

The HSC parking lot is monitored from 7:00am-7:00pm, Monday thru Friday. All students and guests parking in the lot will need to use the pay station, unless a parking pass has been issued. The cost to park in the HSC lot or surrounding streets is \$1.00 per hour. The parking pay station accepts credit/debit cards, and \$1 and \$5 bills. Fees can also be paid using the Passport Parking app on smartphones. Contact UW-L Parking and Transportation if interested in purchasing a parking pass in an assigned commuter lot. Paid 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.

### Latex 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 exposure of latex and latex based products. To assure a "latex safe environment," latex balloons are prohibited and the use of latex based powered gloves and products will be strictly limited in the Health Science Center.

## **G-3: Laboratory Policies**

### Anatomy and Neuroanatomy Laboratory (Room 3048)

Human bodies available for dissection and study are the remains of individuals who chose to make a final contribution to human health care education and research. It is a rare and valuable privilege to have access to this unique resource. The rules of the anatomy laboratory are constructed to reflect upon the magnitude and value of this gift. As such, they reflect policies and procedures that will be familiar to all health care practitioners with regard to patient interactions. Professional behavior applies to behaviors within the laboratory as well as to outside demeanor inasmuch as it may reflect upon conduct within the anatomy laboratory.

Violation of any of these policies can result in the revocation of all anatomy laboratory privileges, which may carry consequences with regard to an ability to meet course responsibilities. When necessary, violations will be addressed by course dismissal, program dismissal, university expulsion and/or criminal prosecution.

### **Respect**

- The anatomical donors will be treated with the utmost respect at all times.



- The patient's right to privacy and confidentiality will be extended to the anatomical donors at all times.
- Bones, skeletons, and tissue samples are human remains, and will be treated with the same respect as the other anatomical donors.
- Do not use pens, or pencils, as pointers when examining bones or tissue samples. Writing on your patients, even accidentally, is not acceptable.
- The modesty of the anatomical donors will be respected. All regions not under study should be covered. This policy also helps to maintain preservation.
- The anatomy donors will be properly maintained. Each donor will be wrapped, wetted with preservative, and covered at the end of each dissection session. Any suspicion of mold, or decay, should be reported immediately, since it can spread rapidly to other bodies in the room.
- All superfluous tissues from the anatomical donor should be stored in the donor specific tissue bin, to ensure that all parts of the donor can be returned to next-of-kin. Under no circumstance will trash be placed in these storage bins.
- Dissection tables should be kept clean and free of excessive tissue.
- No pictures of any sort may be taken within the anatomy laboratory, unless the aim and purpose of the images are approved by the anatomy director.
- Only current anatomy students, faculty and persons authorized by the anatomy director may enter the anatomy lab. Visitors are not permitted without prior authorization. Students DO NOT have the ability to authorize visitors.
- No anatomical tissues, bones, or items that could be confused for them, may be removed from the laboratory without prior authorization from the anatomy director.

### Security

- Access to the anatomy laboratory is granted to current anatomy students via an electronic ID card key. Under normal circumstances, students will have access to the anatomy laboratory whenever the Health Science Center is open. Students should remain mindful of personal security issues during non-business hours.
- Access via the ID card key maintains an electronic record of all persons who have properly entered the anatomy laboratory. Students should be mindful that this record can be used to hold persons accountable for security breaches that occur during non-business hours.
- No one should be granted access to the anatomy laboratory without using their own ID card key.
- The university, and the Health Science Center, will not assume responsibility for personal items that are lost or stolen during anatomy laboratory activities. Students are provided with locker facilities within the Health Science Center and are advised to use them to protect personal property.

### Safety

- No food or drink is permitted within the anatomy laboratory at any time.
- Proper closed foot coverings, no sandals or open toed shoes, are to be worn within the anatomy laboratory.
- Nitrile gloves are provided for use during dissection procedures.
- All used scalpel blades, or other sharp items, are to be disposed of in medical waste sharps containers. Appropriate containers are located on opposite ends of the laboratory.
- Levels of chemical preservatives are maintained at, or below, concentration levels that are deemed safe for exposure associated with typical student activities. Material Safety Data (MSD) Sheets for all laboratory chemicals are available upon request.
- Some students may be extra sensitive to the laboratory's chemical environment. These students are advised to consult with their personal physician about mitigating this sensitivity.
- Pregnant, or breast feeding, students are advised to consult with the anatomy director and their personal physician about procedures for mitigating additional risks that may be present in the anatomy laboratory.
- Chemical spills should be reported to the anatomy director.
- Minor injuries should be dealt with immediately, by thoroughly washing and disinfecting the injured area using the first aid facilities within the laboratory.

