APPENDIX A: ACADEMIC GRADE APPEALS PROCESS

LEVEL 1: Instructor

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

Acceptable reasons for the appeal are limited to the following:
- The instructor used different grading standards for this student’s work than for other student in the class. Grading of the student was arbitrary, biased, or capricious.
- Grading of the student was arbitrary, biased, or capricious.

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

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

The possible outcomes of this appeal hearing are:
- Instructor accepts the student’s appeal and changes the grade
- Student acknowledges the instructor’s rationale for the grade and accepts the grade
- The instructor does not change the grade; student does not accept the decision and decides to appeal to the next level.

The outcomes of the appeal will be documented by the course instructor within 5 working days after the hearing with a copy sent to the student, the program director, and a copy placed in the student file.

LEVEL 2: Occupational Therapy Program Director

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

The request to appeal the grade will be put in writing and addressed to the program director within 5 working days of receipt of the instructor’s decision. The appeal will contain the reason for the grade appeal and supporting materials. Acceptable reasons for the appeal are the same as listed above.
The program director will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the program director, the student, and anyone else the student wishes to bring (if desired). The meeting will be recorded by notes and audiotape. The program director may seek additional information from the course instructor and/or student before rendering a judgment.

The possible outcomes of this appeal hearing are:

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

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

LEVEL 3: Chair, Health Professions Department

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

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

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

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

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

The possible outcomes of this appeal hearing are:

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

In any case, the student may:

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

**LEVEL 4: Health Professions Department**

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

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

- the program director and or the chair recommended a grade change to the instructor and the instructor did not change the grade.

Within 5 working days after receipt of the appeal, the department chair will appoint a five-member ad hoc committee to hear the appeal as indicated in the Department of Health Profession Bylaws: Three faculty/IAS of the program (whenever possible) and two faculty/IAS from outside of the program. The department chair will appoint one of the committee members (other than the course instructor) to chair the committee. The department chair shall NOT be a member of this committee, but will attend the committee meeting as observer and witness.

The departmental appeals committee will meet within 5 working days of receipt of the written grade appeal. The committee members will be given copies of the documentation of the previous two levels of appeal prior to the appeal hearing.

The appeals hearing will be conducted as follows:

- Student will be given 15 minutes to describe the basis for the appeal and provide supporting documentation to the committee. Involved teacher will be given 15 minutes to describe the rationale for the grade and the reason for not changing the grade. The department chair will be asked to describe his/her involvement in the situation, decisions, and actions taken.
- The student and instructor will be excused and the committee will deliberate.
- The committee may ask for additional information from any of the parties involved and specify a timeframe for supplying the materials. The request for additional materials will be put in writing. If additional materials are requested, the committee meeting will be adjourned. The committee will reconvene within one week after deadline for receipt of the requested materials.

The possible decisions the committee can make are:

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

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

A copy of the student written appeal and the response of the committee will be given to the student and place in the student’s permanent record.
A final grade will be determined by the course instructor and will be communicated to the student within 5 working days of receiving the committee’s recommendation.

End of Process

_The Health Professions Department bylaws do not specify a student grade appeal process beyond the departmental level._
APPENDIX B: Non-Grade Appeals Process

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

**Type I**

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

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

- Following that discussion, if the student wishes to pursue additional discussion and/or a formal complaint, he/she will be directed to speak with the Affirmative Action Officer.
- The process for concerns about discrimination on basis of student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status is located at: [Discrimination](#).
- The process for concerns about sexual harassment is located at: [Sexual Harassment](#).

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

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

**Type II**

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

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

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

**Appeal Procedure**

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

Level 2: Chair, Health Professions Department

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

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

Level 3: Health Professions Department

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

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

The Health Professions Department bylaws do not specify a non-grade appeal process beyond the departmental level.
APPENDIX C: Appeal Process – Academic Dismissal

APPEAL PROCESS
ACADEMIC DISMISSAL FROM A GRADUATE PROGRAM
AND UNIVERSITY GRADUATE STUDY
(Approved by UW-L Chancellor June 14, 2010)

1. SYNOPSIS

Probation and retention standards for university graduate study can be found in the UW-La Crosse Graduate Catalog at the UW-La Crosse website. Probation, retention, and other academic standards for individual graduate programs may be more stringent than those for university graduate study. If a student is dismissed from graduate study for academic reasons, the student has options to appeal for readmission to his/her graduate program that will have the authority to hear the appeal and make decision as delegated by the Graduate Council on its behalf.

