

Program in Occupational Therapy

CENTER FOR ALLIED HEALTH PROGRAMS

2018-2019 Student Handbook



UNIVERSITY OF MINNESOTA

The policies, procedures, and program requirements outlined in this handbook are in effect as of Fall 2018. Entering students are responsible for program requirements in effect at the time of initial enrollment. Policies and procedures are subject to change and are communicated to all Occupational Therapy students upon approval by the OT faculty.

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PROGRAM OVERVIEW



Program Mission, Philosophy, and Overview of the Profession

Our Mission

PREAMBLE: The Program in Occupational embraces the American Occupational Therapy Association's definition of *occupational therapy* as

“the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, and routines in home, school, workplace, community, and other settings... Occupational therapy practitioners are concerned with the end result of participation and thus enable engagement through adaptations and modifications to the environment or objects within the environment when needed. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. These services include acquisition and preservation of occupational identity for those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction” (AOTA, 2014; pg. S1)¹

PROGRAM MISSION: The Program in Occupational Therapy's mission is to enhance the health and quality of life of the people of Minnesota, the nation, and the world through engagement in meaningful occupation.

Consistent with the mission of the University of Minnesota, the Program in Occupational Therapy fosters engaged professional and inter-professional discovery, learning, and public service to advance knowledge and to inspire the next generation of leaders in practice, education, and research.

The Program in Occupational Therapy is committed to meeting occupational needs of individuals, families, communities, and societies through:

- Creation, dissemination, and application of occupation-based evidence that promotes health and meaningful participation; and
- Preparation of an engaged, proficient, innovative, professional, culturally effective, person-centered workforce via broadly accessible professional and advanced education; and
- Collaboration across the university and with public/private partners in health, community, and government systems.

STUDENT LEARNING GOALS: Entry-level occupational therapy graduates will

1. Collaborate with individuals, families, groups, organizations, and governmental agencies to

¹ American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1). S1-S48.
<http://dx.doi.org/10.6014/ajot.2014.682006>

promote health and quality of life through participation of individuals in their cultural, physical, social, personal, spiritual, temporal, and/or virtual contexts.

2. Use national and international disciplinary and inter-disciplinary research evidence to make informed decisions.
3. Use client-centered and culturally effective services, respecting differences, values, preferences, and expressed needs of service recipients.
4. Effectively screen and evaluate the performance of individuals in activities of daily living, instrumental activities of daily living, education, work, play, leisure, and/or social participation that have importance and meaning to them.
5. Assess community resources available to support performance of individuals in their natural environments.
6. Develop, implement, and critically evaluate interventions that enhance health and quality of life of individuals and populations through participation in meaningful occupations.
7. Collect data and measure outcomes to assess intervention results and modify or discontinue services with follow-up, advocacy, or referral as needed.
8. Manage occupational therapy program resources to provide cost effective and efficient service delivery.
9. Use technology to communicate, manage information, and support decision making.
10. Contribute to the growth of occupational therapy knowledge through scholarly activity.
11. Confidently take initiative in a variety of occupational therapy roles.
12. Demonstrate self-directed learning skills in preparation for life-long learning.
13. Advocate for the profession and its recipients including shaping public policy to enhance individual performance in meaningful occupations in natural environments.
14. Adhere to state and federal laws and the AOTA Code of Ethics.
15. Effectively communicate orally and in writing using formats and terminology appropriate for the purpose and intended audience.
16. Follow safe procedures for self and others when providing service.

Our Philosophy

The Program in Occupational Therapy faculty developed its statement of philosophy by studying, contemplating, and discussing the truths that are held in common about humanity, health, occupation, and occupational therapy. These beliefs drive our view of the profession and our teaching. The statement reflects consensus of the faculty, is consistent with the University, and serves as the basis for the Program's curricular design and implementation.

The Program in Occupational Therapy is grounded in the conviction that all human beings:

- Have inherent worth and must be treated with dignity and respect.
- Strive for and are enriched by meaning in life.

We further believe that one important way that humans create meaning is by engaging in *occupation*. Occupation is defined as the "daily life activities in which people engage" (p. S6). Occupations occur in context, over time, are meaningful, and can be observed by others (AOTA, 2014)² Thus it may be said that human are driven to do. Since all humans have the right to create meaning in their life, engaging in occupation is a right not a privilege.

² American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). American Journal of Occupational Therapy, 68(Suppl. 1). S1-S48.
<http://dx.doi.org/10.5014/ajot.2014.682006>

- Are affected by context.
Contexts are the interrelated variables that influence performance” (AOTA, 2014, p. S8). Contexts may be personal, societal (i.e., family, community or system) or governmental/ political. Contexts include the social and physical environments and the cultural, personal, temporal, and virtual elements that surround the individual (AOTA, 2014) including the political and economic environments that influence the persons, families, organizations, and societies that they touch. Contexts may enhance, impair, or bar participation and full engagement in occupation.
- Have an innate drive and capacity to change.
Change may be self-created, i.e., generate spontaneously from within, or may occur in response to occupational needs or contextual challenges. When change is responsive to an internal or external demand or pressure, the term *adaptation* is commonly applied. Change may be *adaptive* i.e., moving toward health, or *maladaptive* i.e., moving away from health. Occupational therapy facilitates adaptation, and relies on the dynamism of humans as capable changeable beings.

Health

The Program considers *health* to be a construct that reflects both personal and social interpretations. Thus health does not require absence of disease or disability, nor does it require congruence between person and societal views. A person may consider him or herself healthy in spite of chronic health problems while an organization or society may consider the same person as ill.

In parallel, *Healthy People 2020* suggested that it is impacted by a combination of factors at three levels: personal, contextual (organizational/ institutional/ environmental) and policy levels to promote “*quality of life and healthy behaviors across all life stages*”³. Health disparities can be attributed to many differences including those associated with gender, race, ethnicity, income, education, disability, geographic location, and sexual orientation. These disparities impair global health and stymie well-being and quality of life across the state, nation, and world. Thus health is a right – a necessity - not a privilege. Although the examples offered above speak of personal health, well-being and quality of life, these concepts may also be confidently extended to human groups, e.g., families, organizations, and societies. Indeed, healthy communities nurture healthy persons.

Occupation

Occupation is the act of “doing culturally meaningful work, play or daily living tasks in the stream of time and in the contexts of one’s physical and social world” (Kielhofner).⁴ They define how one occupies “place and time in a rich tapestry of experience, purpose, and attached meaning” (Christiansen & Townsend, p. 2).⁵ Occupation goes beyond task performance, involving mental and physical investment, having purpose and meaning, and including both solitary and social elements.

At its best, engagement in occupation can facilitate health and well-being, promote growth and adaptation, and support ongoing participation. At its most ineffective or mal-adaptive it can create and perpetuate illness, dysfunction, isolation, and stagnation. These breaches may be conceptualized as *occupational delay* when meaningful doing “*occurs on a schedule that is not typical*” (Bass-

³ *Healthy People 2020*. Retrieved from <http://www.healthypeople.gov/2020/About-Healthy-People>.

⁴ Kielhofner, G.W. (1995). *A model of human occupation: Theory and application*. Baltimore: Williams & Wilkins.

⁵ Christiansen, C.H. & Townsend, E.A. (2010). An introduction to occupation. In *Introduction to Occupation: The Art and Science of Living (2nd ed)*. Upper Saddle River, NJ: Pearson.

Haugen, Henderson, Larson, and Matuska, p. 168)⁶ ; *occupational deprivation* when “an external agency or circumstance keeps a person from acquiring, using, or enjoying something” (Wilcock, 1998, p. 145)⁷ , *occupational disparity* when meaningful doing is unequal or lack(s) parity across people or groups due to choices, values, or unequal opportunity (Bass- Haugen et al) and *occupational interruption* when engagement in occupation is temporarily or persistently affected by “change in person or environment” (Bass-Haugen et al. p 168).

Occupational Therapy

Occupational therapy is an evidence-based profession dedicated to enabling health, well-being, and quality of life. While many health professions share these goals, occupational therapy is unique in its focus on occupation as both the means and the outcome of intervention.

Occupational therapy encourages fullest occupational competency, i.e., ability to engage in and perform occupation, by changing person, context, and occupational form. In our present use, *person* includes any human grouping, e.g., individuals, families, communities, and societies and includes all of the elements that these entities bring to their participation.

Occupational therapy is a living profession, and is therefore continually changing. In the past, these changes reflected growth in technology and knowledge. In the future, the Program holds that the most important opportunity and impetus for change will be a shift of focus from health, occupation, and participation of individuals to health, occupation, and participation of larger human groupings.

Thus, the Program projects that a major emerging area of occupational therapy practice will focus on organizations, society, and public policy. The Program recognizes the need to prepare individuals to serve both current and emerging practice, and to change as new factors create unanticipated changes. Toward that end, the Program prepares and inspires innovative, self-directed, lifelong learners, dedicated to their own continuous professional growth and to growth of the profession.

Learning

We believe that *humans* seek opportunities to learn by engaging in meaningful activities that they see as affording growth (Knowles, Holton, & Swanson, 1998)⁸ . Although learning often is sought for the sheer joy that it provides, much learning is associated with end goals (i.e., outcomes). When learning is outcome-directed, it is usually planned, typically guided by structured experiences developed by experts (Fink, 2003)⁹ . At their core, these experiences are an interaction between a learner and a source. When learning is planned the desired outcomes guide selection and development of the interactions. Learning can use interactions that are virtual or real, those that take place synchronously or asynchronously, those that are simulated or real, those that involve a single independent learner or a group of learners, and those that occur in a variety of contexts including classroom, community, or home. Learning events are designed to support or challenge ideas and assumptions the learner brings to the experience.

⁶ Bass-Haugen, J., Henderson, M.L., Larson, B.A., & Matuska, K. (2005). Occupational issues of concern in populations. In *Occupational Therapy: Performance, Participation, and Well-Being* (pp. 167-187). Thorofare, NJ: SLACK, Inc.

⁷ Wilcock, A.A. (1998). *An occupational perspective of health*, NJ: SLCAK, Inc.

⁸ Knowles, M.S., Holton, E.F., & Swanson, R.A. (1998). *The adult learner: The definitive classic in adult education and human resource development*, 5th ed. Woburn, MA: Butterworth-Heinemann.

⁹ Fink, L.D. (2003). *Creating significant learning experiences*. San Francisco: Jossey Bass.

Presentations, community-based experiences, experiential lab sessions, online or in-person case discussions, readings, video demonstrations & cases, clinical experiences, online interactive learning activities & discussions, can all be sources of learning. Because persons bring broad backgrounds of life experience to their learning events, and these influence how a learning experience is interpreted (Knowles, Holton, & Swanson), humans have diverse preferences in learning (e.g., visual, auditory, tactile, or kinesthetic) (Kolb, 1984)⁹. The more varied the provided sources of learning and forms of interaction, the more likely it is that an individual learner's preferences will be offered, and the more likely that a diverse group of learners will achieve the desired outcomes with greatest comfort.

Learning occurs in both a linear fashion and a spiral fashion. The former is present when information is presented sequentially – building directly off of content, skills, or attitudes developed earlier. The spiral element of learning occurs when concrete experiences, reflective observation, abstract conceptualization, planning for implementation, active experimentation occur in a repeating, and evolving manner, allowing the learner to elaborate upon prior work through guidance and feedback (Kolb, 1984)¹⁰.

Occupational Therapy Students

Students come to the Program in Occupational Therapy with varying levels of self-direction, independence, life experiences, and commitment to the occupational therapy profession. Students learn best when they take time to reflect on their experiences, when they are encouraged to participate in their own learning and self-assessment, and when they are given choice and can see relevance and value in their learning experiences. It is the Program's belief that students benefit from collaborative learning experiences with other learners (teachers, mentors, peers) where there is mutual challenge and support.

Like occupation, learning is influenced by contexts (e.g., physical, social, temporal) (Dewey), and is most effective when these are continuously evaluated and adapted to ensure that they facilitate development of the knowledge, skills and attitudes required for the safe and effective practice of the discipline as well as support and empower independence as learners.

Educator's Role

The Occupational Therapy Program believes that the educator's role in preparation of occupational therapists parallels the role of the occupational therapist in practice. That is, we hold that occupational therapy educators facilitate learning by organizing contexts and educational occupations to facilitate the critical concrete experiences, reflections, abstract conceptualizations, and experimentation with alternatives that lead to learning the information, skills, habits, routines, and attitudes needed to become competent evidence-based critical thinking practitioners, scholars, and leaders in both contemporary and emerging practice.

Overview of the Profession

The Program in Occupational Therapy prepares students to work with individuals across the lifespan who have physical, cognitive, or emotional disabilities that interfere with their ability to engage in life's tasks. Occupational therapists serve as vital members of a treatment team, consulting with physicians,

¹⁰ Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*, Englewood Cliffs, N.J.: Prentice Hall.

physical and speech therapists, nurses, social workers, psychologists, vocational counselors, teachers, other specialists, and family members. They blend a scientific knowledge of the human body and mind with an understanding of the challenges of disability, environment and culture.

The occupational therapy process includes evaluation of physical capacities, cognitive skills, emotional responses, social adjustment, and the physical and social environment. With this information the occupational therapist plan, intervention using a combination of therapeutic activities, adaptive equipment, and training in specialized techniques to develop or restore function and to help individuals achieve the greatest possible independence. Occupational therapists also become managers of treatment programs and clinical researchers who study the efficacy of therapeutic interventions.

Certification and Licensure

Graduates of the Master of Occupational Therapy curriculum will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

National Board for Certification in Occupational Therapy
12 South Summit Avenue, Suite 100
Gaithersburg, MD 20877-4150
(301) 990-7979; info@nbcot.org; <http://www.nbcot.org>

Information about the Minnesota license to practice occupational therapy may be found at <http://www.health.state.mn.us/divs/hpsc/hop/index.html> under the 'Occupational Therapy Practitioner Licensing' link or 651.201.3725.

Curriculum

Method of Delivery

The University of Minnesota's Program in Occupational Therapy delivers the entry-level Master of OT curriculum using a hybrid model of delivery. This model combines distance and traditional educational methodologies to afford learning-in-place/learning-on-demand, to encourage an increase in occupational therapy workforce within currently underserved areas. Toward these goals, the didactic curriculum combines use of distance learning strategies, with on-campus experiences used when there is a need for real-time, face to face interaction or an emphasis on hands-on professional skill development or a need to experience unique devices/materials.

Organization of Curriculum

The Master of Occupational Therapy curriculum prepares learners with the knowledge, skills, and attitudes needed to be an efficient and effective direct care providers, consultants, educators, managers, researchers, and advocates for the profession and consumers.¹¹

The curriculum's content is grounded in the history, theories, and science of occupation and it is this crucial foundation content that is addressed in the first phase of the curriculum. Its early placement establishes students' perspectives as occupational therapists and "occupation" as the encompassing context in which all other content is perceived and integrated. Occupation is reiterated, applied, and expanded within each later course, with increasing complexity and elaboration.

The curriculum follows a macro- to –micro progression to reinforce the broadest orientation to the profession and encourage students to view societal and community emerging areas of practice as fully integrated expressions of the profession. These core content areas of the curriculum are illustrated within the curriculum design model as sections of content within the overarching concept of occupation.

Content within each client area (i.e., society, community, family and individual) is organized using the occupational therapy process as a framework. Within this framework, the curriculum covers the screening, assessment, intervention, discharge, documentation, and evidence associated with society and community (occupational disadvantage and disparity) and family and individuals (occupational delay and interruption). Human science courses (e.g., anatomy, neuroscience) begin immediately after a foundation of occupation is established. Content related to applied science/conditions (e.g., mental and physical conditions) is integrated throughout the curriculum to provoke learning of client-specific occupational therapy issues. This organization requires that students relate information across areas of practice and diagnostic groups, and integrate learning from earlier courses into successively more complex treatment planning situations, ultimately preparing them to address the complex situations facing occupational therapists in practice and research.