### Maintenance

- The anatomy laboratory must be kept neat and clean at all times.
- Students hold primary responsibility for the cleanliness of their own work stations, but share collective responsibility for the maintenance of the entire laboratory.
- The drain buckets associated with each table should be emptied and cleaned after each dissection period.
- Spills should be cleaned up immediately.
- Common areas and equipment (sinks, saws, tools, etc.) must be kept clean and orderly by all students.
- Trash must be disposed of using the proper receptacles.
- Excess cadaveric tissue is placed within the cadaver specific tissue storage bin.
- Soiled gloves, cadaver-soaked paper towels, etc. are placed in the red-line medical wastebins.
- Used scalpel blades, and other sharp items, are disposed in the red plastic medical waste sharps bins.
- All normal trash (not associated with the cadavers by contact) is placed in the gray trash cans.

### **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 labs with use of chemicals.
- Eye wash stations are available in rooms 3048, 4002 and 4014.
- 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.

### **Occupational Therapy Specific Laboratories**

The Occupational Therapy Program shares laboratory spaces on the 4<sup>th</sup> floor with the Western Technical College Occupational Therapy Assistant Program. We are fortunate to have modern laboratories and equipment to use in our program. Students are responsible to use the equipment properly and safely and to clean up after themselves. The following resources are available for your use:

#### **ADL Model Apartment Lab**

The model apartment is a learning laboratory and may not be used for watching TV, movies, having a snack, storing and heating up your lunch, doing a load of laundry, etc. Since this room is used by several programs in the building, you are expected to be respectful of other people in the room. It may be scheduled for small group work and practice of ADL evaluation and intervention skills. Please view schedule posted outside of room prior to initiation of any activities in this space.

#### **Physical Dysfunction, Pediatrics, and Treatment Skills Laboratories**

These laboratories may be reserved during weekday hours (when not in use for classes) or after hours/weekends for additional practice of skills. Please check availability posted on the schedule outside of the classroom and then reserve with the UWL front desk representative (Lizzie Dickman).

### **Policy for Laboratory Use**

The following policy applies to use of all of the occupational therapy laboratories:

- 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.
- 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.
- Individual instructors will determine guidelines concerning beverage and food. If beverages are consumed in classrooms or labs they must have a lid. Students are expected to dispose of trash and to clean up any spills immediately.
- Students are expected to report any injuries to the lab instructor promptly. First aid and blood borne pathogen kits are available in each lab space.

- Use proper hand washing techniques in labs before and after laboratory activities such as cooking, practice of handling techniques, transfers, splinting, etc.
- 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.
- Report any broken or damaged equipment to the instructor immediately.
- At the end of each lab session, return lab equipment to the designated storage space. Labs should be left clean, 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.
- 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.
- Equipment cannot be removed from labs unless it has been signed out in advance by a lab instructor.
- Furniture in the room may be arranged as needed for study purposes, however the furniture must be returned to original position when the study session is completed.
- 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. See additional rules about wheelchair use on wheelchair policy.
- Do not enter labs if there is another class in session. Refer to the schedule outside each classroom for class schedules.

### **G-4: Assessment Materials**

The Occupational Therapy program has purchased copies of many assessment instruments used in clinical practice from a variety of settings, including 5 program iPads. These assessment tools are very expensive and contain many small parts that are easily lost. Pediatric assessments are stored in the Pediatrics Laboratory and all other assessments are located in the ADL Laboratory. It is expected that students will use the assessment laboratory to learn the tools and practice them. Both laboratories have swipe card access and are available only to OT and OTA students. (Peds lab is accessed through the connecting door in 4014)

#### Policy for Assessment Material Use

The following policy applies to use of the program assessment materials. **Students are advised that they are responsible to replace the assessment tools that are lost or damaged during their use.**

- Assessments must be used for practice **in** the assessment laboratory **only** unless you have the written permission of your occupational therapy course instructor to remove them from the room.
- Assessments must be returned to their labeled location in the assessment cabinets before the student leaves the assessment laboratory.
- Assessments left out on the tables after students have left will be removed from circulation.
- Assessments in the grey cabinet are for UW-L instructors' use only.

### Checking Items Out of the Assessment Lab

Ask the instructor for permission to check out the assessment tool. Sign the checkout sheet and responsibility form provided by the instructor.

Before checking out an evaluation, it is your responsibility to make sure all the pieces are present with the assessment.

When the assessment is returned, the instructor will carefully check the assessment and make sure all the pieces of the tool are accounted for.