- If the student wishes to be readmitted to his/her graduate program, he/she must appeal to the graduate program for readmission to that graduate program.
- If the graduate program supports the student's appeal for readmission into his/her program, the student is readmitted to the program.
- If a graduate program does not support a student's appeal for readmission to his/her graduate program, the student may request to the Office of Graduate Studies to be considered as a special non-degree graduate student.
- If a graduate program does not support a student's appeal for readmission to his/her graduate program, the student may appeal the DUE PROCESS of the decision to the Office of Graduate Studies requesting it to be heard by the Graduate Council. The student must appeal in writing after careful review of the Standards of Review (given later) and provide necessary evidence and/or other relevant information to make a compelling case for second hearing by the Graduate Council.

2. PROBATION AND RETENTION STANDARDS OF GRADUATE PROGRAMS

- Academic standards, reasons for academic dismissal from the program, and the appeal process for students must be developed for each graduate program and are accessible to all graduate students and/or be made available upon request by graduate students. These standards for individual programs are commonly the same as those for University Graduate Studies; however, they may be more stringent than those for University Graduate Studies.
- Academic standards include minimum GPA required, number of C grades allowed, amount of time allowed on probation, etc.
- If a student fails to maintain the academic standards of his/her graduate program, the student is notified in writing by the Office of the Dean in which the student is enrolled (usually by the Assistant to the Dean) that he/she has been dismissed from graduate study. Additionally, the student is informed about his/her options by the director of the graduate program in which the student is enrolled.
The process for appealing academic dismissal from a graduate program and university graduate study must be well publicized (e.g., student handbooks, web-pages, and catalogs).

3. APPEAL PROCESS—GENERAL INFORMATION:

- Timelines (expressed in calendar days):
  - Within 30 days of notification of academic dismissal, the student must meet with the graduate program director to discuss the appropriate course of action.
  - Within 45 days of notification of academic dismissal, the student must submit his/her appeal materials to the director of his/her graduate program.
  - Within 14 days of receiving a student’s appeal materials, the graduate program from which the student was dismissed will schedule a meeting of its appeal body (e.g., a standing committee or an ad hoc committee). The appeals committee must have a minimum of 3 members including graduate program director or another faculty member representing the graduate program.
  - Within 14 days after receiving written notification of the graduate program decision denying readmission into the program, the student must submit a request in writing to the Office of University Graduate Studies that the Graduate Council hear his/her appeal on the DUE PROCESS. The student’s appeal materials must accompany the necessary evidence/information. The Office of Graduate Studies will then schedule a meeting of the Graduate Council within 30 days to hear the appeal.

It is the responsibility of the student to demonstrate a compelling case at each step of the appeal process. On appeal, the decision of a graduate program is presumed to be correct and final unless the student presents sufficient facts to establish that the due process was not followed.

- If a student wishes to appeal, he/she may select a faculty/staff member (who may be from his/her graduate program or from the Office of Student Life) as a facilitator to inform him/her about the process.

- The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.

- Graduate program and Graduate Council appeal meetings will be held in closed session according to Wisconsin statute.

4. ACADEMIC DISMISSAL APPEAL PROCESS

- The student submits an appeal for readmission to his/her graduate program to the graduate program director.

- Appeal materials may include but are not limited to the following information:
  - An explanation of extenuating circumstances that impacted the student’s performance.
  - Evidence that these circumstances have been mitigated.
  - A plan to demonstrate how the student has/will gain competence for material that had not been mastered.
A plan for success if permitted to continue his/her graduate program.

The student will present his/her appeal (in writing and in person) to the graduate program.

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

Within 14 days of the appeals hearing, the graduate program must send to the Office of Graduate Studies a complete copy of the appeals material, minutes of the appeals committee meeting, list of members on the appeals committee, any other material/evidence used during the hearing, and current appeal process from the Bylaws of the department. This will be archived unless there is further appeal of the due process.