Curricular Threads

Four core threads run throughout the curriculum and are incorporated across courses. They are:

Scholarly Inquiry: Graduate education has always been associated with scholarship, and thus the interaction between evidence-based-practice and practice-based-evidence is a core element in the Program of Occupational Therapy's curriculum. The curriculum builds upon students' prerequisite

¹¹ Accreditation Council for Occupational Therapy Education (ACOTE). *2011 Standards and Interpretive Guide (effective July 31, 2013)*.

research knowledge, ensuring that students have the skills to be informed consumers of scholarly information and that they see themselves as potential contributors to the profession's body of evidence. The research line in the curriculum incorporates integrated use of evidence across classes and progresses to a mentored scholarly project. Students are expected to disseminate their project results, as appropriate, at state and national conferences and in refereed journals, further encouraging their research commitments to the field.

Public Engagement: The University of Minnesota has a strong commitment to public engagement as an intrinsic element of graduate education's scholarship, learning, and service. The Program in Occupational Therapy's curriculum incorporates public and professional engagement throughout its entry-level Master's curriculum via course learning activities and community experiences. The ultimate goal is the development of citizen-scholar-professionals, committed to the advancement of the health and well-being of both their profession and the broader community.

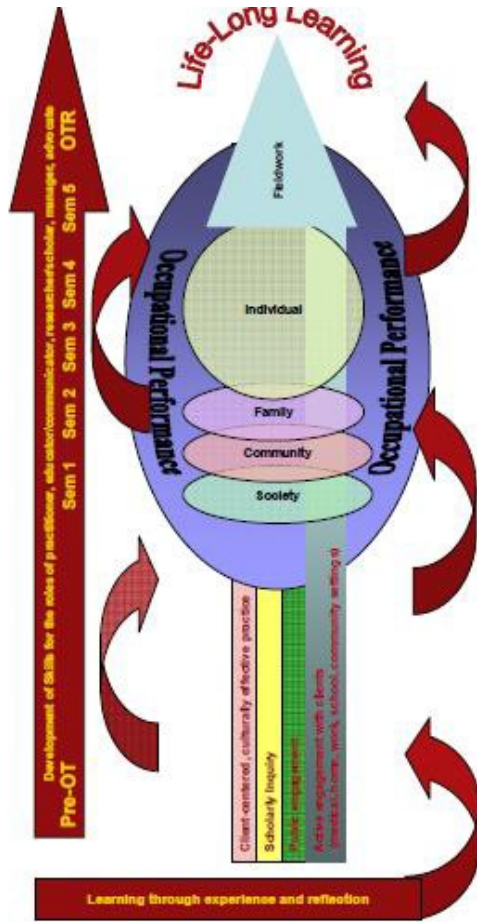
Client-centered and Cultural Effectiveness: The Program is committed to serving the diverse health care needs of the State of Minnesota, the nation, and the world. The faculty believe that all practice must be driven by client needs and be responsive to client diversity. It therefore believes that client-centered and culturally effective practice are inexorably linked. The curriculum is grounded in client-centered models of practice, with coursework progressively building and expanding students' exploration of diverse clients and contexts.

Active Engagement with Clients: The curriculum embraces Kolb/Bennett's broad definition of experiential learning, and therefore incorporates it within all coursework. In addition to prominent use of laboratory and case experiences, the didactic curriculum integrates numerous opportunities for public and professional engagement via assignments and Level I fieldwork. The final phase of the academic program is the supervised application of theory and skills through Level II fieldwork/internship. Whereas earlier real-life occupational therapy experiences permit students to practice under close supervision and mentoring Level II fieldwork facilitates students' meaningful and independent performance in a minimum of two different settings.

Ongoing Learning After Graduation

The Program in Occupational Therapy explicitly promotes continuing competency and life-long learning by its entry-level Master's graduates. Faculty members model professional commitment through their own participation in professional organizations and continuing education, ongoing specialty client practice and practice-based research, publication and presentation of their research and scholarly products, and service to the professional and client communities. As graduates develop their own practice specialties, many serve as adjunct faculty in the program offering additional role models of the need, purpose, and benefits of continuing professional growth.

Schematic



The accompanying figure shows the curriculum design in schematic form. At the center of the figure are three columns representing the core threads (i.e., scholarly inquiry, client-centered and culturally effective practice, and public engagement) that run through the curriculum, and are incorporated across courses.

The vertical axis indicates the temporal and experiential nature of the development of the professional occupational therapist from the entering student.

The reflective spiral of experiential learning, labeled with its elements at its beginning on the horizontal axis, ties together the chronological overlapping progression of content from a basis of occupational theory and models (displayed as an encompassing cone), progressing through the practice applications to society, community, family, and person. These content areas support the Level II Fieldwork where students become competent practitioners, with the overarching goal of life-long learning.

Integration of Curricular Design into Evaluation

The curriculum design was embedded into layers of curriculum evaluation processes. Course evaluations identify course content believed by students to be integral to the study of occupational therapy. Each course uses outcomes-based assessment methods to assess level of student learning.

In addition, each course was systematically mapped to curricular threads assessed, in part, via student and graduate survey. Level I fieldwork evaluations collect information relating to student achievement of goals associated with curricular threads and course learning goals. Lastly, the Program evaluates student success in meeting core learning outcomes through a systematic evaluation process. Each method of evaluation is directly linked to the curricular design process.

Course Plan

YEAR ONE

The first year of study focuses on building a firm foundation in the study of activity and occupation; society, community, family and environmental influences on human occupation; and foundations of occupational therapy practice when human occupation is reduced. All students participate in their communities as engaged citizens and with their interprofessional colleagues as they practice professional level skills. Two Level I fieldwork experiences provide guided practice in the role of occupational therapy.

Semester 1: Fall

Course (10 sessions face to face each 1-3 consecutive days)

OT 6000 Foundations of Interprofessional Communication and Collaboration (1 credit)

OT 6100 Public & Professional Engagement I (0.5 credit)

OT 6101 Foundations of Occupational Science and Occupational Therapy (4 credits)

OT 6102 Professional Identity: Behaviors and Attitudes (2 credits)

OT 6103 Occupational Therapy Process for Society (3 credits)

OT 6111 Foundations: Occupations as Therapy (3 credits)

OT 6113 Occupational Therapy Process for Community (3 credits)

Total Credits 16.5

Semester 2: Spring

Course (10 weekly sessions face to face, majority of sessions are 3 consecutive days)

OT 6200 Public & Professional Engagement II (0.5 credit)

OT 6201 Functional Anatomy and Kinesiology (3 credits)

OT 6202 Occupational Therapy Process for Individuals: Occupation through Compensation and Level I Fieldwork (5 credits)

OT 6203 Occupational Therapy Process for Family (2 credits)

OT 6213 Occupational Therapy Process for Individuals: Medical Contexts (2 credits)

OT 7201 Scholarly Inquiry in Health Sciences (4 credits)

Total Credits 16.5

Semester 3: Summer

Course (15 sessions face to face, 1-2 consecutive days each session)

OT 6200 Public & Professional Engagement II (0.5 credit)

OT 6301/7301 Neuroscience (5 credits)

OT 6302 Occupational Therapy Process for Individuals: Occupation through Remediation and Level I Fieldwork (4 credits)

OT 6312 Occupational Therapy Process for Individuals: Psychosocial Approaches and Level I Fieldwork (3 credits)

OT 6322 Occupational Therapy Process for Individuals: Work Context (2 credits)

OT 7394 Scholarly Project in Occupational Therapy I (2 credits)

Total Credits 16.5

YEAR TWO

Year two shifts focus from conceptual coursework to a practice emphasis. Students apply concepts of occupational therapy to increasingly complex areas of practice in a broad range of contexts including work, school, and group settings. Students spend more time practicing during Level I fieldwork and more time engaged within their communities. Six months of year two is devoted to Level II fieldwork where

students practice the role of occupational therapist under the direct supervision of an occupational therapist. All students attend Level II fieldwork in a traditional medical setting and a broad range of community settings in both urban and non-urban settings, in accord with the curriculum design. Students should expect to travel to at least one of their Level II fieldworks.

Semester 4: Fall

Course (15 sessions face to face; multiple days each session)

OT 6200 Public & Professional Engagement II (0.5 credit)

OT 6402/7402 Occupational Therapy Process for Individuals: Occupation through Neurorehabilitative Approaches and Level I Fieldwork (4 credits)

OT 6403 Management of Occupational Therapy Services (1 credit)

OT 6412 Occupational Therapy Process for Individuals: Orthotics and Prosthetics and Level I Fieldwork (3 credits)

OT 6422 Occupational Therapy Process: Group Context (2 credits)

OT 6432 Occupational Therapy Process for Individuals: Educational Context and Level I Fieldwork (2 credits)

OT 7494 Scholarly Project in Occupational Therapy II (4 credits)

Total Credits 16.5

Semester 5: Spring/Fall

Level II Fieldwork (OT 7596 and OT 7696) follows classroom-based coursework. Although fieldwork typically is completed within 9 months of completing pre-requisite courses, fieldwork may extend through fall semester.

OT 7596 Level II Fieldwork (Anytime January through June) (6 credits)

OT 7696 Level II Fieldwork (Anytime April through September) (6 credits)

Total Credits 12

Course Descriptions

SEMESTER 1 (16.5 CREDITS)

OT 6000 Foundations of Interprofessional Communication and Collaboration (1 credit)

This course facilitates an interprofessional approach to health care. It includes both online modules and face to face interprofessional group activities. Students from various professional programs in the Academic Health Center will be divided into groups of approximately twelve students for activities directed by a course facilitator to meet for five two-hour sessions throughout the semester. The five components of this course include: personal and professional image; basics of teamwork, self and peer assessment; knowledge of health professions; professional identity and integrity; and relationships between the professions and those they serve.

OT 6100 Public and Professional Engagement I (0.5 credit)

Working in collaboration with an academic advisor, students will design a series of experiences in the natural setting (assignments, service learning, and public engagement) that include a broad base of contexts/practice settings and clients (society, community, family) across the lifespan.

OT 6101 Foundations of Occupational Science and Occupational Therapy (4 credits)

The course provides the historical, philosophical, and theoretical foundations of occupational therapy. The student will examine the definition of occupation, assessment of occupational performance, activity

analysis, and models of practice. Course content includes the Occupational Therapy Practice Framework.

OT 6102 Professional Identity—Behaviors and Attitudes (2 credits)

This course is an introduction to and examination of the attitudes and behaviors of the occupational therapy professional. This is the first course in the series and serves as a foundation for the professional development thread that weaves through the curriculum. Students explore their own self-awareness, values, interpersonal communication, and therapeutic use of self. Standardized personality inventories are used in understanding self in relation to others in a group.

OT 6103 Occupational Therapy Process for Society (3 credits)

Students examine societal influences on occupations and occupational engagement. Global societal issues are discussed with particular emphasis on how various society's address health. Laws and policies governing access and health care will be analyzed and measures of occupational performance applied to the societal level. The role of the occupational therapist at the societal level is addressed.

OT 6111 Foundations: Occupations as Therapy (3 credits)

This course addresses everyday occupations and their use as a therapeutic modality. Students apply activity analysis to occupations. Students apply their beginning knowledge to the process of grading and adapting the environment, tools, materials, and the occupation to enhance successful performance by the individual.

OT 6113 Occupational Therapy Process for Community (3 credits)

This course teaches application of the OT Process to wellness and health promotion activities in the community. It focuses on the knowledge, skills and attitudes necessary to understand the influence of community health as a whole on the health of individuals. This course exposes the student to health behavior theories (including adult education). Core to the OT Process in community is program development and evaluation. Students will apply occupational therapy theoretical models to community health in agencies for underserved community populations or in areas of emerging practice at a community level.

SEMESTER 2 (16.5 CREDITS)

OT 6200 Public and Professional Engagement II (0.5 credit)

A continuation of Public and Professional Engagement I; students will engage in professional and community activity that align with occupational therapy practice.

OT 6201 Functional Anatomy and Kinesiology (3 credits)

This course explores gross human anatomy emphasizing skeletal, muscular, circulatory, and peripheral nervous systems of the extremities, neck, and trunk through online Anatomy TV, videotapes, and cadaver lab prosections. Students analyze and evaluate human movement (i.e., occupations, tasks, and activities) from a biomechanical perspective.

OT 6202 Occupational Therapy Process for Individuals: Occupation through Compensation (5 credits)

This course focuses on use of compensatory approaches to enhance an individual's participation in occupations of daily living. The O.T. Practice Framework is applied to evaluation and intervention

including occupational performance skills, patterns, contexts, activity demands, and client factors. Experiential learning includes lab, case studies, and Level I fieldwork.

OT 6203 Occupational Therapy Process for Family (2 credits)

Students will apply the OT Process to the family. The influence of family systems on the health, well-being and occupational participation of the family and individual members will be addressed. Principles of family-centered care will be applied to the interaction within families of very young children and families of elder with dementia. This course extends prior knowledge of service delivery by providing an overview of OT in home care settings.

OT 6213 Occupational Therapy Process for Individuals: Medical Contexts (2 credits)

This course provides an overview of medical model systems and settings (e.g. inpatient acute, long-term care, partial hospitalization) and examines individual client assessment and intervention from a medical model perspective. Students develop written and verbal communication skills and learn about issues of reimbursement in medical settings.

OT 7201 Scholarly Inquiry in Health Sciences (4 credits)

This course explores how evidence-based practice is developed, disseminated, and utilized in health sciences. Students in small groups will write a qualitative and/or quantitative scholarly proposal including critically appraising relevant literature, choosing assessment tools, and selecting appropriate research design and statistical analysis for the data.

SEMESTER 3 (16.5 CREDITS)

OT 6200 Public and Professional Engagement II (0.5 credit)

A continuation of Public and Professional Engagement I; students will engage in professional and community activity that align with occupational therapy practice.

OT 6301 Neuroscience (5 credits)

This course presents neuroanatomic structures, functional systems and basic neurophysiologic concepts. Emphasis is on application so that students may understand, evaluate and treat client conditions in all areas of physical, psychosocial and cognitive dysfunction.

OT 6302 Occupational Therapy Process for Individuals: Occupation through Remediation (4 credits)

This course will focus on the biomechanical approach to evaluation and treatment of clients with clinical conditions appropriate to this approach (e.g., conditions with loss of strength, endurance, range of motions, sensibility, and soft tissue integrity). Cases will be used to help students learn how to apply the OT process to specific clients. Level 1 Fieldwork helps students apply knowledge to real-world settings.

OT 6312 Occupational Therapy Process for Individuals: Occupation through Psychosocial Approaches (3 credits)

This course extends prior knowledge of mental health diagnoses by providing information on psychiatric/neuropsychological assessment and treatment. Issues related to medical and community management and the role of OT with clients with mental health needs are studied. Level 1 Fieldwork exposes students to current practice issues.

OT 6322 Occupational Therapy Process for Individuals: Work Contexts (2 credits)

This course focuses on the knowledge, skills, and attitudes needed to apply the occupational therapy process with individuals who have been injured in work settings or to promote injury prevention. Students learn about the unique structure and requirements of the Workers Compensation System. They also learn basic ergonomic and prevention principles which can be applied to individuals to decrease potential injuries.

OT 7394 Scholarly Project in OT (2 credits)

Group or individual study of a question related to occupational therapy. Students will demonstrate a high level of critical thinking as they plan, conduct, and evaluate their mentored scholarly project.

*SEMESTER 4 (16.5 CREDITS)***OT 6200 Public and Professional Engagement II (0.5 credit)**

A continuation of Public and Professional Engagement I; students will engage in professional and community activity that align with occupational therapy practice.

OT 6402 Occupational Therapy Process for Individuals: Occupation through Neurorehabilitative Approaches (4 credits)

This course compares and contrasts major theories used to explain sensory systems, vision, motor control/learning, perception, and cognition in children and adults. Primary focus is on evaluation and intervention of central nervous system disorders, although theories with evidence for use with non-CNS issues are addressed for expanded populations. Students experience neurorehabilitative practice with children and adults in a Level 1 Fieldwork experience.