**NOTE: The signed responsibility form is your commitment to pay for any replacement parts or new assessments if returned with damaged or missing parts.**

### **G-5: Student Safety and Health-Safety Policies**

The Occupational Therapy Program policies are designed to meet current accreditation, fieldwork site, and university requirements.

#### Criminal Background Check

The Occupational Therapy Program follows the Health Professions Department's criminal background policy. The student is responsible for obtaining the first criminal background check before beginning 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.

#### 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 Forms
- Health Provider BLS Certification
- 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.

## **SECTION H**

### **UWL STUDENT RESOURCES**

#### **H-1: Campus Resources**

Graduate students have access to all university resources. A full list of campus resources can be found on the student life website <https://www.uwlax.edu/student-life/> or in the graduation student orientation manual.

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 all full-time students for small fees including: allergy injections, consultations, counseling, reproductive services, STI testing, immunization and laboratory services, medical evaluation and treatment, medication dispensary, nutrition, physical therapy and patient education.

Hours: 8:00am-4:00pm, Monday thru Friday

<https://www.uwlax.edu/student-health-center/>

##### **ACCESS Center**

Phone #: 785-6900 located in 165 Murphy Library

The ACCESS Center promotes equal access and educational opportunity for students with disabilities. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office (124 Wimberly Hall) at the beginning of the semester.

Students who are currently using ACCESS services will have a copy of a contract that verifies they are qualified students and have documentation on file in the ACCESS Center 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. Check with your advisor if you need additional information.

<https://www.uwlax.edu/center/access/>

### Counseling and Testing Center

Phone #: 785-8073 located in 2106 Centennial Hall

Offers confidential counseling and academic skills services. Staff are committed to helping UW-L students be more effective in their academic work, personal lives, and relationships with others. Services offered 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.

<https://www.uwlax.edu/counseling-testing/>

### Financial Aid

Phone #: 785-8604 located in 215 Graff Main Hall

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.) See the financial section on the program webpage for more detailed information on program costs, financial aid and scholarships.

<https://www.uwlax.edu/finaid/>

### Eagle Recreation Center

Phone #: 785-5225 located in 125 Recreational Eagle 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 newly remodeled fitness center. Programs offered include 1) indoor climbing; 2) sport clubs; 3) fitness programs; 4) informal recreation; 5) instructional programs; 6) intramural sports; 7) Outdoor Connection gear rental and trips; 8) special events and 9) Fitness Center and personal training

<https://www.uwlax.edu/recsports/>

Murphy Library

Phone #: 785-8505 located in 130 Murphy Library

Murphy Library provides students with research, course-related, self-enrichment, and recreational library materials. All libraries in the UW system may be accessed through the using "SEARCH@UW" search feature. The library contains many texts and periodicals in hard copy that are specific to occupational therapy and rehabilitation. On-line data bases are provided through Murphy as well which are utilized heavily during research and evidence-based courses. Interlibrary loan is available for resources not available at Murphy Library. The reference librarians are very helpful and available through email, chat, phone, or in person at the reference desk.

<https://www.uwlax.edu/murphylibrary/>

Academic Advising Center & Career Services

Phone #: 785-6950 located in 1209 Centennial Hall

Provides consultation on resume and job interview strategies

<https://www.uwlax.edu/aaccs/>





## **SECTION I**

### **STUDENT RIGHTS AND RESPONSIBILITIES**

#### **I-1: Rights**

Graduate students in the UW-L Occupational Therapy Program have the right to:

##### **A Faculty Advisor**

- Advising in the program focuses on overall academic and fieldwork performance and development of professional behaviors.
- Advisors will contact you with their preferred method of setting up a meeting. You can expect to meet with your advisor a minimum of once per semester. You may also set up a meeting with your advisor anytime you wish.
- Advisors are the first person to contact with any issue that may arise. If they are not able to address the problem, they will refer you to someone that can help you.
- You may request a change of advisor once during the program by discussing the issue with the program director. She/he will assign a new advisor if warranted by the situation.
- Students are expected to come to their advising session prepared to discuss their academic performance, clinical performance, and professional behaviors.

##### **Assistance with Developing Professional Behaviors**

- One of the five threads of curriculum development of professional behaviors. The advising sessions are the method this thread is implemented. The curriculum is also designed with opportunities to work on professional behavior development in specific courses.
- The Professional Behaviors Development Plan document is expected to be used by students each semester to identify areas for growth in professional development.

##### **Opportunities to Practice and Demonstrate Competency of Clinical Skills**

- Occupational therapy requires specific knowledge, attitudes and skills. Skills need practice to develop beyond the short practice time in class. The laboratories are available via key code for continued practice whenever the building is open. The policies for using the labs appear in the policies section of the website.
- Faculty will provide feedback on performance of skills to help improve performance. This feedback is not a judgment but rather guidance on what needs to be changed to improve performance. Students receive more individualized feedback and guidance from faculty than they are likely to receive on fieldwork or as a clinician. Receptiveness to feedback and willingness to take corrective actions will assist in success through the program.

