

Program in Occupational Therapy

CENTER FOR ALLIED HEALTH PROGRAMS

2019-2020 Student Handbook



UNIVERSITY OF MINNESOTA

The policies, procedures, and program requirements outlined in this handbook are in effect as of Fall 2019. 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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*Center for Allied Health Programs University of Minnesota
MMC 714, 516 Delaware St SE
Room 15-194, PWB*

Tel: (877) 334-2659 | E-mail: cahpinfo@umn.edu Web: www.alliedhealth.umn.edu



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PROGRAM OVERVIEW



Program Mission, Philosophy, and Overview of the Profession

Our Mission

The mission of the Program in Occupational Therapy (the Program) reflects the mission of the University of Minnesota (the University) as a whole: to benefit the people of the state, nation and world through *research and discovery, teaching and learning, and outreach and public service*.

Occupational Therapy at the University of Minnesota has as its mission to:

- educate leaders in occupational therapy through innovative experience-based education and research,
- advance the science of occupational therapy, and
- foster the health and quality of life of persons, communities (including families), and populations.

We strive to accomplish our mission by creating a community of scholars, teachers and students devoted to creating new knowledge and applying current knowledge to everyday practice. We embrace the values of a land grant institution to serve the needs of Minnesota through inclusive practices, outreach to areas of need, and translation of most current knowledge to practice.

The Program has teaching and learning at its core. The Program's primary purpose is the preparation of entry-level professionals capable of the creative and independent critical thinking required for current and future practice and research in occupational therapy. In this way the Program directly aligns with the institutional mission to prepare professionals for active roles in an increasingly diverse world.

The Program also aligns with the institution's research and discovery mission through the Program's commitment to study and disseminate advances in occupational therapy practice, and in the science of teaching and learning. Professional occupational therapy students interact with research doctoral students and faculty who mentor both professional and research doctoral students in the ongoing development of effective practice.

Outreach and public service is offered through:

- broad community-based experiential learning opportunities supported by the Program,
- community-based research questions investigated by faculty and students, and
- activities in which the local community leads the determination of a project of value.

The Program is committed to making a difference in academic and health services and programs within the University, Minnesota, our nation, and beyond through its graduates, research, community interactions and faculty. The Program will be recognized for its innovative approaches to education and practice, known as experts in the use of technology enhanced learning, and considered as leaders in the use and effects of occupation on health, well-being, and quality of life.

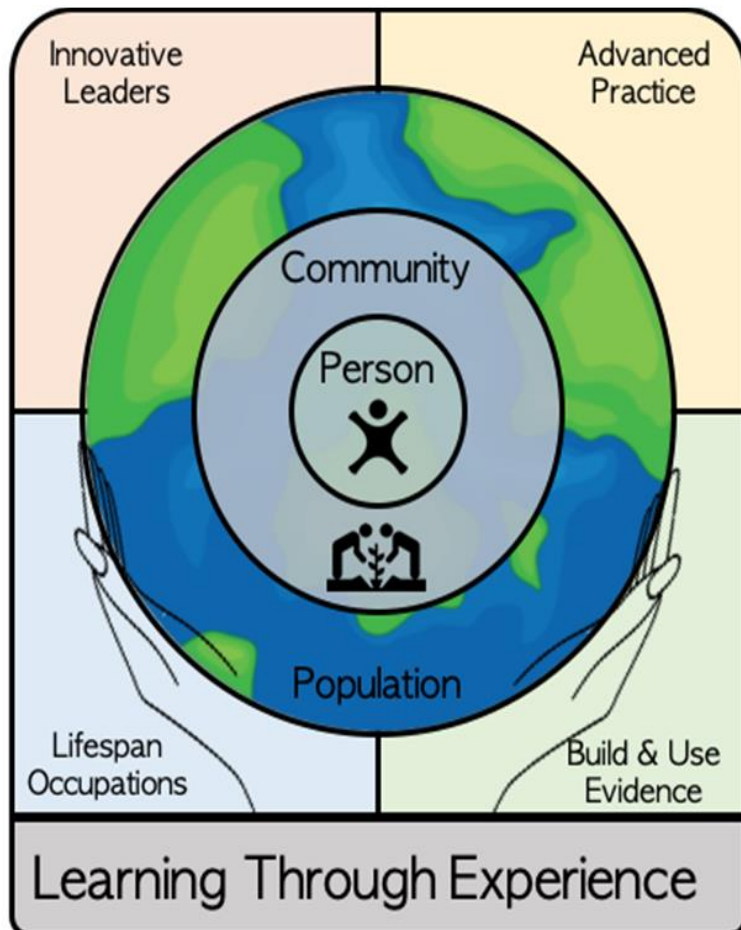
Approved by occupational therapy faculty November 19, 2018. Supersedes Mission Statement adopted 2007.