OT 6403 Management of Occupational Therapy Services (1 credit)

The student will learn management and supervision of occupational therapy services. Students will be prepared to lead and manage in multiple service delivery settings by training in basic human resource and business management skills. Students will learn the impact of health policy, systems analysis, tracking and analysis systems, marketing principles and strategies for resource procurement. Students will develop skills valuable as an entrepreneur in occupational therapy practice.

OT 6412 Occupational Therapy Process for Individuals: Orthotics and Prosthetics (3 credits)

Addresses occupational therapy processes using prosthetics and orthoses to treat selected conditions in children, adults, and elders. Practical skills and critical appraisal are emphasized. Also covers physical agent modalities and wound care. Level 1 Fieldwork facilitates student learning in a practice context.

OT 6422 Occupational Therapy Process for Individuals: Group Contexts (2 credits)

This course teaches small group therapeutic intervention. It focuses on applying small group theory and group dynamics to facilitate change in individuals in a group setting. This course uses a problem based learning approach to generate group dynamics and analyze group process in real time. Skills are developed in this course with application to mental health treatment.

OT 6432 Occupational Therapy Process for Individuals: Educational Context (2 credits)

Occupational therapy assessment and intervention in early intervention and K-12 settings will be

explored. Students will learn about various models of services delivery, legislation that governs school-based practice, and occupational performance areas commonly addressed by occupational therapists in these settings. Students experience school-based practice in a Level 1 Fieldwork.

OT 7494 Scholarly Project in OT (4 credits)

Group or individual study of a question related to occupational therapy. Students will demonstrate a high level of critical thinking as they plan, conduct, and evaluate their mentored scholarly project. Students will submit a written description of their project in APA format and defend their project orally.

SEMESTER 5 (12 CREDITS)

OT 7596/7696 Fieldwork Level II (6 + 6 credits)

Level II Fieldwork is a two course sequence where students are provided with in-depth experiences in delivering occupational therapy services to clients, focusing on the application of the OT Process. Opportunities for research, administration, and management of occupational therapy services are provided per site. A minimum of 24-weeks full-time is required. This may be completed on a part-time basis if the site allows this but must be at least 50% of full time. Typically, Level II fieldwork is completed in two different settings for a 12-week period of time at each setting. However, to allow for student flexibility, if it is agreeable with the fieldwork site and meets ACOTE requirements, the program will negotiate with students who request an adjustment. In all settings psychosocial factors influencing engagement in occupation must be integrated into client-centered, occupation-based outcomes.

Due to the importance of patient safety, all students are expected to meet the established technical standards and adhere to all stipulations outlined by the established program/clinical site affiliation agreements.

All students should expect to travel throughout the state to attend Level II fieldwork placements which may require alternative housing arrangements. Students must complete all Level II fieldwork within twenty four (24) months following completion of the didactic portion of the program.

***The beginning and ending dates of each Level II Fieldwork assignment are suggested by the American Occupational Therapy Association to support uniformity in the arrangements made by many of the schools across the country. Students should refer to the Fieldwork Manual for policy and procedure information related to Level II Fieldwork placement and scheduling.*

Accreditation

The Occupational Therapy Program is accredited by the [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#) of the [American Occupational Therapy Association \(AOTA\)](#).

ACOTE

c/o Accreditation Department of American Occupational Therapy Association (AOTA)

4720 Montgomery Lane, Suite 200

Bethesda, MD 20814-3449

Phone: 301-652- AOTA (2682)

<https://www.aota.org/Education-Careers/Accreditation.aspx>

The Standards for an Accredited Occupational Therapy Program apply to every occupational therapy program in the United States. These Standards guide the development of the curriculum and include such topics as professional communication, evaluation, intervention, service delivery, research, and professional community.

The programs are visited on a regular basis to determine if they comply with ACOTE standards. If so, they are accredited or re-accredited. The Program in Occupational Therapy at the University of Minnesota began in 1946, achieved its first accreditation in 1948 and has been continuously accredited since then. The Rochester location achieved its initial accreditation status in 2008.

Our next accreditation review will occur in fall, 2020. A year-long self-study is undertaken before the accreditation visit, during which every aspect of the curriculum is scrutinized by the faculty. Input from students, fieldwork educators and employers is used to improve the curriculum. In addition, faculty members have a curriculum evaluation plan which outlines a yearly set of activities for curriculum review and development. Course evaluation forms that you complete help the faculty determine quality learning activities and those which need revision. As a result, the curriculum is continually redesigned to foster the highest quality learning.

Graduation Information

Three major events mark the requirements you need to graduate:

- 1) End of your academic classes: You do not technically graduate from the program until your Scholarly Project and all fieldwork are completed. However, the end of classes is the last time when all of you are together at the University. It is at this point that the Center for Allied Health Programs sponsors a cap and gown commencement ceremony. You will receive specific information about this as the event approaches.

In order to graduate with a Master's in Occupational Therapy students must have completed:

- 78 credits of required OT courses including Level II Fieldwork with a final grade of S for those courses that are S/N, and a grade of C or higher in all those graded using A-F grades; and
 - Semester GPA of 2.8 or higher for each enrolled semester; including a
 - Group scholarly project poster accepted by a committee and a paper accepted by the research advisor; and
 - Satisfactory professional behaviors.
- 2) Commencement: the Center for Allied Health provides an official ceremony celebrating graduation. The graduation ceremony for the Center for Allied Health Programs is held in December, after students have completed coursework, before completion of Level II Fieldwork. Participation in this ceremony is voluntary. You may participate in the commencement ceremony without having completed all your degree requirements, but you will not officially graduate from the University until all degree requirements are completed.
 - 3) Degree Clearance: To officially “graduate”, a formal review of degree requirements is completed for students who have applied, in accordance to university deadlines, for their degree of the month for which the final grades are expected to be posted (typically June). The Center for Allied Health Programs will begin your formal processing for your degree only after you have completed all academic degree requirements.

Posting of the degree to the official transcript occurs within 3-4 weeks after clearance is sent to the Office of the Registrar and it may take 6-8 weeks for the diploma to be sent in the mail. Your Master of Occupational Therapy degree is completed after all required course grades have been processed by the registrar. This includes all level II fieldwork and your Scholarly Project grades. Students may extend their Level II fieldwork to include an optional third placement. All Level II Fieldwork must be completed within 24 months of completing your coursework.

CAHP Student Services automatically enrolls you in a non-credit graduation online course in your fourth semester to direct your steps required for degree completion.

Faculty

Peggy Martin, PhD, OTR/L

Program Director and Assistant Professor
15-170B Phillips Wangensteen Building, UM Minneapolis
(612) 626-4358; marti370@umn.edu

Teaching

Has taught OT 6103 OT Process for Society; OT 6301 Neuroscience;
OT 6403 Management; OT 6432 Education Contexts; research group advisor

Education

University of Minnesota, PhD in Adult Education University of Illinois;
MS in Occupational Therapy University of Minnesota;
BS in Occupational Therapy

Scholarly Interests

Adult education, Cultural Competence and Sensitivity, Development of Expertise, Clinical Reasoning, Substance and Health Care Education, Movement Analysis, Developmental Disabilities, Sensory Processing, and Scholarship of Teaching and Learning.

Meenakshi (Meena) Iyer, PhD, OTR/L

Assistant Director Rochester Campus and Assistant Professor
300 University Square, UM Rochester
(507) 258-8121; mbyer@umn.edu

Teaching

Has taught OT process for community, neuroscience, research methods, problem-based cases. She currently teaches OT 6113 OT Process for Community, OT 6201 Functional Anatomy and Kinesiology and advises student research projects.

Education

Clinical Research Certificate, National Institutes of Health, Bethesda, MD;
PhD in Physiology and Cellular Biophysics, Columbia University, NY;
M.Phil. in Physiology and Cellular Biophysics, Columbia University, NY;
M.A., M.Phil. Columbia University, NY;
B.S. University of Mumbai, Mumbai, India

Scholarly Interests

Neuroplasticity in Health and Disease, Techniques enhancing Psychological, Cognitive and Motor Performance in Children and Adults, Scholarship of Teaching and Learning

Cindy Jacobs, MS, OTR/L

Teaching Specialist, Pre-OT student liaison
(877) 334-2659; pell0063@umn.edu

Teaching

Has taught OT 6402 OT Process for Individuals: Neurorehabilitation
and OT 6432 OT Process for Education. Teaches OT 1003 Orientation to OT.

Education

MS in OT University of Minnesota

Terrienne Jones, PhD, OTR/L

Assistant Professor, Interim Director of Experiential Learning, Continuing Education Director
15-172 Phillips Wangenstein Building, UM Minneapolis
(612) 626-3252; jone1727@umn.edu

Teaching

Has taught OT 6302 OT Process for Individuals: Occupation through Remediation; OT 6113 OT Process for Community; OT 6202 OT Process for Individuals: Occupation through Compensation; OT 6312 OT Process for Individuals: and Occupation through Psychosocial Approaches; research group advisor.

Education

Ph.D. Occupational Therapy, Nova Southeastern University, Fort Lauderdale, Florida;
M.A. in Occupational Therapy, College of Saint Catherine;
B.S. in Occupational Therapy, University of Minnesota

Scholarly/Practice Interests

Aging in Place, Evidence-based Practice, Development of Clinical Reasoning

Corey McGee, PhD, OTR/L

Assistant Professor
R510D Children's Rehabilitation Center, UM Minneapolis
(612) 626-5645; mcge0062@umn.edu

Teaching

Has taught OT 6202 OT Process for Individuals: Compensatory Approaches;
OT 6412 OT Process for Individuals: Orthotics and Prosthetics; OT 6312 OT Process for Individuals: Work Context; research group advisor

Education

PhD Rehabilitation Sciences, University of Minnesota;
MS in Occupational Therapy, University of Minnesota

Scholarly Interests

Biomechanics, Hand therapy, Testing and Measurement, Continuing Education

Scott Miller, OTD, MS, OTR/L

Assistant Professor
353 University Square, UM Rochester
(507) 258-8108; millersa@umn.edu

Teaching

Has taught OT 6213 Medical Contexts; OT 6312 OT Process for Individuals: Remedial Approaches and also participated in several other UMN OT program courses

Education

OTD, Mount Mary University, Wisconsin;
MS in Occupational Therapy, Mount Mary University, Wisconsin;
BS in Occupational Therapy, University of Wisconsin-Madison

Scholarly Interests

Neurorehabilitation, Telehealth Practices

Virgil Mathiowetz, PhD, OTR/L, FAOTA

Associate Professor, OT Coordinator for Rehabilitation Sciences
R505 Children's Rehabilitation Center, UM Minneapolis
(612) 626-3759; mathi003@umn.edu

Teaching

Has taught OT 6201 Functional Anatomy & Kinesiology; OT 6302 OT Process for Individuals: Occupation through Remediation; OT 7201 Scholarly Inquiry in Health Sciences; research group advisor.

Education

PhD in Kinesiology, University of Minnesota;
MS in Occupational Therapy, Boston University;
BS in Occupational Therapy, University of Minnesota

Scholarly Interests

Task-oriented approach to CNS Dysfunction, Stroke, Fatigue Management in Multiple Sclerosis, Assessment of Hand Strength, Dexterity, and Hand Function.

Patricia L. Schaber, PhD, OTR/L, FAOTA

Associate Professor, Chair of Scholarship Committee
R277 Children's Rehabilitation Center, UM Minneapolis
(612) 626-5111; schab002@umn.edu

Teaching

Has taught OT 6101 Foundations of Occupational Science and Occupational Therapy, OT 6203 OT Process for Family, and OT 6422 OT Process: Group Context; OT 6402 OT Process for Individuals; Neurorehabilitative Approaches; research group advisor

Education

PhD in Family Social Science, University of Minnesota;
MA in Pastoral Studies, University of St. Thomas;
BS in Occupational Therapy, University of Minnesota

Scholarly Interests

Dementia-Alzheimer's type; Well-elderly Interventions; Family-centered Care Models, Scholarship of Teaching and Learning.

Michael Potegal, PhD, LP

Associate Professor
R504 Children's Rehabilitation Center, UM Minneapolis
(612) 625-6964; poteg001@umn.edu

Teaching

Has taught OT 6301 Neuroscience; research group advisor

Education

PhD in Physiological Psychology, Massachusetts Institute of Technology;
BS in Physics, minor in biophysics and physiology, City College of New York

Scholarly Interests

Aggression, Vestibular System, Practice-based Research

Leann Shore, OTD, OTR/L

Assistant Professor, Minneapolis Student Organization Advisor and Liaison; Alumni Specialist;
Minneapolis Building and Safety Officer
15-161 Phillips Wangensteen Building, UM Minneapolis
612-624-7568; shor0177@umn.edu

Teaching

Has taught OT 6432 OT Process for Individuals: Education Context, OT 6213 OT Process for Individuals: Medical Context, and supported teaching in OT 6202 OT Process for Individuals: Compensation and OT 6302 OT Process for Individuals: Remediation, and OT 6322 OT Process for Individuals: Work Contexts

Education

OTD, University of Utah;
MA in Education, Saint Mary's University BS in OT, Colorado State University;
Certificate in Autism Spectrum Disorders, University of Minnesota

Scholarly Interests

Childhood development, Behavior, Autism, Handwriting

Erica B. Stern, PhD, OTR/L, FAOTA

Associate Professor
R276 Children's Rehabilitation Center, UM Minneapolis
(612) 626-2799; stern001@umn.edu

Teaching

Has taught OT 7201 Scholarly Inquiry, OT 6302 OT Process for Individuals: Occupation through Remediation, OT 6402 OT Process for Individuals: Occupation through Neurorehabilitation Approaches; Professional Identity; research group advisor

Education

PhD in Curriculum and Instruction, University of Kansas;
MS in Health Sciences Education & Evaluation, State University of New York at Buffalo;
BS in Occupational Therapy, Indiana University

Scholarly Interests

Driving, Responsible conduct of research, Functional effects of hand splints in arthritis, Assessment and Intervention Post-brain Injury/Stroke.

Tamara Vos-Draper, PhD (Candidate), OTR/L, ATP, SMS

Instructor
356 University Square, UM Rochester
(507) 258-8256; vosdr001@umn.edu

Teaching

Has supported teaching in OT 6101 Foundations of Occupational Science and Occupational Therapy

Education

PhD Candidate in Rehabilitation Sciences, University of Minnesota
BA in Occupational Therapy, College of St. Catherine, St. Paul, MN

Scholarly Interests

Wheelchair seating and mobility, Assistive Technology, Inpatient/Outpatient/Community-based Spinal Cord Injuries and Disorders.

Policies & Procedures

OT Program Policies

Academic Advising Roles & Responsibilities

Approved by occupational therapy faculty June 11, 2013

Students in the Occupational Therapy Program have a Faculty Academic Advisor, a Research Advisor, and a Student Services Advisor. This section addresses only the roles and responsibilities of the assigned faculty academic advisor.

Purpose: Faculty academic advisors provide consultation and recommendations to occupational therapy students while they are in the MOT curriculum. This advising generally has three goals:

1. To provide early support for students in academic need;
2. To guide student transformation in the adoption of professional behaviors; and
3. To advise and encourage students' professional development including areas of practice and graduate studies.

Scope of role:

Advisement is provided related to problems in students' academic performance and professional behavior, and planning of professional development. Issues of academic performance and professional behaviors may be assisted by referral to resources on campus. Issues that cannot be resolved within the scope of the course instructor or the adviser/student relationship can be referred to the Program's academic progress procedures.

Stages of faculty academic advising:

Stage one (Enrollment through 1st semester). Faculty advisors are assigned to students immediately upon enrolling into the Program. The portal used by students to enter online courses contains their advisor's name and contact information, thereby providing consistent and easy access to advisors by students. Before courses begin or early in the first semester, all OT faculty who are serving as advisors introduce themselves to their advisees (email or in person) and invite advisees to contact them for a meeting. Meetings occur in person, telephone, or virtually via web connections such as Skype®. Advisors document meetings in a follow up email to their advisee, so that both parties have a record of the meeting. Advisors retain an e-file of these emails.