- Students are tested on performance of various skills through individual competency testing in which the student demonstrates the skill for the faculty member using a volunteer “client”.

### Timely, Complete Information

- UW-L email is the official communication method for the program. All official program information will be shared via email.
- Schedules for the following semester will be shared as early as possible to allow for students to arrange their schedules. There may be last minute changes due to staffing issues and the program will keep students informed.
- Complete information about expectations for the course, Fieldwork I and Fieldwork II will be provided to students. Students should ask for clarification of any information about expectations.
- Requirements for passing the course in the syllabus are clear and do not change over the course of the semester without consent of the students in the course and the professor.
- The percentage of each assignment toward the final grade is printed in the syllabus.
- Progress in course should be provided around midterm when possible. Some courses do not have midterm exams or assignments due before midterm, but in courses with some work due before or at midterm, students should be informed of their progress in the course around midterm.
- Indication of risk for failure of a course (including Fieldwork I and Fieldwork II) **must** be given to students at midterm along with a plan of correction for success in the course.
- Feedback on assignments given in a timely way to facilitate optimal learning.

### Opportunity to Correct Errors

- Except in cases of academic misconduct, students will be given feedback about progress. If the student is a risk of failure in a course, the student and advisor will create a remediation success plan (with consultation of the program director) for the student to achieve success in the course and continue progression through the program.
- Some assignments may be created with drafts or partial sections to complete for feedback. Other assignments will not have “do-overs” and this is at the discretion of each faculty member.
- Remediation plans may contain non-academic requirements as well as academic ones. For example, if the student reports extreme test anxiety that interferes with test-taking, the remediation plan may require the student to visit counseling and testing to address test anxiety. If the student has a medical condition that interferes with performance, the remediation plan may require clearance from a health care provider that the student is physically able to manage coursework.
- Remediation plans may not be changed mid-course without student, advisor, and program director agreement.

- Formal notification (in an email) of student's status in the program, terms of the remediation plan, and any other requirements the student needs to fulfill to remain in good standing with the program.

### Requirements for Progression in the Program Will Not Change Mid-Program

- The policies affecting the student's status or continuation in the program that are in the student handbook tailored for each cohort are in effect for that cohort until they graduate, even if the policies have changed for incoming classes. This applies to Academic Policies, Progression through the Program, Program Appeals Policies.
- Updates and additions to existing policies that do not affect the student's status or continuation in the program (i.e. health and safety, lab use, social media use, etc.) may occur during the program and apply immediately upon release of the policy.

### Assistance with Managing Crisis

- Should a student experience a health crisis or family emergency during the program, the faculty will work on a case-by-case basis to help the student succeed in the program. This may involve delay in taking courses, independent study assignments, etc. If a student should experience such an event, the first step is to communicate with the student's advisor and program director.

### Safe Learning Environment

- Some of the equipment and supplies used have potential for injuries. There are safety policies for use of the laboratory equipment and supplies including the anatomy lab and all the occupational therapy laboratories. Students are responsible to read and follow those policies.
- Universal precautions, infection control, and HIPPA regulations about confidentiality will be used during client experiences (either in the lab or in the community), competency examinations, and during all fieldwork experiences.
- Safety protocols for specific interventions will be clearly communicated and expected during laboratory practice with that intervention.
- Evacuation plans and building security policies are available on the web under program policies and procedures.
- Any equipment that looks worn or damaged should be brought to the attention of the course instructor immediately. Unless the equipment was obviously being misused at the time, there is no repercussion for identifying broken equipment.
- Sexual Harassment or discrimination of any type is not tolerated either in the classroom or on fieldwork. If a student has concerns about actions of fieldwork supervisors/colleagues which are believed to be discrimination, sexual harassment, or bullying, the student may take the following actions:
  - If the complaint is about a person on campus, the occupational therapy student is welcome to speak first with the Occupational Therapy Program Director.
  - If preferred, the student may wish to file a formal complaint 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; sexual harassment, or bullying can be found at: <https://www.uwlax.edu/equity/discrimination/>
- If the complaint is about a person on fieldwork, the occupational therapy student should speak with the fieldwork supervisor (unless the complaint is about that person) **and** the academic fieldwork coordinator on campus.
- Following that discussion, the occupational therapy student may wish to pursue additional discussion and/or file a formal complaint and will be directed to speak with the appropriate officer at the fieldwork site and pursue the processes of that institution for discrimination, sexual harassment and bullying.
- The academic fieldwork coordinator will keep the Occupational Therapy Program Director informed of the 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 a different placement will be arranged with as little disruption to the student's education as possible.