OUR CURRICULUM

THEMES

Five themes organize the curriculum. They align with the program's mission and philosophy, drive the program learning goals, and structure the sequence of course delivery. These themes are represented in the schema below and are listed here:

- Occupations change across the lifespan. Learners first grapple with concepts of occupation and core beliefs of occupational therapy. Semesters 2-5 focus on the development of occupation across a series of three developmentally based courses; child/youth, adults, and older adult.
- Learning is best through experience. Each didactic course is designed based upon the doing of occupational therapy in increasingly realistic cases. Students complete four faculty-driven Level I fieldwork courses in child/youth, adult, older adult alongside, but separate from corresponding didactic courses.
- Building and using evidence is core to practice. Courses build upon a sequence that begins with evaluating evidence to understanding research and ending with individual data-based projects that are a part of the Capstone experience.
- Clients are individuals, communities and populations. Clients are consistently described broadly, particularly in the development courses sequences of child/youth, adults, and older adults. Each course addresses assessment and intervention of persons, groups, and populations.
- Occupational therapists are innovative leaders.



The hands at the bottom of the schema represent how *occupations change across the lifespan* and how *building and using evidence* are foundational constructs.

Concentric circles in the middle represent clients are individuals, communities, and populations. Persons are surrounded by communities and populations which together foster participation in everyday life.

Each quadrant represents knowledge themes of occupational practice: graduates are *innovative leaders* with a focus in an area of *advanced practice*.

The horizontal bar represents the importance of learning through experience- a reminder that experiential learning is the focus of our teaching.

STUDENT LEARNING GOALS

Occupational therapy graduates will

1. Evaluate models, policies and systems in settings where occupational therapy services are emerging or delivered (Themes 1, 4 & 5).
 - Appraise current and future directions for health care education, and social service systems that guide practice and service (Themes 4 & 5).
 - Critique health, education, employment, academic and community models that structure emerging OT services (Theme 5).
 - Create innovative practice in emerging OT settings (Theme 5).
 - Analyze policies and develop, formulate procedures for effective OT services (Theme 5)
2. Evaluate evidence to drive innovative practice for populations, communities, and individuals (Themes 3 & 4).
 - Identify a problem for a population-, community-, or individual-level practice related problem or question (Themes 3 & 4).
 - Appraise evidence relevant to the question or problem and reframe their questions accordingly (Theme 4).
 - Formulate a research proposal around their practice-related problem or question (Theme 4).
3. Achieve proficiency in one of the following areas of advanced practice: clinical practice, research, administration, leadership, program and policy development, advocacy, education. Or theory development.
 - Compare and contrast 3-4 potential specialty practice areas (Themes 3 & 5).
 - Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, contexts(s) and environments, and client factors (Themes 1 & 3).
 - Investigate knowledge, skills and attitudes needed to possess emerging expertise in specialty area (Themes 2, 3, & 4).
 - Develop capstone project in selected specialty area (Theme 2).
 - Formulate specific individualized capstone objectives and plan (Themes 2 & 5).
 - Develop the knowledge, skills, and attitudes needed to possess expertise in specialty [advanced] practice area (Themes 2 & 5).
 - Demonstrate emerging expertise through the application of knowledge, skills, and attitudes in specialty area (Themes 2 & 5).
4. Inspire, empower and lead others to be agents of beneficial change (Theme 5).
 - Understand leadership practices and how they impact behavior of individuals and groups in organizations, examples across multiple contexts (Theme 5).
 - Analyze leadership examples across multiple contexts (Theme 5).
 - Confidently facilitate development of a shared vision (Theme 5).
 - Professionally challenge the status quo (e.g. ask critical questions, take risks in groups, learn from mistakes) (Theme 5).
 - Create an atmosphere of trust and dignity (Theme 5).

¹American 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>

Our Philosophy

The Program in Occupational Therapy (the Program) 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, reflects the current published philosophy of the profession, and serves as the basis for the Program's curricular design and implementation.

The Program is grounded on the certitude that ***all Human Beings***:

- Have inherent worth and must be treated with dignity and respect.
- Have an incontrovertible need and right to engage in meaningful occupations across their lifespans.

One important way that humans create meaning is by engaging in *occupations*, the activities of everyday life, named, organized, and given value and meaning by persons, communities (including families), and populations. These occupations are unique responses to the dynamic interactions that form patterns of meaningful participation in life.

- Are affected by context.

These contexts may be social, physical, cultural, personal, temporal, and virtual, including the political and economic environments influencing individuals and groups. Contexts may enhance, impair, or totally block participation and engagement in occupation.

- Have an expansive capacity to change.