By university policy course directors must communicate to students at risk of failing a course at the midpoint of the course. When academic, professional or behavioral issues do not resolve, students are contacted/or initiate contact with the course instructor who uses the student's course record and the Professional Development Tool as advising tools to help advise and write a professional development goal within the student's Professional Development Plan. If revised, the student's new Professional Development Plan is filed by the student in their e-portfolio. The instructor follows-up with an email to the student summarizing the issue and action, and the instructor retains an e-copy. If academic or behavioral difficulties arise that are not resolved by contact with the instructor, the faculty academic advisor is called into the issue. Policies and procedures about academic, professional, or behavioral progress are described in the *Student Academic Performance, Academic Conduct, and Professional Conduct* policy.

Stage two (Semesters 2 through 4). The student's research advisor transitions to the role of faculty academic advisor at the beginning of the second semester, when the research advisor is assigned in OT 7201 Scholarly Inquiry. Advisors provide consultation and guidance regarding academic progress, professional behaviors, and professional planning while guiding group research projects.

Students may also seek contact with their advisor to request help proactively for academic or behavioral issues, and for input on professional decisions about practice area, advanced degrees, or other topics.

Stage three (Level II Fieldwork through Graduation). At the end of the fourth semester, the role of faculty academic advisor transitions and the Director of Experiential Learning becomes the student's advisor throughout the Level II Fieldwork experience and until graduation. This transition is in keeping with prior student input, and occurs because of the intensity of the relationship between the student and the Director of Experiential Learning. As in earlier stages, the Director of Experiential Learning documents each student contact during fieldwork, copying the student. As with all courses, a student who is at risk for failing a fieldwork must be notified near midterm. The student's Professional Behavior Tool continues to be used as an advising tool. Since the course instructor and advisor are one in the same during this period, continuing or exceptional behavioral, professional, or academic problems may require that the OT Program Director constitute an Occupational Therapy Program's Academic and/or Professional Performance Review Committee.

Please note that students may contact the CAHP student services advisor for additional help at any time. Student services advising is performed by a professional staff member who serves as a liaison to services on the University of Minnesota campuses. They can also help to navigate administrative processes as needed during the progression of your academic program. These include, but are not limited to: course registration, leave of absence, various offices/services on campus, and the degree clearance processes.

If a student is dissatisfied with their academic advising

At any stage, should the student be dissatisfied with their academic advising, the student should submit their written concerns to the Program Director. When conflict exists the Program Director will work toward mediation. An advisor may be changed at the Program Director's determination, as long as the student has followed the processes outlined in this policy, and the newly designated advisor and student both agree to the assignment.

Advisor key responsibilities:

- Contact student advisees during the first semester of the program to introduce him/herself, to discuss the advisor/advisee relationship, share resources, and encourage communication.
- Inform advisees of advisor's schedule and method to be used for making appointments.
- Provide consultative services for academic or professional concerns in a confidential environment.
- Provide information and access to information and resources external to the program.
- Monitor academic standing and professional behavior of advisees during the didactic portion of the occupational therapy curriculum.
- Meet with advisee when issues related to academic performance or professional behaviors are not resolved at the instructor level.
- Document student advisement meetings including a plan for resolution of issues and corresponding timeline for review. Submit documentation to the student, instructor (if

involved), retain an e-copy, and place in the official student file (if necessary). Issues that do not resolve at the advisor level will follow procedures documented in the *Student Academic Performance, Academic Conduct and Professional Conduct* policy.

Student advisee key responsibilities:

- Seek timely advisement for academic and professional behavior concerns whenever there is a perceived need.
- Follow chain of command – first seeking resolution of course-related issues with the involved course director(s), then with their academic advisor, and finally with the course director.
- Communicate with academic advisor if having difficulty completing the remediation plan or if there are barriers to resolving an academic, conduct or professional conduct issue.
- Use resources available at the University that are appropriate such as student counseling services, disability services, or student conflict resolution services.

Academic Performance and Student Conduct

Approved by OGC 12/26/13

The Program in Occupational Therapy’s overall goal is to ensure that its graduates have a strong academic foundation, a sound ethical core, and a robust and integrated set of professional behaviors. The following policies and procedures address scholastic standing within the Master of Occupational Therapy curriculum. This policy statement outlines student expectations for academic performance and student conduct, including professional behavior standards and academic integrity. Student issues related to academic performance and student conduct are handled through separate processes, and are also described in this policy statement.

Academic Performance

Academic performance expectations in the OT Program include two components: academic performance standards, and professional behaviors. Students are expected to maintain these academic and professional standards throughout the curriculum and fieldwork in order to remain in good scholastic standing.

- **Academic Performance Standards**
The Occupational Therapy Program has two minimum standards related to academic performance. A student must:
 - Complete all required Occupational Therapy courses¹² including FW, with a final grade of S for those courses that are S/N, and a grade of C or higher in all those graded using A-F grades; and
 - Maintain a semester GPA of 2.80 or higher for each enrolled semester (see Grade Calculations below). S/N grades are not considered toward GPA, but all S/N graded courses must have earned grades of S.

Grade Calculations

Grade points are calculated as follows: A = 4.0

¹² A course grade lower than a C/S indicates that a student has not achieved a level of learning or skill consistent with the basic requirements of the course content.

A- = 3.67

B+ = 3.33

B = 3.0

B- = 2.67

C+ = 2.33

C = 2.0

-----Grades below this line are calculated within GPA but do not satisfy course credit toward OT graduation

C- = 1.67

D+ = 1.33

D = 1.0 * There is no D- in the grading system

F = 0

N, S, K, and I are not calculated in GPA. S is required for an S/N course to be considered 'successfully passed' Grades of K are intended for courses where the required work stretches beyond the semester (e.g. a Fieldwork is assigned during break), not when a student fails to complete work. I grades (incomplete) may be awarded when incomplete work meets the criteria described in the policy/procedure described in the Student Handbook.

- Professional Behavior

The Program in Occupational Therapy requires that students behave with professionalism and conduct themselves as would be expected of an occupational therapist in the workplace (e.g. being on time, using respectful language in communications, and adhering to work place rules). Professional behaviors fall under the scope of academic performance standards. Any behavior that violates the University of Minnesota Student Conduct Code is handled under the scope of Student Conduct policies and procedures.

Students are expected to demonstrate professional behaviors including:

- Appropriate and responsible collaboration with supervisors, instructors, staff and peers
- Acceptance of responsibility for attaining professional competence
- Engaged response to constructive feedback
- Consistent work behavior (e.g., initiative, preparedness, dependability)
- Effective time management
- Respect for diversity
- Effective, positive, and respectful interpersonal skills (e.g., cooperation, flexibility, tact, and empathy) in communication and collaboration with colleagues, supervisors, instructors, clients, clients' family, and others contacted while in a student role
- Adherence to safety regulations and to good safety judgment in class, fieldwork and all other activities associated with the curriculum.
- Provision of only true and accurate information as a rationale for requesting special consideration on a test, assignment, or other aspect of the curriculum.

Professional behavior is expected throughout the curriculum. This includes but is not limited to classroom sessions, online interactions, fieldwork, and public/professional engagement experiences. Professional behavior is assessed through a variety of mechanisms and is evaluated with courses

and across the curriculum. These include, but are not exclusive to, formal faculty and advisor evaluations, fieldwork evaluations, group process forms from collaborating group members, and faculty and peer observations.

Academic Performance and Professional Behavior Issues

Academic performance and/or professional behavior that falls below the Program in Occupational Therapy's stated benchmarks results in either probation or dismissal. Students are responsible for knowing the grounds for probation and/or dismissal (see *Table 1* on page 27).

- Probation

A student is placed on probation when academic and/or professional performance standards fall below the Program in Occupational Therapy's stated benchmarks. Probation is typically for one semester and includes terms and conditions of continuation in the program. Probation formally indicates that a student is in jeopardy of not completing the program. At the same time, it offers a student the opportunity to continue in the program and to resolve the circumstances that interfered with satisfactory academic progress. When the probation conditions require a student to retake a course(s), the course(s) can be retaken only ONCE. Retaking a course(s) generally delays graduation by one year.

- Dismissal

Dismissal from the OT Program generally only takes place under very specific circumstances, and is typically due to significant sub-standard academic and/or professional performance (see *Table 1* for detailed dismissal descriptions). Situations not covered by the examples in *Table 1*, where the chief issue is one of academic performance, the Occupational Therapy Program Director may convene a committee of faculty to examine the student's case and make a recommendation for action to the Program Director. Such a committee will include 3 voting members: one OT faculty member who will lead the meeting, one clinical/community occupational therapist with fieldwork supervision experience (or if unable to access such an individual in a timely manner, a second UM occupational therapy faculty or adjunct faculty member), and one University faculty member external to the Program. The Occupational Therapy Program Director or designee may attend the committee as a non-voting member to better understand discussion and provide information as requested.

Table 1 – Grounds for Probation and/or Dismissal

	Incident	Required Action	Immediate Effect on Enrolled Student (OT Program has very short breaks between semesters – creating a situation where students may already be enrolled in next planned semester)	Student Optional Actions
A.	Student who has never been on probation, has semester grade point average (GPA) that falls below 2.80, with all course grades in that semester remaining at or above C or S	Student placed on probation	Student continues in enrolled OT courses <i>Original course grades remain for all coursework</i>	Student has 5 working days to appeal to CAHP
B.	Student who has never been on probation earns a single course grade below C or S	Student placed on probation	Student is <u>not</u> permitted to continue in enrolled courses or to continue in OT program until course retaken successfully <i>Original course grade remains on record for course; new course appears as retake</i>	Student may automatically re-enroll and retake the course when it is next offered. Student must pay for re-enrollment. Readmission is not required. Student has 5 working days to appeal to CAHP
C.	Student never on probation earns two or more course grades below C or S in a single semester	Student dismissed from Program	Student is <u>not</u> permitted to continue in enrolled courses or to continue in program	Student has 5 working days to appeal to CAHP Student may reapply to OT Program at next admission cycle
E	Student who is on probation or who has been on probation earlier in the Program in Occupational Therapy fails to meet the criteria in any of these three in a new semester.	Student dismissed from Program	Student is <u>not</u> permitted to continue in enrolled courses or continue in program	Student has 5 working days to appeal to CAHP

F.	Student never on probation fails to complete coursework of a single course	Student awarded "I" per University guideline/ Instructor decision.	<p>Student and Instructor develop a <i>Contract for Completion</i> defining remaining exams/assignments/work, and due dates.</p> <p>Student's OT Academic Advisor notified</p> <p>Student continues in concurrently enrolled OT courses</p> <p>If contract met, student awarded earned grade.</p> <p>If contract not met, see item G.</p>	Student has 5 working days to appeal to CAHP.
G.	Student never on probation fails to complete a single course "I" by date in <i>Contract for Completion</i>	<p>Handling of course grade and probation follows contract.</p> <p>IF grade assigned to replace the "I" is below C or S, student placed on probation and required to repeat the course</p>	<p>If passing grade is issued – Student is allowed to continue enrollment.</p> <p>If grade is below C or S, student is not permitted to continue in enrolled courses or to continue in program until course retaken successfully.</p> <p><i>Original course grade issued per Contract for Completion, remains on record for course; new course appears as retake</i></p>	<p>Student may re-enroll and retake the course when it is next offered</p> <p>Student has 5 working days to appeal to CAHP.</p>
H	Student who has prior history of probation fails to complete coursework of one or more courses	Student case brought to the OT faculty for determination	Per majority vote of the OT faculty, student may be allowed to continue in curriculum to make up incomplete course(s) in good standing, or may be sent for determination to the <i>OT Academic Progress Review Committee</i>	Student has 5 working days to appeal to CAHP.

I	Student who never had an incomplete in the curriculum and was never on probation withdraws from a single course or fieldwork with course director approval.	Student is placed on probation	<p>Student is permitted to retake course or fieldwork per <i>Contract for Completion</i>.</p> <p>Scheduling of Fieldwork is done based on availability of sites.</p> <p>Student is not permitted to continue in enrolled courses or to continue in program until they have completed the course/fieldwork from which they withdrew.</p> <p>Withdrawal with re-enrollment constitutes the sole re-take permitted towards completion of the curriculum</p>	<p>Student permitted to retake the course or fieldwork with firm end date. Unlike a negotiated "Incomplete", no credit or work is granted toward new completion.</p> <p>Student has 5 working days to appeal to CAHP.</p>
J	Student with history of probation who withdraws from an occupational therapy course or fieldwork without course director approval	Student dismissed	Student not permitted to continue in enrolled courses or to continue in program	Student has 5 working days to appeal to CAHP.
K	Student who never had an incomplete in the curriculum and was never on probation withdraws from more than one course or fieldwork with OT faculty approval.	Student is placed on probation	<p>Student is permitted to retake course(s) or fieldwork per <i>Contract for Completion</i>.</p> <p>Scheduling of Fieldwork is done based on availability of sites.</p> <p>Student is not permitted to continue in enrolled courses or to continue in program until they have completed the course(s) from which they withdrew.</p> <p>Withdrawal with re-enrollment constitutes the sole re-take permitted towards completion of the curriculum.</p>	<p>Student permitted to retake the course or fieldwork with firm end date. Unlike a negotiated "incomplete," no credit or work is granted toward new completion.</p> <p>Student has 5 working days to appeal to CAHP.</p>

Student Conduct

Student conduct and professional conduct may be covered under both the University of Minnesota Board of Regents Student Conduct Code, as well as the professional and ethical standards of each program. The Program in Occupational Therapy does not maintain its own student conduct policy, except under the terms of program standards related to professional conduct. Professional behavior that is evaluated as part of a course or other experiential component of the degree program falls into the academic category of student performance and is handled under the respective policies and procedures outlined in the Academic Performance section above.

a) *Student Conduct Code*

Several areas of the Student Conduct Code are of particular importance to students enrolled in the Program in Occupational Therapy.

Academic integrity is essential to a positive teaching and learning. Students are responsible for ensuring scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized and reported to the Office of Community Standards (OCS).

The University's Student Conduct Code (amended October 13, 2017) defines *scholastic dishonesty* (their term for academic misconduct) as "...plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis." (P. 3)

https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

Plagiarism is defined as the presentation of another's writing or ideas as one's own. Plagiarism can result in a grade of "F" or "N" for the entire course. Students are urged to be careful that they accurately attribute and cite others' work in their own writing using the preferred format designated by the Program. For guidelines for correctly citing sources, go to <https://www.lib.umn.edu/journalism/citations> and click on "Citing Sources". In addition, each course demands *original work*. Unless agreed to by the current Course Director, it is unacceptable to hand in assignments for any course when credit has been received previously in another course. It is, however, acceptable to build on a line of work begun in another course or leading to a scholarly project. If you have any questions, consult with the Course Director.

- i) The Program in Occupational Therapy also considers any behavior by an OT student that reflects on the student's qualifications or potential to become a competent and ethical professional within the jurisdiction of the program. Aside from matters of academic integrity and professional responsibility in the classroom/clinic setting that are handled through the Student Conduct Code, the following behaviors constitute ground for discipline of students:
- Conduct that violates professional and or ethical standards;
 - Disrupts the operations of the University, CAHP, program or clinical training sites; or
 - Disregards the rights or welfare of patients, fellow students, college/clinical staff, or other individuals;
- a) Unlawful conduct or other improper behavior that impairs the student's capacity to function as a healthcare professional.

Specifically, any violation of the following codes or practices is considered unprofessional and could result in probation or dismissal.

AOTA Code of Ethics, site policies and procedures, and ethical rules and procedures related to research (<https://www.aota.org/Practice/Manage/Official.aspx>);

b) Process for Student Conduct Issues

Independent action

- i. When a faculty member, field educator, or administrator has concerns about an occupational therapy student meeting any of the standards of conduct, he or she will:
 - a. Discuss the concerns directly with the student and work to resolve the issues (including but not exclusive to designing plans of current action to resolve the problems and additional action to avoid the problems in the future);
 - b. Document dates and content of key communications and meetings(s) with the student; and
 - c. Create a written plan for resolving concerns, with student's verification of receipt.
 - d. Advisor to maintain a copy
 - e. Advisor to follow-up during that semester and subsequent semesters.
 - f. File appropriate form with Office of Student Conduct and Academic Integrity if the concern meets that office's criteria.