### Contemporary Assessments and Treatment Methods

- Assessments are kept in the cabinets in the assessment laboratory. There is a policy for checking assessments in and out of the laboratory and the building. Adhering to this policy will help the program maintain up to date, complete assessment tools.
- Treatment interventions are practiced in the clinical courses. Safety precautions for these interventions will be described when they are introduced.
- Faculty review treatment methods and common assessments used in all clinic environments to determine which of these should be added to the program curriculum. Faculty are always open to suggestions from students of equipment, assessments and interventions they have seen in their job shadow/volunteer/fieldwork experiences.

### Feedback

- Anonymity when giving feedback is assured.
- Evaluation of Teaching: Students will receive an email with a link to the site for completing evaluations for each course instructor during the semester. These evaluations should be used to give constructive feedback to instructors. Results are used as part of faculty performance reviews, tenure, promotion, and merit decisions.
- Faculty may seek additional written narrative comments about the course to help improve specific aspects of the course and to measure student learning.
- Evaluation of the Program: Students will be asked to provide feedback on the policies, procedures, curriculum, and clinical experiences in these ways:
  - Written narrative course comments (midterm feedback, student evaluation of instruction (SEIs), comments on specific parts of the course, etc.)
  - Student Evaluation of Fieldwork (completed after each fieldwork experience):
    - Fieldwork I: Level I Fieldwork Evaluation

- Fieldwork II: Student Evaluation of Fieldwork Experience (SEFWE)
  - Graduate Survey (completed in the last month of fieldwork prior to graduation)
  - Alumni Survey (completed one-year post graduation)
  - Ad Hoc Advisory Groups. From time to time, the program director or other faculty may call together a short-term advisory group for specific feedback on a policy or for specific student feedback.
  - Students may request a meeting with the program director at any time to provide feedback about the program.
- Issues that may arise with individual faculty must first be discussed between the student and the faculty member. The student may consult with his/her advisor for strategies of how to discuss the topic but must seek to resolve the issue directly with the instructor. If a satisfactory result is not obtained, students may take the issue to the program director.

### Right to Appeal Grades and Program Actions

- Procedures for appeals are detailed in the Policy for Appeals

## **I-2: Responsibilities**

Graduate students in the UW-L Occupational Therapy Program have the following responsibilities:

### Demonstrate Appropriate Professional Behaviors

All students in the Health Professions Department are held to a high standard of professional behavior because they are seeking a degree in a medical profession.

- Students in the Occupational Therapy Program are expected to act and communicate in an ethical, professional manner with fellow students, faculty, clients, fieldwork supervisors, family members, etc.
- The faculty believe the professional behaviors students demonstrate in the classroom are an indicator of the professional behaviors they will demonstrate on fieldwork and in clinical practice. Students will be given feedback on your professional behaviors in the classroom to give you the opportunity to use your classroom experiences and colleagues to further develop your professional behaviors.
- The program defines professional behaviors as:
  - Knowledge
  - Commitment to Learning
  - Technical Skills
  - Communication-Writing
  - Integrative
  - Context
  - Relationships
  - Affective/Moral
  - Habits of Mind
  - Advocacy for Client/Advocacy for Profession

- Personal Wellness
- These professional behaviors are defined with examples on the Professional Behavior Assessment Form.

### Demonstrate Appropriate Classroom Behaviors

The following behaviors are expected in our classrooms, laboratories, clinics, and fieldwork experiences.

- Attendance: Attendance is expected. If a class needs to be missed, the student should notify the course instructor as soon as possible and no later than the end of the day the class was held.
- Participation: The curriculum uses active learning with hands on experiences. Participation includes answering questions, actively participating in classroom activities, and coming prepared for class.
- Attention to Safety: Follow procedures as demonstrated in class ensures safety of the student and the client. Competency checks are done on procedures that have potential harm for clients. All practical examinations require demonstration of adhering to safety protocols including universal precautions, infection control, and HIPPA regulations. Same attention to safety is required on all fieldwork placements.
- Adherence to Program Policies and Procedures: Be aware of and follow policies in this student handbook, and the fieldwork settings. Confidentiality and protection of client's rights are mandatory, including the clinics with volunteer clients held on campus.

Violation of any of these classroom behaviors may be grounds for non-academic dismissal.