NOTE: If the graduate program supports the student's appeal for readmission to his/her graduate program, the due process ends

5. DUE PROCESS APPEAL

If the student does not accept graduate program decision to deny readmission into the student's graduate program and chooses to appeal the DUE PROCESS of this decision to the Graduate Council the grounds for appeal are limited by the following Standard of Review.

STANDARD OF REVIEW

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

(1) there was arbitrariness, capriciousness, a constitutional or statutory violation (complaints of discrimination are referred to the Office of AAEO), a material failure to follow procedures, or a substantial departure from accepted academic norms when the program decision was made, or

(2) there is new/additional information that could bear on the program decision.

The student prepares and submits an appeal to the Graduate Council for a rehearing of his/her appeal by the graduate program.

The student presents the appeal (in writing and in person) to the Graduate Council.

The student may invite an individual to accompany him/her to the appeal meeting (this individual may be a faculty member, a parent, a spouse, legal representation, etc.); however, it is important to note that this individual does not have the right to speak on behalf of the student at the appeal meeting.

The graduate program director or designee will appear at the appeal hearing to answer questions from the Graduate Council.

The Office of Graduate Studies will notify the student of Graduate Council decision in writing within 21 days (copies to graduate program director, Assistant to the Dean, Registrar, etc.).
APPENDIX D: Self-Assessment of Professional Behaviors

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


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

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to learning/Excellence (truth, justice, prudence)</strong></td>
<td></td>
<td>• Analyzes, synthesizes, interprets information</td>
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<tr>
<td></td>
<td></td>
<td>• Takes initiative to direct own learning (competence)</td>
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<tr>
<td></td>
<td></td>
<td>• Comes prepared for session</td>
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<tr>
<td></td>
<td></td>
<td>• Exercises good judgment and problem solving</td>
</tr>
<tr>
<td><strong>Personal Responsibility (altruism, equality, dignity, prudence)</strong></td>
<td></td>
<td>• Is dependable and reliable</td>
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<tr>
<td></td>
<td></td>
<td>• Acknowledges personal error and makes adjustments accordingly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Displays personal honor and integrity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follows through on tasks</td>
</tr>
<tr>
<td><strong>Social Responsibility (dignity, altruism, freedom, prudence)</strong></td>
<td></td>
<td>• Cooperates with others/instructs effectively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Considers the needs of others</td>
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<tr>
<td></td>
<td></td>
<td>• Contributes “fair share” to group efforts</td>
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<tr>
<td></td>
<td></td>
<td>• Meets interpersonal commitments</td>
</tr>
<tr>
<td><strong>Supervisory Relationships (prudence, dignity, justice, equality)</strong></td>
<td></td>
<td>• Alters behavior in response to feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Takes responsibility for personal behaviors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seeks guidance when needed</td>
</tr>
<tr>
<td>Communication Competence (prudence, dignity, equality, altruism, justice)</td>
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<tr>
<td>♦ Demonstrates positive interpersonal skills such as flexibility, empathy, confidence</td>
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<td></td>
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<tr>
<td>♦ Communicates clearly and effectively/assertively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Expresses disagreement in a tactful manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Demonstrates respect for the rights of others to hold different values and beliefs</td>
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<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time/Stress Management (prudence, freedom, justice)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Keeps time commitments or notifies in advance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Acts proactively, planning ahead, proposing solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Demonstrates flexibility in response to changing demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>♦ Prioritizes tasks and commitments</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Safety (prudence, altruism, justice)</th>
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</thead>
<tbody>
<tr>
<td>♦ Maintains work area, equipment, and supplies to be safe and efficient</td>
</tr>
<tr>
<td>♦ Adheres to safety guidelines and regulations</td>
</tr>
<tr>
<td>♦ Anticipates unsafe situations and modifies behavior accordingly</td>
</tr>
<tr>
<td>♦ Recognizes and acts on need for assistance</td>
</tr>
<tr>
<td>♦ Operates within the scope of personal skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies and Procedures (justice, prudence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Adheres to professional codes and standards</td>
</tr>
<tr>
<td>♦ Adheres to UW-L and fieldwork site policies/procedures</td>
</tr>
<tr>
<td>♦ Adheres to federal and state regulations</td>
</tr>
<tr>
<td>♦ Seeks and obtains relevant information</td>
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### Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Meets standards to a high degree</td>
</tr>
<tr>
<td>3</td>
<td>Meets standards</td>
</tr>
<tr>
<td>2</td>
<td>Needs improvement</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Student Name____________________________________________**