It is hoped that in most cases, this process will resolve the concerns. However, if this is not the case or if the misconduct is serious or repeated, the involved faculty, clinical educator, or administrator may seek broader faculty involvement (see below).

ii. Broader Faculty Involvement

There are two paths of action that have broader faculty involvement. These are used when there has been significant, serious, academic or professional misconduct or when independent effort by course director or advisor has not been successful at resolving the misconduct. In addition to following the paths noted below, the Course Director or student's advisor should also file appropriate Office of Student Conduct and Academic Integrity forms if the concern meets that office's criteria.

a) *Planned Review path*

Occupational Therapy Program faculty members will use the OT Program's *Conduct Assessment Form (The Form)* to review students twice: first in the latter half of the 2nd semester of the curriculum and again in the first half of the 4th semester.

- a. Each student will self-assess and then be assessed by faculty members.
- b. Each academic advisor will review their advisees' Forms
- c. If there is no pattern and no single serious problem reported, the academic advisor will communicate that with each student.
- d. If there is a pattern of multiple academic or professional acts of misconduct or a single significant act of misconduct, the advisor will:
 - i. Gather additional information as needed to clarify the reports made by faculty using The Form.
 - ii. Meet with the student to formulate timelines and plans for the required behavioral change and for regular, ongoing faculty review
 - iii. Create a written document, with student's verification of receipt.
 - iv. Advisor to maintain a copy of the document until the student leaves the

- Program (e.g., graduates, withdraws, or is dismissed).
- v. Advisor to regularly follow-up student's behaviors during that semester and subsequent semesters.
 - Regularly review student's progress regarding conduct and meet with the student per plan and as needed during that semester and subsequent semesters.
- e. If misconduct is resolved (e.g., changes are made and sustained by the student), the advisor will:
 - i. Prepare a short report indicating this and maintain same, and
 - ii. Transfer reports and documents to any subsequent advisors (e.g., Fieldwork Coordinators when student is on Level II Fieldwork).
- f. If misconduct is not resolved, the advisor will
 - i. Notify the Program Director in writing, and provide supporting written information documenting same. This may also be done prior to a planned review time if the student does not appear to be following the planned behaviors.
 - ii. The Program Director will then initiate a Committee Review. *See Committee Review of Misconduct section following Ad Hoc path section below.*

b) *Ad Hoc path*

Independent of the scheduled planned reviews, any faculty member may bring a misconduct issue/incident to the faculty. In both cases this path requires that the advisor or faculty member:

- (a) Notify faculty that there is a concern regarding the student's conduct
- (b) Request that the involved student self-assess his/her behaviors using The Form
- (c) Request that faculty members evaluate the student's behaviors, using The Form.
- (d) The student's academic advisor will then review the student's and the faculty members' reviews.
 - (i) If the advisor determines that there is no cause for action, then the advisor will prepare and keep a short report on the issue, result, and reasoning, and maintain same until the student leaves the Program (e.g., graduates, withdraws, or is dismissed).
 - (ii) If the advisor determines that this is an isolated case of misconduct or within a single course the Course Director and the academic advisor, as requested, will meet with the student to formulate a written timeline and plan for the required conduct change, including follow-up plan.
 - (iii) If the advisor determines that there is cause for action, the advisor will:
 - 1. Gather additional information as needed to clarify the reports made by faculty members using The Form.
 - 2. Meet with the student to formulate timelines and plans for the required behavioral change and for regular ongoing faculty review
 - 3. Create a written document, with student's verification of receipt.
 - a. Advisor to maintain a copy of the document until the student leaves the Program (e.g., graduates, withdraws, or is dismissed).
 - b. Advisor to regularly follow-up student's behaviors during that semester and subsequent semesters.
 - 4. Regularly review student's progress regarding conduct and meet with the student per plan and as needed during that semester and subsequent semesters.

- (e) If misconduct is resolved (e.g., changes are made and sustained by the student), the advisor will:
 - (i) Prepare a short report indicating this and maintain same, and
 - (ii) Transfer reports and documents to any subsequent advisors (e.g., Fieldwork Coordinators when student is on Level II Fieldwork).
- (f) If misconduct has not been resolved, the advisor will:
 - (i) Notify the Program Director in writing, and provide supporting written information documenting same. This may be done prior to a scheduled review, if the student does not appear to be following the remediation plan. .
 - (ii) The Program Director will then initiate a Committee Review of Academic Misconduct or Professional Misconduct (see below).

b) *Committee Review of Misconduct*

The Program Director will review the pertinent materials, communicate with the student (e.g., face to face, telephone, virtual meeting) and seek clarification from involved faculty and advisor as needed prior to constituting a Review Committee to hear the concerns and make recommendations to the Program Director. The misconduct review committee (the Committee) shall be appointed by the Program Director and consist of three (3) voting members, as follows:

- (i) One (1) faculty member from outside the Program in Occupational Therapy, but within the University,
 - (ii) One (1) occupational therapy clinician/fieldwork educator.
 - (iii) One (1) OT faculty member, who is uninvolved or less involved with the current student's instruction or issues. This member shall also serve as Chairperson of the Committee.
- (b) The Committee will hold a hearing to determine whether the student has committed misconduct and if so, will recommend action to the Program Director. The accused student will receive written notice of the concerns prior to the hearing and at least 10 calendar days' notice of the hearing date. The student has the right to be present at the hearing, examine all materials presented, question the witnesses and offer his/her own evidence, testimony and witnesses. The accused student may bring a representative or advocate to the hearing. If this individual is an attorney, the program will be represented by an attorney from the Office of the General Counsel. Committee findings and recommendations must be supported by an affirmative vote of at least 2 of the 3 committee members.
 - (c) The Committee will provide to the Program Director a written report of both the majority findings/recommendations and the minority findings/recommendations (if any). If the Committee's finding is one of misconduct, their recommendation of action to the Program Director may take many forms, including but not exclusive to:
 1. No action
 2. Permitting uninterrupted continuation of academic work on probation, stipulating behavioral expectations.
 3. Requiring that the student meet certain conditions before permitting them to resume academic work (with or without probation). These may commonly include:

4. Requiring that the student take a leave of absence;
5. Suspending the student from academic work until specified conditions are met;
6. Requiring that the student complete additional or specially designed internal or external coursework or programs.
7. Dismissal

(ii) The Program Director shall:

- a. Decide upon a course of action
- b. Inform the student and the Chair of the Review Committee in writing of that course of action, and
- c. Inform the student in writing of their rights for reconsideration and appeal.

Association Membership & Subsidy

Students are strongly encouraged to join both the American Occupational Therapy Association (AOTA) and the Minnesota Occupational Therapy Association (MOTA). These are excellent sources of professional information. AOTA membership includes subscription to practice journals quality continuing education, professional resources, website, advocacy, discounts, career resources, and a special interests section. AOTA membership options include two student rate options. Go to <http://www.aota.org/Benefits.aspx> for more details about AOTA student membership. MOTA maintains a job file, online OT newsletter, and eligibility for student scholarships. Go to <http://www.motafunctionfirst.org/> for details about MOTA students membership. Both organizations have annual conferences (see Conference Attendance) with well-known keynote speakers and concurrent sessions on a variety of topics.

Thanks to gifts from alumni, the Program in Occupational Therapy subsidizes student memberships to the AOTA, paying 50% of the standard student membership fee for any student wishing to join AOTA and 100% of MOTA student memberships within fall semester of each year. This offer is valid for membership in either year one and/or year two of the program. Use the *OT Student Reimbursement Form for Professional Association Dues* available accessed from the Student Organization Moodle course. Be sure to save your receipt of payment since you will require this evidence of payment to receive your reimbursement.

Communication

Email: The University-assigned student email account is the official means of communication between CAHP and all students. Students are responsible for all information sent via the University assigned email account. Students should check email daily. If a student chooses to forward the University email account, he/she is still responsible for all the information, including attachments. Forwarding is not recommended. Students are expected to use good manners in all communications. Email between students and faculty should begin with an appropriate greeting including name and/or title, end with an appropriate closing signature, avoid slang, use complete sentences, and be respectful in tone. Students and faculty are expected to respond to email within 2 business days with a thorough response to all questions.

Online Communication Conduct Policy and Procedures

Security of identity. Throughout our web courses, the use of technology will sometimes make students'

names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact the pertinent course director for further information.

Protection of sensitive information

In an effort to foster our students' ability to freely express themselves and remain in compliance with Section III, Subdivision 6 of the University of Minnesota's Code of Conduct, the program in occupational therapy encourages profound, open, and introspective online communication. The nature of such student communication (e.g., threaded discussions, chats, and other interactive functions) may, however, reveal possibly sensitive information. The Faculty of the program in occupational therapy will not develop questions or topics that ask students to reveal FERPA and HIPAA protected information nor will they share any protected information that is incidentally yielded from such communications. All members of this community are cautioned to avoid sharing potentially sensitive information that is outside of the scope of online communication. Likewise, all are prohibited from sharing any potentially sensitive information to those internal or external to an online course community who do not "need to know".

Examples of those who do not "need to know" include:

1. Family
2. Friends external to the program
3. OT students whom are not within your assigned discussion group (unless otherwise stipulated)
4. Significant others
5. OT faculty members who need not be privy to such information

Furthermore, it is the responsibility of all members of this community of occupational therapy online coursework (i.e., faculty, faculty extenders, course developers, administrative staff, and students) to conduct themselves in manners consistent with the U of M Code of Conduct through behaviors that:

1. are ethical (Sect. III, Subd. 1)
2. are fair and respectful (Section III, Subd. 2)
3. are in the best interest of all students (Sect. III, Subd. 3 and Subd. 7)
4. safeguard one another's' shared and sensitive information (Sect. III, Subd. 9)
5. promote a safe and healthy environment (Sect. III, Subd. 10)
6. are consistent with the "Academic Performance" and "Student Conduct" sections of this handbook.

Conference Attendance

Approved by faculty September 2, 2011

The Program in Occupational Therapy awards grants to support student participation at professional meetings related to promotion of the program.

Procedure:

1. The Program faculty will consider requests from students to fund conference costs (e.g., registration) for conferences pertinent to the student's professional development. Priority is given to conferences where the student is representing the Program or presenting their research (i.e. poster, panel, presentation, or co-presentation).

2. Requests will be granted by a majority vote of the faculty.
3. Requests must be approved by faculty prior to registering for the professional meeting.
4. The financial support offered in this process is a grant and does not require repayment.

In cases when the Program approves support of a student's professional meeting registration, the student will:

1. Submit a tentative schedule of activities that the student will be attending at the conference, to be approved by a designated faculty member prior to conference.
2. Hold a brown bag presentation summarizing the conference and sharing new learning with students and faculty within a month of their return.
3. Sign *Contract for Accepting Grant for Professional Meetings* Form agreeing to the above terms prior to receiving the conference registration grant.

Attendance at AOTA sponsored events:

When finances permit, the Program in Occupational Therapy will support student attendance at AOTA sponsored events. Priority shall be given to sending ONE student who shall represent the single curriculum (both campuses) to the *Assembly of Student Delegates Meeting* prior to the annual national conference in the spring of each year. If funds allow, the program will also send a student from each campus to the AOTA National Student Conclave held annually in the fall of the year. A Record of which students attended in what capacity will be maintained in the OT student Organization Folder on the OT share drive by the faculty liaisons.

For each event, the Program will pay:

- Registration: For the *Conclave*: the cost of the registration at the early bird rate for each student. For the *Assembly of Student Delegates Meeting*: There is no registration fee for the ADM meeting, however because the meeting occurs immediately prior to national conference, the ASD representative will be invited to attend the conference as well. The Program will pay either half of the conference registration at the student rate, or one full day of registration at the student rate.
- Hotel: For the *Conclave*: The Program will pay for two nights of hotel (double occupancy when students of the same gender attend, single occupancy when students of opposite genders attend). For the *Assembly of Student Delegates Meeting*: The Program will pay for two nights of hotel for the days of the ASD meeting, plus one additional night of hotel at the national conference. Students who wish to stay longer must pay for the remaining hotel days.
- Airfare: For each event, the Program will pay for round trip tickets booked at the advance purchase rate (i.e., 3-6 weeks prior to the flight). Students who book late and incur added expense to the ticket will be expected to pay for the difference in fares.
- Ground Transportation: For each event, the Program will pay for ground transportation to and from the airport to the event. Students are expected to choose the most cost efficient method available and to share trips when advantageous to do so.

Students are expected to pay for their own meals while attending the events. Students must save all other receipts for submission for reimbursement after the event.

Procedure

Assembly of Student Delegates Meeting

Selection of Student: The Student OT organization president of either campus (year 2) will have the first option to attend, alternating between the two campus presidents year to year. In 2011 a Twin Cities Campus president went; for 2012 it will be the Rochester president.

If the designated president is unwilling or unable to attend, the option will be given to the class secretary from the same campus. If that person declines, the option will be open to any student from the same campus. The selection of the attendee will be made by faculty if there is more than one student interested in going.

Responsibilities of the Student Attendee: The student attending the ASD meeting represents the entire University of Minnesota Program in Occupational Therapy. It is expected that the student will attend all the scheduled meetings and participate fully. Professional behavior and dress during the trip are expected. Upon return to campus, the student will be required to write a short 1-2 page reflective summary of the events and information learned, to be shared with faculty and fellow OT students via email.

Registration and booking of hotels, etc.: Students are expected to make all of the arrangements for registration and travel on their own and pay for the costs up front. After the event, the student must submit their reflection summary and their receipts to their faculty liaison, who will complete the appropriate reimbursement form and submit the request for payment on behalf of the student. No reimbursements shall be distributed without submission of the required reflection summary.

AOTA Student Conclave

Selection of Student: The Student OT organization president (year 2) of the campus not sending its president to the ASD meeting and the secretary of the other campus (year 2) will have the first option to attend. Check with your Student Liason to learn this year's rotation.

If the designated attendees are unwilling or unable to attend, the option will be open to any student from the same campus. The selection of the attendee will be made by faculty if there is more than one student interested in going.

Responsibilities of the Student Attendee: The students attending the AOTA Conclave represent the entire University of Minnesota Program in Occupational Therapy. It is expected that the students will attend all the scheduled meetings and participate fully. Professional behavior and dress during the trip are expected.

Upon return to campus, the student will be required to create a short (15-20 min) presentation to share with the rest of the OT program the events and information learned at the meeting. This presentation will be scheduled with the instructor of OT 6200.

Registration and booking of hotels, etc.: Students are expected to make all of the arrangements for registration and travel on their own and pay for the costs up front. After the event, the student must submit their presentation materials as well as their receipts to their faculty liaison, who will complete the appropriate reimbursement form and submit the request for payment on behalf of the

student. No reimbursements shall be distributed without submission of the required presentation summary.

Course Notes

The faculty of the University encourages students to share notes taken during classes, laboratories, and the many other instructional settings in which they participate. Taking notes is a means of recording information and of personally absorbing and integrating the educational experience. The faculty recognizes that collaborative note-sharing and discussion helps students learn.

That said, the organization, preparation, and presentation of materials in a class or other instructional setting represent the intellectual effort of the instructor. Instructors have an interest in protecting this intellectual effort and in assuring the accuracy of any public representations of their course lectures and presentations. Instructors may share with students the full range of information available in their subject areas, including results of new research as it is produced, without concern that such new knowledge will be shared prematurely outside the University learning community. Broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines the intellectual work product of an instructor while not substantially fostering student learning. Such actions violate shared norms and standards of the academic community.

1. Students may not distribute, via the Internet or other means, instructor-provided lecture notes or other instructor-provided materials, except to other members of the same class or with the express consent of the instructor.
2. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. (See Board of Regents Policy: *Copyright*, Board of Regents Policy (<https://regents.umn.edu/sites/regents.umn.edu/files/policies/Copyright.pdf>) *Commercialization of Intellectual Property Rights*, Board of Regents Policy (http://regents.umn.edu/sites/regents.umn.edu/files/policies/Commercialization_IP.pdf) and Administrative Policy: *Copyright Ownership* (<http://policy.umn.edu/research/copyright>))
3. While students hold the copyright to their own notes from a course, students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or class presentation. Students may share such notes with other students in the same class.
4. The provisions of this policy are enforceable as University rules under Board of Regents Policy: [Student Conduct Code](#). If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized the distribution of lecture notes or instructor-provided materials, such action does not violate this policy.