### Electronic Device Use

- To minimize disruption to other students and faculty during class, all electronic devices (cell phones, iPads, tablets, etc.) must be silenced at the start of class.
- Electronic devices may not be used during class without the expressed permission of the course instructor. This includes text messaging.
- Specific details are outlined in the Personal Electronics and Social Media Policy

### Personal Use of Social Networking Sites

- Now that you are in a professional education graduate program, we encourage you to visit your social media presence to determine if your pictures and content reflect the professional image you intend to portray.
- Fieldwork supervisors and potential employers check social media sites. You have given a first impression without being seen in person by what you have on these sites.
- Specific details are outlined in the Personal Electronics and Social Media Policy

### Dress Code

- Students in the program are expected to represent the program, the university and themselves in a professional manner through appearance and behavior.
- Business casual dress is required for all guest presenters and for all off-site learning opportunities.
- Specific details are outlined in the [Dress Code Policy](#)



## **SECTION J**

### **ADDITIONAL PROGRAM POLICIES**

#### **J-1: Policy for Citing Sources**

The intent of this policy is to provide general guidance to the student about the program's expectations for professional writing and citing sources. Each individual instructor will have specific expectations for assignments.

1. The Occupational Therapy Program follows the American Psychological Association (APA) style 7<sup>th</sup> edition for citing sources both intext and as references.
2. During student's first semester, students will complete the University of Indiana tutorial on plagiarism and submit the certificate of completion to the instructor of OT 520: Introduction to Occupational Therapy.
3. If material is directly quoted from a published source, it must be cited appropriately (using APA format for citing sources). Sources must be published (books, journal articles, on-line sources, etc.). Please note that class lecture notes are not acceptable sources and the primary citation should be utilized.
4. Paraphrasing the source material will be cited differently if it is a close paraphrase or a distant paraphrase. The tutorial gives examples of these types of paraphrases and how citations should be handled.
5. Other expectations for citing sources will be determined by each instructor for each assignment in the course. For example, some instructors may expect a reflection paper to include use of source material and other instructors may not require sources in reflection papers. It is the student's responsibility to ensure he/she understands the requirements for written work for each assignment in each class.
6. More information can be found on the Purdue University Purdue Online Writing Lab (OWL) Website:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
7. Hard copy APA resource manuals are available for student use and are located in the student lounge.
8. Please consider utilizing the UW-L writing resource center which can provide valuable feedback on your writing and use of APA formatting.  
<https://www.uwlax.edu/murphy-learning-center/subject/writing-center/>



## J-2: Personal Electronics and Social Media Policy

### Personal Electronics Use (iPad, Tablet, Smart Phone, Laptop, etc.)

We recognize the value of access to the internet through electronics. Use of personal electronics is incorporated into classroom activities and may be used as a format for exams. However, use of personal electronic devices in classrooms is prohibited unless specifically designated by the instructor of the course.

The following actions are strictly forbidden:

- Audio recording any classroom activity (lecture, discussion, student presentations, etc.) unless explicit permission is received from the course instructor for each recorded instance.
- Taking pictures of cadavers
- Taking pictures of any classroom activity without explicit permission from the course instructor and classroom peers.

**NOTE: Posting of pictures on social media sites must follow the policy detailed below. Offenses of any of these points may be considered non-academic misconduct and be subject to the appropriate procedures for dismissal from the program.**

### Personal Use of Social Networking Sites

The University of Wisconsin-La Crosse Occupational Therapy Program recognizes that social networking websites and applications (i.e. Facebook, Instagram, LinkedIn, etc.) are an important and timely means of communication. Students, faculty and staff are reminded that they should have no expectation of privacy on social networking sites. Students, faculty and staff must also be aware that posting certain information is illegal. Violation may expose the offender to criminal and civil liability. Offenses may be considered non-academic misconduct and be subject to the appropriate procedures for withdrawal from the program.

The following actions are strictly forbidden:

- In your professional role as a student occupational therapist, you may not present the personal health information of any individuals. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from one of the medical outreach trips) may still allow the reader to recognize the identity of a specific individual. Conduct must be in compliance with HIPAA policies.
- You may not report private (protected) academic information of another student or trainee. Such information may include but is not limited to: course grades, assignments, narrative feedback, examination scores, or remediation actions.

- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson for the University of Wisconsin-La Crosse Occupational Therapy Program or affiliate organizations.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity to circumvent the prohibitions listed above and below.

In addition to the absolute prohibitions listed above, the actions listed below are strongly discouraged. Violations of these suggested guidelines may be considered unprofessional behavior and may be the basis for disciplinary action.

