

STUDENT RIGHTS AND RESPONSIBILITIES

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 the curriculum is 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 Behavior Development across the Curriculum document details the courses in which professional behaviors may be addressed as well as the topics to be discussed at each advising session.
 - 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 at 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 e-mail 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 plan (with consultation of program director) for the student to achieve success in the course.
 - Some assignments may be set up 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 the student experience a health crisis or family death 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 students should experience such an event, the first step is to contact 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 of 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 being obviously 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: <http://www.uwlax.edu/Diversity-Inclusion/Where-to-begin/>
 - 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. The faculty review treatment methods used in the clinics that took Fieldwork II students and determine which of these we should add to the program. Faculty and the program director are open to suggestions from students of equipment, interventions they have seen in their job shadow/volunteer experiences.
 - Give Feedback
 - Anonymity when giving feedback is assured.
 - Evaluation of Teaching: Students will receive an email with a link to the site for evaluations for each course during the semester. These evaluations 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:
 - Weekly opportunities to talk with program director
 - Written narrative course comments (plus delta, 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 area of concern.
 - 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

RESPONSIBILITIES:

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

- Demonstrate appropriate professional behaviors All students in the Health Profession 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 that the professional behaviors students demonstrate in the classroom are an indicator of the professional behaviors they will demonstrate on fieldwork and in clinical practice. Thus you 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 behavior. 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.
 - Adhere 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 patient laboratories held on campus.

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

- Electronic Device Use
 - To minimize disruption during class to other students and faculty, all electronic devices (cell phones, ipads, ipods, pagers, notebooks, etc.) must be silenced at the start of class.
 - Electronic devices may not be used during class without the express 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. They may have seem innocent and fun as an undergraduate, but may not portray the image you want now.

- 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.
 - Specific details are outlined in the Dress Code Policy