**Semester/Year____________________________________**

**Advisor _________________________________________________**

**Date Completed: _________________________________**
Goal based on Self Assessment:

Action Plan:

Progress at Re-Assessment:
APPENDIX E: Health Professions Instructor SEI

Instructor Evaluation Form

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

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

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

The Instructor:

1. I was looking forward to taking this course.
2. The instructor was helpful to students.
3. The instructor was well prepared.
4. The instructor communicated the subject matter clearly.
5. I learned a great deal from this instructor.
6. Overall, this instructor was excellent.
APPENDIX F: Instructor Evaluation for Clinical Education SEI

Instructor Evaluation Form for Clinical Education

Instructor: ________________________________

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

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

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

The Instructor:

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

Rev. 12/14/04
APPENDIX G: Criminal Background Check

UW-LA CROSSE HEALTH PROFESSIONS DEPARTMENT
Background Check Policy and Procedure

Background

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

Important Notice

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

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

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

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

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

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

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

Recordkeeping

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

Confidentiality

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

Disclosure

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

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

**Obligation to Report**

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

**Completion of the Background Checks**

**Initial Background Check:** Results due the first day of class

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

Specific information requested in a background check is:
- Verification of the student’s social security number
- Search of Caregiver Background and Criminal History
- Office of Inspector General (OIG) list of Excluded Individuals/Entities

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

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

Once the student is assigned to a Fieldwork/Clinical Rotation facility, the Fieldwork Support Person will coordinate with each facility what specific Criminal Background Check information they require. Prior to the fieldwork/clinical rotation, the Minnesota and Wisconsin Criminal Background and Caregiver Background Check forms and the WI Department of Justice Criminal History Individual Name Record Request Form will be provided to each student. The forms can also be printed at: [http://www.dhfs.state.wi.us/forms/HFS/HFS0064.pdf](http://www.dhfs.state.wi.us/forms/HFS/HFS0064.pdf) In addition, students will be notified if the facility they will be attending requires additional background information. Students are required to complete these forms and return them to the Fieldwork Support person, Room 4035, Health Professions Department on the 4th floor of the Health Science Building. The fee for the re-check is assessed as a special course fee.
The University of Wisconsin-La Crosse, Health Professions Department,
________________________________________Program

CRIMINAL BACKGROUND AUTHORIZATION, ACKNOWLEDGEMENT, AND RELEASE FORM

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

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

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

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

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

________________________________________
Signature of Student Date

________________________________________
Printed Name of Student

________________________________________
Major/Program or Student Classification
Dear ______________:

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

Please be aware that certain types of criminal offenses may make licensure as a ______________ unlikely. Detailed information about the Wisconsin Caregiver Law is available at www.dhfs.state.wi.us/caregiver.

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

Sincerely,

Brenda Landrum
USA 2/Clinical Education Support
Department of Health Professions
University of WI-La Crosse
1725 State Street-4035 HSC
La Crosse, WI 54601
Phone: 608-785-8467
FAX: 785-8460
email: blandrum@uwlaus.edu
APPENDIX H: HSC Latex Safe Environment Policy

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

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

Laboratory Chemical Issues

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

The University of Wisconsin-La Crosse (UW-L) Occupational Therapy Program recognizes that social networking websites and applications, including but not limited to Facebook, MySpace, Twitter and blogs, 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 policies and procedures.

The following actions are strictly forbidden:

- In your professional role as a caregiver, you may not present the personal health information of other 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.
- You may not report private (protected) academic information of another student or trainee. Such information might include, but is not limited to: course or clerkship grades, narrative evaluations, examination scores, or adverse academic 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 as a means 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, e.g. on the “wall” of that individual’s Facebook site.

When using these social networking websites/applications, students are strongly encouraged to use a personal e-mail 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

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.