STUDENT RIGHTS AND RESPONSIBILITIES

Occupational Therapy Program Expectation of the Graduate Student

Professional Behavior

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. All students in the Occupational Therapy Program are expected to act and communicate in an ethical, professional manner, commensurate with professional behavior policies for the program. Each semester, students will self-assess professional behavior, meet with their advisor, set goals to continue to develop professional behavior, and document their progress. (Professional Behaviors Self-Assessment Form is located in the Appendices). Students will continue this self-assessment process throughout each Level II fieldwork placement and compare their self-perceptions with those of their fieldwork supervisor for continued growth.

Competent therapists have excellent professional behaviors. The faculty believes that professional behaviors must be developed over time, thus the emphasis on expecting demonstration of professional behaviors in the classroom, community experiences, and fieldwork. In some instances, a portion of the final grade will be devoted to professional behavior. In the courses that grade professional behaviors, specific details of the behaviors expected and grading criteria will be detailed in the course syllabi. The following professional behaviors, detailed with examples on the professional behaviors self-assessment form, are expected to be assessed and developed during the program: commitment to learning, personal responsibility, social responsibility, good supervisory relationships, communication, time/stress management, safety, and adherence to policies and procedures.

The faculty believes 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 from the faculty to give you the opportunity to use your classroom experiences and colleagues to develop your professional behaviors.

Students must participate in semester evaluations of professional behaviors. If a deficiency is noted in any of these professional behaviors a ( ) plan will be developed with sufficient time to remediate the problem. Failure to demonstrate sufficient progress on the ( ) plan may result in delay in progression through the program or dismissal from the program for non-academic reasons. Details of dismissal process and appeal are discussed in the academic policies section of this handbook.

Mandatory Professional Behavior

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<th>Attendance</th>
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<td>Students who enroll in courses offered by the Occupational Therapy Program are expected to attend and participate in these classes. <strong>Grounds for dismissal:</strong> failure to</td>
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attend three or more classes in one course in one semester without prior discussion with advisor/course instructor.

**Classroom Behavior**
The occupational therapy curriculum uses active learning to facilitate student comprehension of the didactic material and development of skills and attitudes. Students will be expected to answer questions and actively participate in the learning activities in each course. **Grounds for dismissal:** 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 during the program.

**Safety**
Students are expected to follow procedures as demonstrated in class to ensure their safety and safety of their clients. Competency checks will be done on procedures that have potential to create harm for clients. Practical examinations require demonstration of adhering to safety precautions during patient handling and interventions. Safety also includes following universal precautions, infection control, and HIPPA regulations on all field experiences. **Grounds for dismissal:** failure to demonstrate safety protocols during competency and practical examinations, client experiences (classroom or community), or on fieldwork experiences. This includes preventable injury to classmates or clients.

**Adherence to Policies and Procedures**
Students are expected to be aware of and abide by the policies at community settings, fieldwork settings, and in this handbook. Confidentiality and protection of client’s rights are included. **Grounds for dismissal:** failure to follow policies and procedures, protect confidentiality and client’s rights in client experiences (classroom or community) or on fieldwork experiences. This includes failure to follow policies in this manual.

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

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

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

**Personal use of social networking sites**

One area of professionalism is how you present yourself inside and outside of the classroom and how you represent the UW-L Occupational Therapy Program. We are aware that many college students use social networking services such as Facebook, MySpace, Twitter, etc. As an undergraduate student, things you written or pictures you used have seemed innocent and used in fun. Now that you are entering a professional graduate program, we encourage you to revisit internet sites for pictures and information that you have posted to determine whether your current content reflects appropriate professional content, especially if you identify yourself as a student in the UW-L program on these sites. The official program policy on social networking appears in Appendix I.

**E-mail**

University E-mail is the official communication method for the program. Personal E-mail accounts will not be used for official communication. Students are expected to check their E-mail regularly, and to keep their mailboxes “clean” so that efficient communication between students and faculty can take place. If E-mail from a faculty member cannot be delivered to a student due to a full e-box, the faculty is not responsible for repeated attempts to deliver the communication.

**Dress Code**

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

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<th>Class <strong>room Attire</strong></th>
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<td>In the classroom, students may generally wear casual clothing of choice based on personal and professional judgment. When guest speakers are scheduled or patients are attending the class or lab, students are expected to wear name tags with class shirt and khaki pants unless instructed otherwise by the course instructor.</td>
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<th><strong>Lab Attire</strong></th>
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<td>In some clinical lab courses, students are expected to wear appropriate lab attire to provide a good learning experience for the student and his/her lab partner. Specific dress requirements will be noted in individual course syllabi. Students arriving at lab improperly attired will be asked to leave and change into appropriate clothing prior to participating in the laboratory session. Students are advised to keep a set of clean laboratory clothing in the locker room. Appropriate lab attire likely includes shorts, preferably made of a flexible fabric (NOT denim) allowing free movement and adequate coverage of undergarments. Men should wear tee shirts and women should wear a halter top, bathing suit top or sports bra to allow visualization of the upper trunk and body. Nails should be clean and clipped short enough to allow handling of lab partners without scratching or gouging.</td>
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Attire for Community Placements and Fieldwork Placements

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

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

Solicitation of Feedback from Students

**Evaluation of Teaching**

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

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

**Evaluation of the Occupational Therapy Program**

Students have an obligation and the right to evaluate the Occupational Therapy Program. Feedback on programmatic elements of policy, procedure, curriculum and clinical experiences will be requested in multiple ways during the student’s participation in the program.
Written Narrative Course Comments
Faculty will ask for specific narrative feedback on the course, their teaching at the end of each course. These comments are used not only to improve the course, but also to help identify areas that may need correction in the curriculum design.

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

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

D2-L Questions on Fieldwork
Students will be asked to reflect on various aspects of their academic preparation for fieldwork over D2L during their Level II fieldwork. These responses are used to help with curricular assessment.

Graduate Surveys
Students are asked to fill out a graduate survey during the last fieldwork, just prior to graduation. This survey gives the program insight into how well the program prepared them for their work as occupational therapists.

Alumni and Employer Surveys
Alumni are asked to fill out a survey one year after graduation and to request that their immediate supervisor fill out a survey about their satisfaction with the academic preparation the UW-L alumnus received. These surveys are required to maintain the program accreditation and provide valuable information about how well the program prepares students with the knowledge and skills to perform on the job.

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