- Display of vulgar language
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity
- Presentation of personal engagement in illegal activities including use of recreational drugs
- Posting of potentially inflammatory or unflattering material on another individual's website

When using these social networking websites/applications, students are strongly encouraged to use a personal email address, rather than their UW-L email address, as their primary means of identification. Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

### Student Organization Use of Social Networking Sites

All registered student organizations that use social networking sites are required to include their advisor and/or the Director of Student Affairs for continuity purposes. Student organizations are not to represent themselves as official representatives or spokespersons for the University of Wisconsin La Crosse or affiliate organizations and are subject to the university's identity standards. Violation of this policy may be considered non-academic misconduct in addition to the student organization losing their official registration status with the university.

This policy was adapted with permission from the University of Kansas Medical Center. Adopted 2011. Revised 2012, 2014, 2015, 2020

### J-3: Wheelchair Policy

Students must abide by the following wheelchair policy when utilizing the equipment throughout the program:

1. Wheelchairs are available for practice purposes in labs or for specific assignments.
2. Do not use wheelchairs as furniture or for other non-lab related activity.
3. Only the wheelchairs labeled as “may leave the building” can be taken outside of the building for class assignments.
4. Ask the instructor for permission to take the wheelchair out of the building. There is a check out sheet and the bottom of this form will need to be signed and given to instructor.
5. Prior to checking out the wheelchair, the student is responsible for make sure the wheelchair is clean, safe, in good working order and all wheelchair parts are present i.e. leg rests.
6. When the wheelchair is returned, the instructor will review the wheelchair with the student to make sure the wheelchair is clean, in good working order and all parts are returned with the chair. By signing this form students are making a commitment to pay for any replacement parts or repairs if the chair was damaged or parts are missing when it is returned. If instructor determines normal wear and tear occurred with chair, or damage was beyond student’s control, the student will not be held responsible.
7. Students should take appropriate care of the wheelchair while it is in their possession.
8. After student/instructor review of the wheelchair, the student must return the wheelchair to the labeled location in the ADL lab or storage closet.
9. Wheelchairs checked out for assignments must be returned within 48 hours, to ensure all students have access to the wheelchairs.
10. Wheelchairs labeled UWL OT program use only are for UW-L instructors’ use only, unless specifically arranged with OT instructors. These chairs may not leave the building.

*I have read and agree to abide by these wheelchair policies.*

Student Signature/Date: \_\_\_\_\_

*I have completed a review of the wheelchair with the above student and have determined that it has been returned on time, it is clean and in good working order and all parts have been returned with the wheelchair.*

Instructor Signature/Date: \_\_\_\_\_

Comments:

Created 2010, reviewed and revised 2014, 2015, 2020, 2022

### **J-4: Drug Testing Policy**

Students should be aware that prior to the start of fieldwork and/or randomly during fieldwork, clinical affiliate sites reserve the right to administer drug testing. While marijuana and associated substances (edibles, gummies, vaping, any THC containing products) may be legal in some states, it is still considered to be illegal at a federal level as it is a class 1 drug. Marijuana and associated substances use are also considered to be highly inappropriate by occupational therapy professionals. Since clinical affiliates receive federal funding from Medicare and Medicaid, they must adhere to federal laws regarding marijuana use by their employees and students. Therefore, recreational, and even medicinal marijuana and/or associated substances use is not acceptable by such institutions. Testing positive for marijuana use or self-disclosure of such use may result in the fieldwork site rescinding their offer for placement. This may lead to a delay in the completion of curricular requirements for graduation or dismissal from the program.

### **J-5: Dress Code Policy**

University of Wisconsin-La Crosse Occupational Therapy graduate students are expected to present themselves in a manner that represents the program and UWL professionally at all times.

Dress codes include:

#### Classroom Attire

It is acceptable to dress comfortably during classroom lecture and lab activities. At times, it will be requested that areas of the body be exposed for testing/palpation by peers (i.e. shoulder). Please ensure that you wear clothing that covers undergarments during these lab activities. Individual instructors may have specific requirements that will be detailed in the course syllabus.

#### Classes with Guest Speakers, Volunteer Clients, Presenters or Clinics

Students are required to dress professionally for any guests that attend classroom activities. This could include a client volunteer, guest presenter or guest speakers. Additionally, professional dress will be required during class presentations to show respect for our presenters. Professional dress includes:

- Business casual or UWL logo approved attire
- Student name tags
- Close toe shoes
- Avoid dangling jewelry that could present a safety hazard
- Avoid wearing perfumes or scents
- Hair tied back, if necessary for safety