Cardiopulmonary Resuscitation (CPR) Certification

All OT students are required to have an active healthcare provider CPR certification prior to their first Level I fieldwork occurring in semester 2 (spring), and maintaining a current CPR certification throughout the duration of the curriculum (including level II fieldwork).

Ethics: OT Code of Ethics

The Occupational Therapy Code of Ethics and Ethics Standards (2015) was written to address the most prevalent ethical concerns of the profession in education, research, and practice (<https://www.aota.org/Practice/Manage/Official.aspx>). The Code of Ethics is based upon 7 principles. As occupational therapy students you are expected to abide by the principles in all of your academic work including didactic and experiential learning activities. Each principle will be listed below. You are expected to understand each of these principles using definitions in the original document accessed from the AOTA web site (<http://www.aota.org>).

- Principle One: Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services
- Principle Two: Occupational therapy personnel shall intentionally refrain from actions that cause harm
- Principle Three: Occupational therapy personnel shall respect the right of the individual to self-determination.
- Principle Four: Occupational therapy personnel shall provide services in a fair and equitable manner.
- Principle Five: Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.
- Principle Six: Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
- Principle Seven: Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity

Exam Accommodations

Proctoring

Exams may be administered by eligible distance proctors if the course instructor has approved the request by the student at least one week in advance of the exam date. Eligible proctors are those whose license to practice includes knowledge of FERPA regulations and academic dishonesty policy (e.g., librarians, faculty of institutions of higher education). If a student wants an exam to be proctored the student should first contact the course instructor. It is the instructor's decision to allow proctored exams within their course.

Alternative Exam Locations

Exams may be administered by proctors at both Twin Cities and Rochester locations once the exam accommodation request has been approved by the instructor. Course directors will instruct you in how to request this type of accommodation. Accommodations should only be used in extreme circumstances or as a part of a disability accommodations plan. Although locations will reduce distractions commonly experienced in large group settings, program managed locations are unable to reduce all noise, interruption, and other distractions.

Students with approved testing accommodations for additional testing time (or space accommodations as can be arranged) at the Twin Cities location, have the option of taking their exam either the Disability Resource Center in McNamara Alumni Center or in CAHP designated space available in Phillips-Wangensteen Building (PWB) since PWB is in closer proximity to the OT classrooms in Children's Rehabilitation Center (ChRC). Students need to make arrangements with their course director at least a week in advance of each exam for proper scheduling arrangements.

Grading Policy in OT Program

Each course in the OT Program will provide a syllabus describing the course activities, assignments, quizzes, exams, and special projects that contribute to the final course grade. When Level I Fieldwork is within a course, you must pass competency in the fieldwork in order to receive a passing grade in the course. It is your responsibility to clarify any grading questions that you might have with the respective course director.

An instructor may award an incomplete grade upon written request from the student when legitimate reasons exist to justify extending the deadline for course completion. Students requesting an incomplete grade must complete the *Contract for Completion of Incomplete Work* (form) accessed from their instructor before the end of the semester. All outstanding work must be completed within the timeframe designated in the contract. In all cases, incomplete work must be completed within one year. If the unfinished work is not made up in one year or if the work is inadequate, the instructor will replace the 'I' grade with an 'F' or 'N' grade.

Instructional Policies

1. Faculty members are expected to respond to email within 2 business days with a thorough response to each question.
2. If an email results in a three email series, then the faculty member is expected to shift to a real-time response.
3. Student assignments are generally expected to be graded within one week after the due date of the assignment. If the assignment builds on another assignment, formative feedback must be given in time for future assignments. In this case, expected grading turn-around may be less than one week. Large assignments (e.g. research papers) may extend the grading expectation to two weeks if communicated clearly to all students before the assignment's due date.
4. Course directors will assign open source, digital course packets, eReserves, or use textbooks that have been assigned in a prior semester before ordering a new book. Course directors will assign reading from articles that have library subscription support before pay-per-view articles. Course directors will deliver a cross-walk with pages from the prior edition as well as pages from the current edition whenever possible.
5. Students will be notified of those textbooks used in multiple semesters prior to their first day of class at the beginning of the curriculum when possible.
6. Course directors will assign a reasonable amount of reading considering student effort by credit load requiring 2-3 hours of effort per week. In total, this includes readings, assignments, quizzes, and other sources on online module work as well as time spent in face to face class when considering weekly effort.

OT Lab/ Classroom Safety, Equipment, Emergency Planning

Revised April 8, 2018

Course Equipment and Materials: Policy

Program-owned equipment and supplies will be used for their intended purpose as described by the faculty member directing their use. Students will check out equipment used during non-class times with the corresponding instructor of the course for which its use is required. Students are not permitted to use equipment or materials without first obtaining approval from the respective instructor(s).

Each laboratory classroom is equipped with a first aid kit, cleaning checklist and a safety manual. It is each student's responsibility to review the cleaning checklist and safety manual and to adhere by them. Students are also urged to be familiar with the evacuation and emergency procedures.

Checking Out Course Equipment and Materials: Procedure

Consistent with current policy, all program-owned equipment and materials will be used for intended purposes only.

The following procedure must be followed:

1. Permission should be sought from course director or designated personnel to check out items
2. The course director will document items checked out to each student
3. Items should be returned to course director within one week of use unless otherwise negotiated
4. All items are due for return to the course director no later than one week following the end of the corresponding semester unless otherwise negotiated

Loss and/or damage of program equipment will be the responsibility of the student checking out item.

Classroom Management

Revised April 3, 2015

Keeping the laboratory/classroom clean, organized, and functioning properly can help to prevent incidents. General housekeeping and maintenance practices are described below.

1. Keep aisles clear so as to allow unobstructed access to the exit door and the eyewash station.
2. Make sure that all cleaning supplies and materials are properly stored.
3. Secure tables (lock them) in position so that accidents are avoided.
4. Keep drawers and cabinets closed and cords and cables off the floor to avoid tripping hazards.
5. When using a floor outlet make sure your table is positioned next to it and the cord runs under the table in order to avoid tripping.
6. Promptly clean up spills and dropped materials/equipment to avoid slip hazards. (For hazardous materials spills, see the Chemical Safety section in Lab Safety Manual).
7. Keep sharp or pointed tools properly sheathed or otherwise stored safely when not in use.
8. Promptly notify the Facilities and Operations Coordinator*, when lighting, temperature, or other classroom equipment is not functioning properly.

Kindly adhere to the following good housekeeping practices:

1. Work tables, counter tops, chairs, and mats should be wiped down with an approved disinfectant at least once each face-to-face day and immediately after a spill.
2. Wheelchairs, crutches, walkers, tools and adaptive equipment should be wiped down after use.
3. All dishes and glassware should be cleaned and put away after use.
4. Microwave and refrigerator should be wiped down thoroughly with an approved disinfectant once a month and immediately after a spill.
5. No stale food should be left in the refrigerator.
6. Water taps should not be left open and unattended.
7. Dispose of broken glassware using broken glass disposal boxes.

*UMR: Kellie Kutzler: kutz0031@umn.edu or (507) 258-8045

*TC: John Nordstrom nords226@umn.edu or (612) 626-2493

Safety and Emergency Planning

It is the obligation of each student to understand Safety and Emergency Procedures. Each laboratory classroom is equipped with a Safety Manual, which outlines safe and appropriate use of facilities including supplies and materials. One copy of the relevant SDS information (Safety Data Sheet) for all chemicals and liquids utilized within the classrooms is stored in the primary laboratory classroom on each campus. All students are directed to the SDS worksheet for safe handling of all chemicals/liquids.

Each laboratory classroom is additionally supplied with a first aid kit and eye wash station. Each student is responsible for locating relevant safety equipment prior to engaging in laboratory-based learning.

In conjunction with University policy, the Safety Manual includes information regarding emergency preparedness and evacuation plans. It is each student's responsibility to review the safety manual and to know the evacuation procedures associated with relevant class locations.

Schedules and Calendars

1. *Academic Calendar.* The academic calendar defines the three 15-week semesters that comprise each academic year. Each semester is full-time with 2-3 weeks break between each semester. The academic calendar is located on the OT Program webpage. The academic calendar for the 2017-2018 and 2018-2019 academic years is:

	2018-2019	2019-2020
Fall	September 4 – December 14, 2019	September 3 – December 13, 2019
Spring	January 2 – April 12, 2019	January 6 – April 17, 2019
Summer	April 29 – September 2, 2019	May 4 – September 2, 2019

2. *Semester Schedules.* Semester schedules display the specific days and times of F2F sessions for each course. They can be viewed on the Program webpage as a total semester document or within your Google calendars labeled "F2F TC Cls of 2020" or "F2F R Cls of 2020". We recommend that you add this calendar to your everyday Google calendar as one tool to help organize your days.

Inclement Weather Policy

Inclement weather includes those times when one or both of the campus locations close due to inclement weather and those times when a course director cancels class due to poor weather. When you feel that travel is unsafe, you should use your best judgement to decide whether or not to travel to campus. As with all absences, you should contact the course director informing them of your absence. Although faculty will accommodate weather related absences whenever possible, it is not always possible to do so. Please note that faculty are not required to reschedule a graded activity or exam to accommodate your absence.

When your UMN campus location closes, all classes at the performance location are automatically cancelled. Campus cancellations are posted on the campus websites and are publicly announced on major television and radio channels. In this situation, course directors will make every reasonable attempt to hold class virtually, or add content to the course website in an effort to keep the course up to

date. It is possible that one campus will close with the other campus remaining open. Contact your course director should you want to attend class at the other performance location.

When inclement weather impacts the delivery of any one class, the course director will post an announcement about the class change on the course website and send an email about the change to all students in the class. In this situation, course directors will make every attempt to hold class virtually, or add content to the course website in an effort to keep the course up to date. Students are expected to participate in such make-up activities that faculty arrange. The class session will not be rescheduled unless the course schedule includes additional inclement weather sessions for the course.

Performance Site Transfer Guidelines

Students requesting to transfer to another performance site must submit a Performance Site Transfer Request Form to CAHP Student Services (<https://www.alliedhealth.umn.edu/about-cahp/forms-student>). Transfer requests are decided by the OT Program Director upon recommendation from the OT faculty. Transfers are only approved between semesters and must be submitted the request at least 60 days in advance of the first day of the next semester.

A Performance Site Transfer request is considered on its own merit. Factors considered in granting such a transfer will include the size and capacity of enrollments at the requested performance site, size and capacity of enrollments at the current site, group participation in the scholarly inquiry project, the availability of fieldwork sites, and the student's academic standing in the program. Level II fieldwork placements will not change because of a change in performance location.

Transfers may result in additional fees based on policies in place at specific campuses. Further, policies governing international students with study visas may limit eligibility for enrollment at certain campuses. Ordinarily, if a student is granted permission to transfer to another performance site, additional transfer requests from the same student will not be considered.

Program in Occupational Therapy Minimum Technical Standards

Approved by the Office of the General Counsel and Disability Resource Center 3/17/2017

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

In adhering to this policy, the University abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity. The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. Students are responsible for seeking assistance at the University and making their needs known. The Office of Disability Services (DS) is provided by the University of Minnesota to promote access, by ensuring the rights of students with disabilities and assisting the University in meeting its obligations under federal and state statutes. For further information, visit <https://diversity.umn.edu/disability/>.

The Program in Occupational Therapy requires students to engage in diverse, complex and specific experiences essential to the function of an occupational therapist assuring best practices to protect patient safety. The student must be able to participate in these experiences safely and within an acceptable amount of time. Unique combinations of cognitive, affective, psychomotor, physical, and

social abilities are required to satisfactorily perform these functions throughout the curriculum including all clinical rotations.

Candidates for the Program in Occupational Therapy must meet the technical standards necessary to acquire or demonstrate competence in occupational therapy as outlined in this document with or without reasonable accommodation.

Motor Skill Requirements General: The candidate should have sufficient motor functions such that they are able to execute movements required to provide general care and treatment to clients in all health care settings.

Specific:

- It is required that a candidate possess the motor skills necessary for assessment and therapeutic procedures in a variety of positions and settings.
- Such actions require coordination of both gross and fine muscular movements, equilibrium and functional uses of senses within the context of provision of treatment (such as fabrication of splints or custom orthotics).
- The candidate must be able to perform basic life support (including CPR), transfer and position clients and position and re-position self around clients.
- The candidate must possess adequate strength, agility, reaction time, speed and other neuromuscular characteristics necessary for ensuring the safety of the range of clients who may be encountered

Sensory/Observation General: The candidate must be able to acquire a defined level of information presented through demonstration and experience in the rehabilitative sciences.

Specific:

- Candidate must be able to observe the client accurately, at a distance and close at hand, and observe and appreciate all levels of information including non-verbal communications such as vision, hearing and somatic sensation, when performing assessment and intervention.
- Candidate must be able to learn to perform visual and tactile examinations and treatments to differentiate subtle variations in color, shape and general appearance.
- Candidate must also possess the visual acuity to read or view various forms of documentation including records, charts, print and handwritten notation.
- • Candidate must be able to tolerate sensations and experiences that are required to ensure client safety. This includes, but is not limited to, being able to join clients on elevated and/or moving surfaces when required as well as tolerating the appearance of bodily products and injury

Communication General: The candidate must have the ability to communicate effectively and sensitively with other students, faculty, staff, clients, family and other professionals.

Specific:

- Candidate must be able to understand, convey and/or exchange information at a level allowing development and recording of a client's health history, identify problems presented, explain alternative solutions, and give directions during intervention and post- intervention.
- The candidate must be able to understand, convey and/or exchange information at an

appropriate level with family members and other stakeholders, not only about a client's health, well-being and development, but also about privacy and confidentiality concerns, the functions and roles of OTs in practice, and other professionally relevant issues

- Candidate must be able to process and communicate information on client's status accurately and in a timely manner to members of the health care team, including when to seek consultation and supervision
- Candidate must be able to communicate verbally and in writing and express ideas and feelings clearly, respectfully and in a timely manner, be willing and able to receive and give helpful feedback, and communicate/collaborate constructively with students, staff, professional colleagues and supervisors
- The candidate must be able to find information in the literature, computerized databases and lectures, process it and incorporate it into practice understanding and decision-making and to communicate effectively in English in oral, written and electronic forms to individuals, small and large groups

Cognitive General: The candidate must be able to measure, calculate, reason, analyze, integrate and synthesize information at a level commensurate with a Masters level education.

Specific:

- Due to the nature of a hybrid curriculum, the candidate must be proficient in basic computer skills and standard applications and be able to learn new technology embedded within the course learning platform and at clinical sites associated with the program.
- For working in a hybrid curriculum, the candidate must be able to self-organize her/his time, independently prioritize and efficiently manage multiple related and/or competing tasks and schedules. This includes effective problem-solving in an online context. The candidate must be able to quickly read and comprehend extensive written materials.
- The candidate must be able to read and quickly comprehend extensive written materials. S/he must also be able to incorporate and expand on this knowledge in clinical situations and professional exchanges
- Candidate must also be able to evaluate and apply information and think critically in the classroom, lab and clinical setting, all in a timely manner. This includes interpreting, understanding and incorporating assessment information into therapeutic planning and rapid execution.

Social/Emotional/Self-Care General: The candidate must possess the emotional health required for the utilization of her/his intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the care of clients and families as well as self-care

Specific:

Empathy and ethics

- The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy regardless of age, gender, race, socioeconomic status, and disability status, religious or cultural background.
- Candidate must know that her/his own values, attitudes, beliefs, emotions, and experiences affect perceptions and relationships with others. S/he should interact responsibly with others showing tolerance, compassion, and empathy as well as altruism, integrity, and honesty, regardless of personal perspective.