Change may be self-created, e.g., generated spontaneously from within, or 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 being capable of change.

The Program considers ***Health*** to be a construct that reflects both personal and social interpretations and can be confidently extended to persons, communities and populations.

- The Program ascribes to the World Health Organization's definition of *health* as a person or group's state of complete physical, mental, and social *sense of well-being*. Health does **not** require absence of disease or disability, nor does it require congruence between personal and societal or population views. A person or group may consider themselves healthy in spite of chronic health problems and in spite of a larger society or population considering the same person or group as ill.

- Health is created through the unique dynamic interplay between the person or group and their environments and occupations. Persons and groups develop health when they engage in occupations that are meaningful to the person or group.
- Health may best be expressed as well-being or overall life satisfaction when persons and groups participate in meaningful occupations.

Occupational therapists facilitate health, wellness, and wellbeing through therapeutic use of personal and group occupations and activities, including necessary preparatory methods and tasks, education and training, and advocacy.

Occupational Therapy

The Program believes in the therapeutic value of occupation for persons and groups who are experiencing, or are at risk of experiencing, limited participation in everyday life. It further holds that engagement in occupation is essential to health maintenance, promotion and wellness; restoration or compensation for impairment; prevention of disease or injury; and adaptation as a part of development and continued living.

Occupational therapy is an evidence-based profession dedicated to promoting health, well-being, and quality of life in persons, communities, and populations. While many health professions share these goals, occupational therapy is unique in its focus on *occupation*, i.e., meaningful doing, as both the means and the outcome of intervention. Occupational therapy encourages fullest participation by changing the person's or groups', contexts, and ways of doing meaningful occupations.

Student Learning

The Program believes that students are active participants in their own learning and this best occurs when faculty design role-relevant, purposeful learning opportunities coupled with inherent performance feedback. We believe that students learn best when faculty design learning activities based on the following principles.

1. *Hybrid education* is the systematic blending of online and on-ground learning activities. On-ground learning occurs in settings where students are physically present for the learning activity, e.g., laboratory, experiential environment, and face to face classroom discussions. Each online and on-ground activity is designed to achieve clearly specified learning outcomes. Thus, hybrid teaching and learning facilitates opportunities for students to actively engage in their learning and provides the strongest professional education. Online or on-ground learning activities are selected by faculty to best achieve desired learning outcomes. Faculty engineer these learning activities using web-based technology balanced with active face-to-face experiential activities to develop the occupations or skills of practice.
2. *Experiential learning*. The Program's experiential learning model is predicated on the belief that increasingly real world contexts best facilitate student learning. Learners practice increasingly complex skills in settings ranging from low-realism situations in classrooms and laboratories to high verisimilitude 'real-life' simulations of practice settings, to real-life contexts. Faculty members adapt the complexity of the skill to be learned and/or alter the setting's congruence to real world practice to promote adaptive learning.
3. *Reflective learning*. By critically reflecting and being anchored in their own life experience, students change their patterns of thinking, feeling, believing, and in doing so, therapeutically link themselves to their

therapeutic work. By critically reflecting on *self* and *own-group* and sharing these reflections with their peers and others, students build the skills to question assumptions and to examine alternative ways of being and doing. This ‘thinking about your own thinking’ draws from *metacognitive learning* strategies that guide how students assess their own understanding or performance.

4. *Self-determined learning* occurs as students select learning options and apply new concepts to relevant contexts at home, in the classroom, and in practice settings. Students increase flexibility when adapting to environmental changes while molding responses through practice. Faculty members design learning experiences that focus on ‘how to learn’ rather than exclusively delivering content about “what to do”.
5. *Social learning* is the final critical component of the Program’s hybrid learning curriculum, countering the individualized learning that often can dominate a solitary online format. Students learn together and from faculty via their on-ground experiences through observation, imitation and modeling and by interactions with occupational therapy and inter-professional faculty with known expertise and knowledge of practice. The Program offers opportunities for students to practice in the presence of experts, receive corrective feedback in real time, and discuss how to change, grow, and master professionalism.

Occupational Therapy Education has as its goal to prepare learners to:

- be practitioners competent in all the foundational skills of practice,
- read critically, understand and apply relevant current research to provide a basis for evidence based practice,
- exercise critical thinking and clinical reasoning skills,
- and embody the professional identity of serving the occupational needs of their communities.

Overview of the Profession

The Program in Occupational Therapy prepares students to use occupations or everyday life activities with individuals, groups and populations across the lifespan to enhance participation in their roles, habits, routines, and rituals in a variety of settings where they live, work, and play¹. Occupational therapists serve as vital members of a treatment team, consulting with physicians, physical and speech therapists, nurses, social workers, psychologists, vocational counselors, teachers, biomedical engineers, other specialists, and family members. They blend a scientific knowledge of the person with an understanding of the challenges of disability, environment and culture.