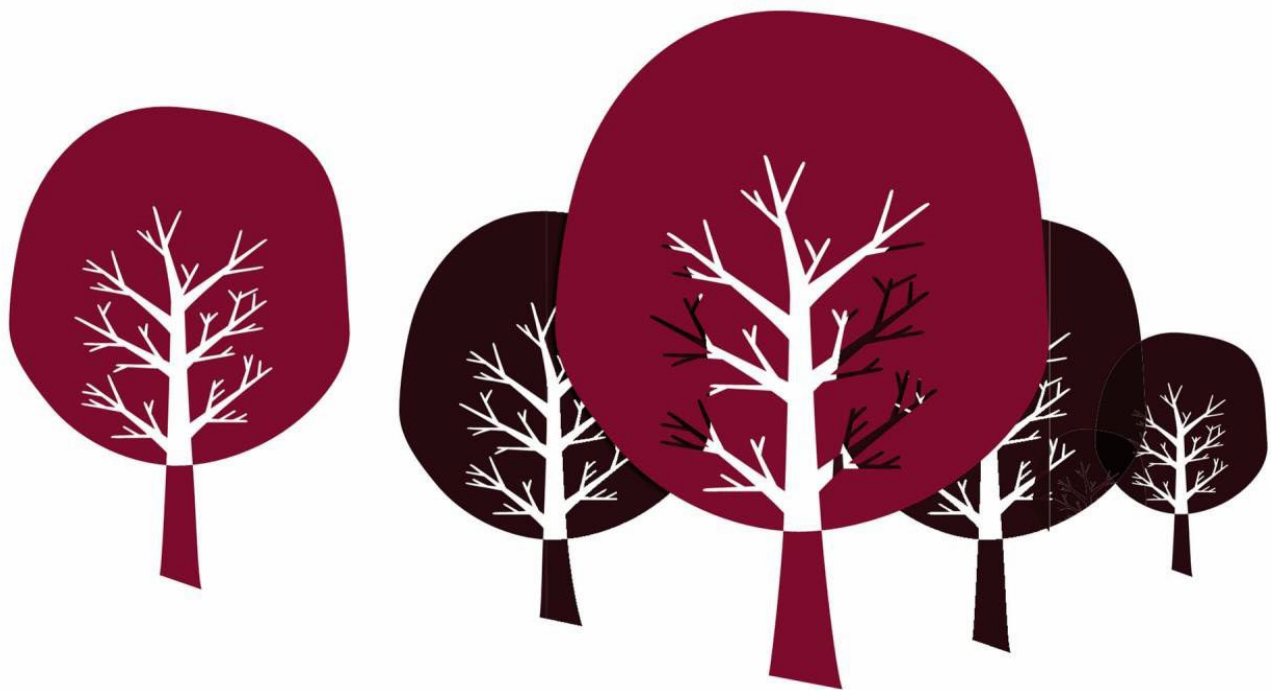
#### Anatomy Lab Attire

Please refer to [Anatomy Lab Policy](#) and requirements from instructors.

Fieldwork Attire

Attire during fieldwork will be at the discretion of the facility where the fieldwork is being completed. Examples may include business casual dress, scrubs, lab coats, etc.

Students that do not comply with dress code policies may be asked to change prior to resuming activities and will lose points for professional behaviors.



## **SECTION K**

### **APPENDICES**

UNIVERSITY of WISCONSIN  
**LA CROSSE**  
OCCUPATIONAL THERAPY

## PROFESSIONAL BEHAVIOR NOTIFICATION

Issued to: \_\_\_\_\_(student name)\_\_\_\_\_ On: \_\_\_\_\_(date)\_\_\_\_\_

This written notification serves as official documentation that the UW-La Crosse Occupational Therapy faculty have noted a professional behavior concern which does not meet the expectations for professional behaviors as outlined in the student manual.

Has verbal notice been given and documented regarding this concern?    Y        N

Description of Behavior Observed:

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Professional Behavior Category:

- |  |   |
|--|---|
| <input type="radio"/> Knowledge              | <input type="radio"/> Relationships                               |
| <input type="radio"/> Commitment to Learning | <input type="radio"/> Affective/Moral                             |
| <input type="radio"/> Technical Skills       | <input type="radio"/> Habits of Mind                              |
| <input type="radio"/> Communication-Writing  | <input type="radio"/> Advocacy for Client/Advocacy for Profession |
| <input type="radio"/> Integrative            | <input type="radio"/> Personal Wellness                           |
| <input type="radio"/> Context                |   |

Faculty Recommendations for Remediation:

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Following the receipt of this notice, the student will create a success plan with the support of their faculty advisor within 7 days which will include behavior expectation goal, strategies to meet the goal, and a timeline.

Signature of this document acknowledges receipt of the professional behaviors notification:

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

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

\*a copy of this notification will be sent to the student, student's advisor, program director and filed in the student's department file or Navigate Advising system