- The candidate must possess the ability to reason morally and practice in an ethical manner in accord with professional, legal and cultural standards of practice
- The candidate must be able to balance individual learning needs with the professional standard of protecting the well-being & safety of patients in all practice delivery environments.

Social interaction

- The candidate must be able to maintain mature, sensitive, and effective relationships, and respect personal boundaries, with clients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations.
- The candidate must be able to receive constructive feedback in a non-defensive manner and be able to take personal responsibility for acting on the feedback. The candidate should understand that accidents and mistakes happen and that one should learn from them.

Stress management and self-care

- Candidate must have the emotional stability to function effectively under stress and to adapt to environments that may change rapidly without warning and/or in unpredictable ways. Stressors may include uncooperative, hostile and aggressive clients whose behavior must be managed calmly and patiently to maximize therapeutic benefit and minimize risks of harm to the clients and self. Emotional responses to challenging situations are normal and expected, but the candidate should be able to exert sufficient control over these reactions to respond flexibly, safely and effectively to the challenge.

Upon acceptance into the University of Minnesota's Program in Occupational Therapy the candidate will be responsible for verifying that they understand and meet the technical standards as outlined in this document. Any occupational therapy student applicant or currently enrolled occupational therapy students with questions about whether they can meet these technical standards due to the functional limitations from a disability should contact an Access Consultant from the Disability Resource Center for a confidential consultation. Disability Resource Center can be contacted at:

University of Minnesota Twin Cities
180 McNamara Alumni Center
200 Oak St SE
Minneapolis, MN 55455
Phone: (612) 626-1333 (V/TTY)
Fax: (612) 626-9654
<https://diversity.umn.edu/disability/>

General Policies

Contact Information & Emergency Contacts Changes

Students are responsible for maintaining accurate contact information (self and emergency contacts) within the University of Minnesota directory. Telephone or address changes should be made online via One Stop <http://onestop.umn.edu>. Students may have more than one phone number or address on file.

Concerns or Grievances

Resolving Academic Performance Complaints

The Program in Occupational Therapy has the right and responsibility of enforcing academic performance standards. However, students have the right to due process *after* an academic performance decision is made when there are significant extenuating circumstances, or questions of policy, practice or procedure. Any deviation from the stated academic performance standards is at the discretion of the OT Director and faculty. The following procedure outlines the stages of the process and is adapted from the University of Minnesota Conflict Resolution Process for Academic Complaints.

i. Request for Reconsideration

The purpose of a Request for Reconsideration is to allow students a mechanism for bringing significant extenuating circumstances to the attention of the program. Generally speaking such circumstances would be those that had a direct and compelling impact on a student's performance and that were beyond the student's control. Students should complete the Request for Reconsideration form (available at <https://www.alliedhealth.umn.edu/about-cahp/forms-student>) and return to CAHP Student Services.

ii. Formal Complaint

Purpose

- a. The purpose of the formal complaint procedure applies to "student academic complaints," which are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Student academic complaints
- i. Must be based on a claimed violation of a University rule, policy, or established practice
 - ii. if alleging discrimination in the University-student relationship, may be filed under this procedure or with the Office of Equal Opportunity and Affirmative Action, but not both
- b. This procedure does not limit the University's right to change rules, policies, or practices.

Complaints Not Covered

This procedure does not apply to student complaints regarding:

- i. University employment
- ii. disciplinary action under Board of Regents Policy: Student Conduct Code
- iii. grades
- iv. applicant complaints regarding University admission decisions

Relief available under this procedure

Resolution of complaints under this procedure may include student reinstatement or other corrective action for the benefit of the student, including refunds, but may not award monetary damages or take disciplinary action against any employee of the University.

iii. Procedure

Please refer to the CAHP Student Performance Policies and Procedures available at <https://www.alliedhealth.umn.edu/about-cahp/forms-student> for the policy and procedure on resolution of academic complaints.

Behavior Concerns (Non-Academic Performance)

Instructors have a responsibility to establish and maintain a civil, productive, inclusive, and stimulating learning environment. Both instructors and students have a fundamental obligation to respect the instructional setting as a place for civil, courteous discourse. The OT Program wishes to maintain an open and constructive environment for student learning and academic discourse. As such we encourage students to discuss concerns or complaints with their instructors and/or Student Advising Coordinator at any time.

As a future health care practitioner it is essential that students understand how to bring concerns forward in a constructive manner as this will be a necessary skill for their career. Voicing concerns in a professional manner is considered part of the behavioral expectations of students enrolled in the OT program and for program graduates. It is also essential that the OT Program provides students with a safe environment to voice their concerns and guidance in addressing their concerns.

On occasion, students may have questions, concerns, or complaints about situations that arise in the classroom, whether in the physical or online environment. The OT Program takes students' concerns very seriously and each concern or complaint will be addressed courteously, promptly, and with sensitivity. If the concern is related to a course, students are encouraged to first bring these issues to the attention of the instructor or the individual involved in an attempt to resolve the issue at this level. Students may also bring their concerns to their student services or faculty career advisor at any time. Their advisor can act as a consultant; provide advice or perspective about their concerns, or if necessary, act as an intermediary. These situations may have developed due to a misunderstanding or miscommunication between individuals. Talking things out together may bring better understanding to both parties. It will also provide the OT program with information for continuous improvement.

After discussion with the advisor, the student may choose several options as next steps:

- The student, with guidance from the advisor may bring the issue to the other individual for discussion
- The advisor may bring the issue forward on the student's behalf to the instructor or Program Director
- The student may reconsider their concern based on discussion with the advisor
- If the student feels that their concerns were not addressed adequately through this process, they may choose to report the incident directly to the OT Program Director

Please note: A record of the students' concerns will be kept as a part of the OT program's evaluation process. (See also Conflict Resolution)

Complaint Process within the OT Program

A complaint may be filed when the conduct of another individual has the purpose or effect of substantially interfering with an individual's academic performance, or of creating an intimidating, hostile, offensive or disruptive environment in which to learn; unfair or inequitable grading or classroom treatment.

Determining what constitutes inappropriate conduct under this policy will be accomplished on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. After receiving a complaint concerning an incident or behavior, the instructor or advisor will gather background information to help inform discussion.

- 1) Even if the complaint is verbal in nature, a written documentation file of the occurrence must be initiated. This documentation must include the date, time, location, individuals involved in the complaint itself and possible witnesses, as well as the nature of the incident causing the complaint. This documentation should also include the date and time of the actual complaint.
- 2) If at all possible, the complaint should be managed within the OT Program. This will provide a mechanism of discussion directly by parties involved and within context of the program's requirements.
- 3) After gathering appropriate information, the Program Director will discuss a possible resolution with both parties. Note that many times complaints may be rooted in misunderstandings and/or confusion and misinterpretations. In those cases, the role of the Program Director may be that of a mediator for clarification between the parties involved.
- 4) Dates and times of discussions, meetings, resolutions, should all be recorded in the complaint incident file.
- 5) At the completion of the investigation, a recommendation will be made to the individuals involved as well as the appropriate management regarding the resolution of the matter.

Confidentiality

The OT Program and University of Minnesota recognize that confidentiality is important. However, confidentiality cannot always be strictly guaranteed. The administrators, faculty or staff responsible for implementing this policy will respect the privacy of individuals reporting or accused inappropriate conduct to the extent reasonably possible and will maintain confidentiality to the extent possible. Examples of situations where confidentiality cannot be maintained include, but are not limited to, necessary disclosures during an investigation, circumstances where the University is required by law to disclose information (such as in response to legal process), or when an individual is in harm's way.

Retaliation

Retaliation against an individual, who in good faith reports a complaint or provides information in an investigation about behavior will not be tolerated, and may be grounds for discipline. Retaliation in violation of this policy may result in discipline up to and including termination and/or expulsion.

Any employee or student bringing a complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of academic standing, nor discriminated against, terminated, or dismissed because of the complaint. Note: Intentionally providing false information may be considered grounds for Program discipline.

"Retaliation" may include, but is not limited to, such conduct as:

- escalation of the original complaint behavior
- verbal harassment

- public comments about the incident
- unwarranted disciplinary action in or out of class
- unfair performance evaluations
- singling out the student for excessive enforcement
- a dismissal

Criminal Background Studies

Based on amendments to the Vulnerable Adult Act in 1995 and 1996, Minnesota Law requires that any person who provides services involving direct contact with patients and residents at hospitals, nursing homes and other health care facilities licensed by the Minnesota Department of Health have a background study conducted by this state agency.

All students in CAHP must successfully complete a criminal background study prior to their first semester of enrollment in their program of study. CAHP Student Services will communicate information about completing the study in orientation materials during the summer prior to starting the academic program.

Education programs are authorized to request students to initiate the background studies. Each student must maintain a copy of their results for the duration of their enrollment in the academic program and provide a copy to the fieldwork or clinical experience provider when requested.

A student who receives a disqualification from having patient contact from the background study will require further review. If a disqualification is not set aside by the Commissioner of Health through a reconsideration process, the student may not be accepted for fieldwork or clinical placement at licensed facilities, and therefore, may not be eligible for a degree in their program. Additionally, a felony conviction may affect a student's ability to sit for appropriate certification examination or attain state licensure.

Health Insurance Coverage

All CAHP students are required to have health insurance while enrolled in occupational therapy coursework, including fieldwork and public/professional engagement learning experiences. Students are often at locations other than on campus and out-of-classroom experiences may place students at risk for infectious diseases such as influenza, hepatitis B, HIV, and other occupational health risks. The University of Minnesota requires all Academic Health Center (AHC) students registered for 6 or more eligible credits (or 3 credits in the summer) to have health plan coverage. Eligible credits are credits that are counted toward the automatic assessment of the Student Services Fee.

As a program within the AHC, students are required to enroll in the University-sponsored Student Health Benefit Plan unless they have an approved, submitted a waiver to the Office of Student Health Benefit for alternative health plan coverage for the entirety of each semester. Please note, during Level II fieldwork when students are located off campus and not automatically enrolled in a health benefit plan, students are still required to maintain health plan coverage. In order to sign up for the University-sponsored health plan, students must first request the Student Services Fee and then request purchase of the health plan. It is your responsibility to continue health insurance coverage during level II fieldwork. You are required to submit proof of coverage to the program during level II fieldwork.

Regardless health insurance plan coverage, students must *never experience a gap in health insurance coverage* while in the OT Program. For more information regarding the Health Insurance coverage plan or how to request a waiver from the plans, please visit <https://shb.umn.edu/health-plans/shbp-home>.

Voluntary Student Dental Plan

The University of Minnesota offers the Voluntary Student Dental Plan that offers year-round dental care. For more details visit <https://shb.umn.edu/health-plans/vsdp-home>.

Long-term Disability Insurance Coverage

Occupational therapy students are automatically covered under a group long-term disability plan while an enrolled student. A charge is applied for this coverage on the student account once at the beginning of fall and spring semester. Payment of this fee for two consecutive semesters provides year round coverage until graduation. For more information about the long-term disability plan visit: <https://shb.umn.edu/students-and-scholars/ahc-disability>.

More importantly, upon graduation students will have the opportunity to convert to an individual Long Term Disability plan. This means students can obtain individual coverage that they own and take with them after they graduate. An estimated 30 percent of graduates applying for disability coverage will be rejected or be offered limited benefits due to a pre-existing condition, but University of Minnesota AHC students can enroll regardless of any pre-existing medical conditions. AHC Long Term Disability members have the opportunity to enroll in this post-graduation option 60 days prior to their graduation and up to 60 days after their group plan ends. Estimated monthly benefit amounts are listed by school in our [brochure](#).

Student Services Fee

Students enrolled in 6 or more credits for fall and spring semester or 3 or more credits for summer term must pay a student services fee in addition to tuition in order to obtain access to various [campus resources and services](#). These include but are not limited to: University-sponsored Student Health Benefit Plan, Boynton Health Services, Student Conflict Resolution Center, University Recreation & Wellness Center, University Student Legal Services.

Students must review their University account (via MyU portal) each semester to ensure they have been assessed this fee to avoid interruption to these resources and services. If you are not being assessed the Student Services Fee automatically, you are required to complete the [Student Services Fee Assessment Request](#) form to be issued to the fee.

Failure to comply could result in removal from course enrollment.

NOTE: In order to enroll and continue with the Student Health Benefit Plan, students must first pay the Student Services Fee.

Health Insurance Portability and Accountability Act (HIPAA)

The University of Minnesota is committed to protecting the privacy of individual health information in compliance with all applicable laws and regulations. To achieve this end, the University has adopted policies and procedures to protect the privacy of individual health information.

To comply with the new HIPAA privacy regulations, and to fulfill the goals of fostering an environment at

the University of Minnesota that is sensitive to the privacy of individual health information, every University of Minnesota student, faculty member, researcher, and staff person who may have access to protected health information must complete HIPAA training prior to having contact with patients/clients.

HIPAA requires us to implement processes with respect to protecting health information as well as inform individuals about how we protect their information. To complete the training visit <https://www.healthprivacy.umn.edu/training>.

Members of the University community who are required to complete training will receive an email with specific information regarding the training schedule. A CAHP student services staff member will continue to track completion of training requirements and follow up with anyone who has not met the requirements. OT students enter training through the 'MyU' portal and receive notification via email when training is available online. Selected portions of the privacy and security training may also be incorporated into various OT courses in the Program. Alternative formats for training materials are available. Please contact the Privacy and Security Office at privacy@umn.edu to obtain materials in an alternate format.

Bloodborne Pathogen Training

The University of Minnesota is committed to ensuring that students have training to help them protect themselves from bloodborne pathogens. Completion of **two** training courses (the introductory course and the advanced course) meets the requirements of the OSHA *Bloodborne Pathogens Standard*, the University of Minnesota's Administrative Procedure *Activities Involving Potentially Hazardous Biological Agents*, and the Institutional Biosafety Committee (IBC) requirements for researchers (staff, students, volunteers), healthcare workers, and students and volunteers in the health sciences. To complete the training visit <https://ohs.umn.edu/bloodborne-pathogen-training-courses>.

Immunization Policy and Requirements

According to Occupation Safety and Health Administration (OSHA) regulations, Centers for Disease Control and Prevention (CDC) guidelines, and Academic Health Center (AHC) policy, all students (including international students) enrolled in AHC colleges must meet immunization requirements as a condition of enrollment. Student in the AHC must provide proof of the following immunizations and testing:

- Measles, Mumps, Rubella (MMR)
- Tetanus, Diphtheria, Pertussis (Tdap/Td)
- Varicella
- Hepatitis B
- Tuberculin Skin Test (TST) Annual compliance without gaps is required
 - OR Annual (T-spot/QuantiFeron Gold) if you received BCG in the past
 - OR chest x-ray if positive TST and negative IGRA
- Annual influenza vaccination (you will be required to submit documentation of this directly to CAHP to verify compliance)

Newly admitted students should have their healthcare provider complete the AHC Immunization form and submit the form to Boynton Health Center. The form can be obtained at the link below. Please make sure to keep a copy for your records.

<https://boynton.umn.edu/#ahc-student>

AHC students who do not complete these immunization requirements will not be able to register for classes. To learn more, visit <https://www.myu.umn.edu>.

CAHP students are responsible for maintaining copies of immunization records, and for providing documentation to affiliate health care organizations for clinical or fieldwork experiences. In accordance with federal law and University of Minnesota policy, CAHP programs that receive requests for student immunization from affiliate health care agencies/organizations will refer such requests directly to the student. CAHP Staff are not able to view specific information about a student's immunizations, only that requirements have been met.

Legitimate Absences

Makeup Work

The Program abides by the University of Minnesota Board of Regent's Legitimate Absence Policy (<http://policy.umn.edu/education/makeupwork>). This policy describes those circumstances whereby a student may miss class assignment or exam due dates without penalty. Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include illness of the student or his or her dependent, medical conditions related to pregnancy, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances also include activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences. Such circumstances do not include voting in local, state, or national elections. Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution (see December 2005 Board of Regents Minutes, p 147.)

- The instructor has the right to request verification for absences.
- It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements.
- A student must notify instructors of circumstances identified in (1) as soon as possible and provide documentation if requested by the instructor. In the event that the University declares a pandemic emergency (e.g., flu), the Senior Vice President for Academic Affairs and Provost or designee may waive the requirement that students are required to have documentation from a health care provider for illness.
- If a student is absent due to circumstances identified in (1) and has complied with the notification requirement, the instructor may not penalize the student and must provide reasonable and timely accommodation or opportunity to make up exams or other course requirements that have an impact on the course grade.
- The instructor has primary responsibility to decide if an absence is due to unavoidable or legitimate circumstances. If a student believes he or she has been wrongly denied the opportunity to make up work due to disagreement with the instructor about the legitimacy or unavoidability of an absence, the student should pursue his or her complaint using the usual process for appeals of student grievances. Chairs and deans who have questions about what constitutes an excusable bereavement absence, religious observance, or eligible dependent illness should consult with the campus chief academic officer for resolution of the disagreement. In accordance with the policy, final authority rests with the Senior Vice President for Academic Affairs and Provost.
- This policy applies to all course requirements, including any final examination.

- Work is to be completed within a timeframe agreed upon by the instructor and student.

Reference Requests

Students and alumni of the Program in Occupational Therapy or Program must submit a Reference Request and Authorization form prior to release of any information to employers, educational institutions, or organizations that provide awards or scholarships. Reference Requests should be submitted to CAHP Student Services for processing. Information will not be released without Reference Request on file. The Reference Request form is available on the CAHP Forms & Policies For Students website <https://www.alliedhealth.umn.edu/about-cahp/forms-student>

Sexual Harassment and Discrimination

The University has strong policies against sexual harassment and discrimination in any form. If you feel you are the victim of either, please contact your adviser, the Program Director or the Office of Equal Opportunity and Affirmative Action (612-624-9547).

Student Code of Conduct

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct found at <http://policy.umn.edu/education/studentconductcode-proc01>

Students are expected to be attentive during class, ask questions if he or she does not understand something, and participate in class discussions. Students are also expected to listen respectfully to other students and the instructor when speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in the classroom.

Social Media Policy

This policy provides guidance and parameters for social media usage by students enrolled in Academic Health Center educational programs. While social media tools are a very popular mode of engagement and communication and facilitate education, collaboration, research, business, and remote work, its usage by AHC students, presents unique risks to clients/patients. Because of the risks associated with inappropriate use of social media, misuse must be addressed through professionalism training, usage guidelines, and appropriate corrective and disciplinary action when warranted. The use of social media requires a conscious recognition of the profoundly public and long-lasting nature of on-line communication which provides a permanent record of postings. Each student is responsible for appropriate online behavior just as they are with communications in other areas of their professional life. Read the entire policy located on OT Program [website](#).

Student Record Access

Board of Regents policy, federal law, and state law regulate release of student information to third parties. University policy regulates sharing of information within the University. Some of your student information is designated as directory information and is a matter of public record. This includes:

- Name
- Mailing address
- Email address
- Telephone number
- Dates of registration and registration status
- Major, adviser, college, and class
- Academic awards received and degrees received

If you are a currently enrolled student, you have the right to suppress this information. For further information see the web site at http://onestop.umn.edu/grades_and_transcripts/student_records_privacy.html.

Students Managing Their Educational Records

Students should also take responsibility for their educational records. For complete details and guidance visit the UWide Policy Library at

http://www.policy.umn.edu/Policies/Education/Student/STUDENTRECORDS_PROC05.html

Student Responsibilities for Teaching and Learning

UMN administrative policy accessed from <http://policy.umn.edu/education/studentresp>

Students are responsible for:

- 1) **Satisfying prerequisites.** Students should not register for courses in which they lack the prerequisites unless they have permission from the instructor.
- 2) **Responsibility for class work.** Students are responsible for knowing all information contained in the syllabus. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
- 3) **Attending class.**
 - i) Students are expected to attend all meetings of their courses. They may not be penalized for absence from class, however, to participate in religious observances, for approved University activities, and for other reasons in accordance with the policy on Makeup Work for Legitimate Absences. Students should notify instructors as soon as possible about such absences. (See Administrative Policy: [Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](#)).
 - ii) Students must attend the first class meeting of every course in which they are registered unless(1) they obtain approval from the instructor before the first meeting or (2) they provide notice to the instructor they must miss class because of a recognized religious holiday (see the policy on Mandatory Attendance at First Class Session and Consequences for Absence). Otherwise, they may lose their places in class to other students. (See Administrative Policy: [Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Crookston, Morris, Rochester](#)).
 - iii) Students are responsible for being on time and prepared for all class sessions.
- 4) **Maintaining academic integrity.** Students are expected to maintain academic integrity, including doing their own assigned work for courses. If it is determined that a student has engaged in scholastic dishonesty, the instructor may impose an academic consequence (e.g., giving the student a grade of "F" or an "N" for the course), and the student may face additional sanctions from the University. (See Board of Regents Policy: [Student Conduct Code](#), Section VI, Subd 1, Scholastic Dishonesty, and Administrative Policy: [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester](#)).
- 5) **Seeking help and accommodation.**
 - i) Students are responsible for seeking academic help in a timely fashion.
 - ii) Students who need special accommodations are responsible for working first with the relevant University offices and then with the instructor at the beginning of the course.
- 6) **Respecting intellectual property.** Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may

not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.

- 7) **Keeping classroom in good order.** Students may be responsible for helping straighten up a classroom at the end of a class period, if requested to do so by the instructor. Keeping a classroom in good order includes taking away or disposing of everything one came in with, such as pop cans/bottles, food containers/wrappers, newspapers, etc. Students must also not deface or damage classrooms or classroom furniture or equipment.
- 8) **Use of personal electronic devices in the classroom.** Instructors determine if personal electronic devices (such as cell phones and laptops) are allowed in the classroom. Students may be directed to turn off personal electronic devices if the devices are not being used for class purposes. Students are not permitted to record any part of a class/lab/other session unless explicitly granted permission by the instructor. If the student does not comply, the student may be asked to leave the classroom.
- 9) Guests may not be brought to class without permission from the instructor.

Tuition and Fees

OT students pay the professional tuition rate plus requisite fees. The Tuition rate is determined by the student's residency and number of credits enrolled each semester. The OT program has a credit plateau for which no additional tuition charge for 13 or more credits each semester (i.e., students pay per credit for the first 12 credits enrolled each semester). Tuition and fee rates are available at: http://onestop.umn.edu/finances/costs_and_tuition/tuition_and_fees/index.html.

Tuition Refunds due to Course Cancellation or Withdrawals

Course cancellations are effective the day they are processed and strictly follow the dates listed on the refund schedule (exceptions are not made for classes that have not yet met for the week). A tuition refund will be based on the date the course is officially canceled (by canceling online or by taking a completed [Registration and Cancel/Add form](#) to a One Stop location), not on the date you stopped attending class. Contact CAHP Student Services if you are considering dropping a class.

Exceptions to the Cancellation/Tuition Refund Schedule on the University Academic Calendar are handled by an appeal process through the University of Minnesota Academic Support Resources Office and One Stop. When a student has a documented extenuating circumstance to report the appeal should be filed using the [Tuition Refund Appeal Form](#) available on One Stop Forms Online.

Resources

Student Conflict Resolution Center

The Student Conflict Resolution Center (SCRC) offers informal and formal conflict resolution services to resolve students' campus-based problems and concerns. An ombudsman provides confidential, neutral and informal options. An advocate is available to assist students in formal grievance or disciplinary proceedings. Detailed information about contacting the SCRC office or their services is available online at <http://www.sos.umn.edu>.

University Counseling and Consulting Services

University Counseling and Consulting Services (UCCS) promotes student success and wellness with a respect for individual differences and a commitment to diversity. Both Twin Cities and Rochester have access to these services. They provide many resources for students including self-help materials, crisis resources, student academic success services, and more. For more information visit their website at <https://counseling.umn.edu>.

To initiate counseling services call (612) 624-3323 to make an appointment. If you are a Rochester student, please identify yourself as such at the outset of the call to make distance counseling arrangements. If you are unable to travel to the Twin Cities UCCS office for an appointment, the staff can refer you to a local resource. Many health insurance plans cover this, though a co-pay or deductible cost may occur. If your health insurance does not cover mental health, the UCCS can attempt a referral to a source for no-cost counseling.

Disability Resource Center (DRC)

The University of Minnesota has a commitment to provide equitable access to qualified students with disabilities. Disability Resource Center (DRC) provides appropriate and reasonable accommodations intended to eliminate or minimize disability-related barriers. The process for determining reasonable accommodations is confidential and individualized. If you have questions that are not answered in the toolkit, please contact DRC at (612) 626-1333 or ds@umn.edu.

Effective U

This website (<http://effectiveu.umn.edu/>) provides students with tutorials to enhance skills for academic and personal well-being. Students often find themselves needing new skills, tips, and resources for balancing the many tasks and expectations that come up in college life: studying, classes, work, family, and friends. Effective U tutorials give students the opportunity to address common issues that crop up where academic health and mental health intersect. These tutorials help students learn strategies for dealing with everything from managing time, money, and stress, through studying efficiently and preparing for exams.

Office of Equal Opportunity and Affirmative Action (EOAA)

The EOAA ensures that all University community members uphold federal and state civil rights laws and regulations as well as University equal opportunity policies. This office investigates complaints about discrimination, harassment, including sexual harassment, sexual misconduct, including sexual assault, stalking, and relationship violence, nepotism, and retaliation in addition to supporting University systems regarding laws and regulations. Report an offense by contacting the EOAA office at 612-624-9547, eoaa@umn.edu, 274 McNamara Alumni Center, 200 Oak Street SE, Minneapolis, MN 55455. Anonymous complaints can be submitted through their website at <https://diversity.umn.edu/eoaa/reportingresources>.

Financial Wellness Counseling

One Stop Student Services offers free financial wellness counseling to students in one-on-one, confidential appointments with certified counselors. Common topics for these meetings include creating a spending plan, understanding credit/credit cards, banking and savings basics, loans and repayment, and setting financial goals.

All CAHP (MLS and OT) students are welcome to use this service. Please note the location options of the appointments are: Minneapolis (East Bank or West Bank) and St. Paul

Visit <https://onestop.umn.edu/finances/financial-wellness-counseling> for more information.

Health Services – Twin Cities (Boynton Health Services)

Conveniently located in the heart of the East Bank, the East Bank Clinic is Boynton's largest and main clinic facility on the Twin Cities campus. Boynton's East Bank Clinic is one of the most comprehensive postsecondary health services in the nation. With a staff of over 200, the East Bank Clinic houses several individual clinics including Dental, Eye, Massage Therapy, Mental Health, Nutrition, Physical Therapy, Primary Care, Women's, Travel Immunization, and Urgent Care. The East Bank Clinic is also home to a full-service Pharmacy and offers health and wellness services.

Boynton's East Bank Clinic staff includes licensed and certified physicians, physician assistants, nurse practitioners, registered nurses, licensed practical nurses, certified medical assistants, optometrists, dentists, dental hygienists, mental health care providers (including psychiatrists, psychologist, and social workers), physical and massage therapists, registered dietitians, and pharmacists.

All University of Minnesota Twin Cities Campus students (OT students at Twin Cities or Rochester), faculty, and staff are welcome. Most services are no out-of-pocket cost for full-time, degree-seeking students. Call to make an appointment for almost any health concern, or walk into the Gopher Quick Clinic (<https://boynton.umn.edu/patient-focus/students>) located at our East Bank Clinic for a minor acute condition.

Health Services – Rochester (Olmsted Medical Center)

Students assigned to the Rochester performance site have comparable student health services available on/near the University of Minnesota Rochester campus. Students who registered for courses and are assessed the UMR Student Services Fee are able to access various testing and treatments at the OMC at no additional charge. For a list of these services, please visit the Student Health Services [website](#).

Study Space Finder (Minneapolis & St. Paul Campuses)

This website (<https://studyspace.umn.edu/>) allows you to search for study spaces, coffee shops, group study rooms.

Center for Allied Health Programs Overview

Welcome to the Center for Allied Health Programs ([CAHP](#))! As a Program in Occupational Therapy student, you are part of CAHP, as well as the [Academic Health Center](#). CAHP is best described as an emerging statewide resource for health professions education. The Center was created in July 2006, by the University of Minnesota Board of Regents, as an academic structure to foster innovation and collaboration in the development of new educational programs. The aim is to address Minnesota's projected statewide shortages in the health professions.

CAHP evolved as a result of reorganization in the Academic Health Center that began in 2003. The Academic Health Center recommended to the Board of Regents that CAHP be created, and the Regents gave their approval in July 2006. With that action, the first programs of the Center became the Bachelor of Science in Medical Laboratory Sciences and the Masters Degree in Occupational Therapy. The Regents also approved that the second performance site (location) for programs exist in Rochester, which has become a new coordinate campus for the University of Minnesota.

The Academic Health Center is one of the most comprehensive education and research facilities for health professionals in the nation. The six schools and colleges that make up our Academic Health Center include the disciplines of medicine, dentistry, nursing, pharmacy, public health, and veterinary medicine. Strong interdisciplinary centers and programs in bioethics, cancer, genomics, infectious disease, drug design, food safety, and spirituality and healing augment our broad range of professional health education and research efforts.

Mission

The mission of the Center for Allied Health Programs is to develop a 21st century approach for preparing allied health professionals for Minnesota's healthcare workforce. The center works in collaboration with higher education and health delivery systems across Minnesota and beyond to create and deliver signature innovative, sustainable, accessible, responsive and learner-centered educational programs.

Administration

The administration for the Center provides centralized support to the Program in Occupational Therapy and Medical Laboratory Sciences Program with offices and staff at both the Twin Cities and Rochester performance sites. CAHP Administration is led by the Associate Director and includes professionals who work directly with student services as well as staff who work in various functions to support the success of OT student, faculty, program, and university missions. These personnel provide student services, a wide range of general business operations and academic technology support. Student services professionals provide support to students and faculty from the application process through the progression of the academic program to degree completion. This includes information sessions, programming, resources and referrals on an as needed basis for individuals and each OT cohort. Additionally, CAHP personnel continue with outreach to alumni to provide updates and opportunities once the degree is earned.

CENTER FOR ALLIED HEALTH PROGRAMS MAIN OFFICE		
Minneapolis Main Office Location: 15-194 Phillips-Wangensteen Bldg.	Telephone: (877) 334-2659	Fax: (612) 626-8127
Minneapolis Satellite Office Location: 585 Children’s Rehabilitation Center	Prospective Student E-mail: cahpinfo@umn.edu	Web: alliedhealth.umn.edu Current Student Email: cahpadv@umn.edu
Rochester Office Location: 300 University Square R0869A	Mailing Address: Center for Allied Health Programs Mayo Mail Code 714 516 Delaware St SE Minneapolis, MN 55455	

Student Services & Advising

OT students are also supported by CAHP student services staff. Program advising, including course selection, policy and procedure assistance, and student personal and academic concerns, are managed through the student services staff. For questions, please call (877) 344-2659 or email cahpadv@umn.edu

Program Support Staff

OT students and faculty are also directly supported by administrative specialists. Support staff can help students make appointments with OT faculty. They work closely with OT program faculty to provide assistance with classroom scheduling, exam proctoring, book orders, and course evaluations.

Todd Gitzlaff
Executive Office and Administrative Specialist
Telephone: 612-626-5517
E-mail: gitzl002@umn.edu

One Stop Student Services

Another key web resource for students is the One Stop Student Services website (<http://www.onestop.umn.edu/>). This site provides a central location for information related to registration, cost of attendance, access to University of Minnesota transcripts, financial aid resources, and link to update your personal information

Forms

- Student resources, including all forms referenced in this handbook, are available on the CAHP website.
- Student Conduct Tool (Professional Behaviors Form)
 - Contract for Completion of Incomplete Work
 - Site Transfer Form
 - Registration Cancel/Add Form
 - Contract for Accepting Grant for Professional Meeting
 - Reference Request Authorization