The occupational therapy process includes evaluation of what a client wants to do compared to what they can do and then identifying those supports needed to facilitate maximum participation and engagement in these occupations. With this information the occupational therapist plans interventions designed to create new experiences, restore skills or abilities, maintain performance capabilities, modify occupations, and prevent development of occupational performance problems, all designed to help people achieve the greatest possible participation in their everyday lives². Occupational therapists also become managers of treatment programs and clinical researchers who study the efficacy of therapeutic interventions.

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/10.5014/ajot.2014.682006>.

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>.

Certification and Licensure

NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT)

Graduates of the OTD Program will be eligible to sit for 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, all 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.

NBCOT recommends that students sign up for a MyNBCOT account early in their curriculum. This allows NBCOT to keep you informed on important news, dates, and content that they have for study tools. Students require a MyNBCOT account to purchase study tools and take the exam. Link to <https://www.nbcot.org/> and select 'Students' to get connected.

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 doctoral OT curriculum using a hybrid model of delivery which combines distance and traditional educational methodologies to afford in-place, on-demand learning, and to encourage growth in the occupational therapy workforce within currently underserved areas. The didactic curriculum combines online learning activities with on-campus experiences based in the belief that knowledge goals are generally achieved best online while hands-on professional skill development or experience with unique devices/ materials best occurs during real-time, face to face interaction.

Organization of Curriculum

The sequence of OTD courses prepares students to understand, apply, analyze and synthesize content about occupational therapy while applying these concepts in a variety of contexts ranging from classroom, home, community, and authentic practice settings.

Students first learn foundational concepts about how occupations impact health and wellbeing of persons, communities and populations by first analyzing their occupational selves.

Semesters two, four, and five (spring and fall semesters) develop skills associated with the OT process for persons and populations in nine age groupings across the lifespan and one course that focuses on the role of preparatory intervention. Students experience occupations-based assessment and intervention in four faculty-led level I fieldworks, one for each core developmental age represented in the curriculum design and one focused on specific mental health practice.

Students develop into innovative leaders, first through a series of professional development courses and then by courses that prepare them for roles of manager, educator, program developer and practice analyst; all skills required of innovative leaders. Professional development courses occur in semesters one, two, four, and five followed by advanced level skills in semester six, seven, and eight.

Students learn to build and use evidence in a series of research courses in semesters 2, 3, and 4 where students first learn the importance of research, epistemology about forms of research and ethics of research and learn quantitative and qualitative approaches in subsequent courses. Students experience all stages of research when conducting research in the quantitative research course and the qualitative research course. Students will add to this knowledge in semester 6 or 7 or 8 (one of these 3 semesters) when they take a course on professional and grant writing.

Of note, four different level II fieldwork sequence options are available for students once they have finished the OT process course series. Faculty believe these fieldworks are when students can most easily integrate advanced concepts. Options are based on whether students complete two level II fieldwork courses in series or if they complete one eight week fieldwork across each of three semesters. The Program strives towards its mission of enhance health and wellbeing of the community by supporting level I and level II fieldwork in community settings across 12 months to support continuity of care. We believe this will enable our Program to be innovative leaders in our community by better supporting community fieldworks.

Ongoing Learning After Graduation

The Program in Occupational Therapy explicitly promotes continuing competency and life-long learning by its 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.

Integration of Curricular Design into Evaluation

The curriculum design is 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 themes assessed, in part, via student and graduate surveys. Level I fieldwork evaluations collect information relating to student professional development. 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 and Course Descriptions

Fall (year 1, Semester 1)

Course No.	Course Name	Credits	Course Description
OT 7111	Professional Development in OT I	2	This course guides students through first steps in developing the required professional attitudes, knowledge and skills for competent and ethical occupational therapy practice in a variety of settings. Through readings, discussion and involvement in community-engaged learning and AHC sponsored interprofessional activities with peers from other health professions, students learn about teamwork, explore health care ethics, and other topics relevant to collaborative practice. By using self-assessment tools and periodic reflection while participating in these activities, students will come to better understand their own areas of strength and will create professional goals, plans and milestones to address areas that need further development.
OT 7121	Foundations of OT	8	This course provides foundational knowledge of the occupational therapy profession by examining the history, philosophy, and language of OT, the science of occupation, occupation-based theory, and sociopolitical perspectives on health and well-being. The Occupational Therapy Practice Framework is introduced and key concepts examined.
OT 7122	Mind & Body: Aspects of OT Practice	2	Exploration of the psychosocial aspects of occupational therapy practice that influence the experience of both therapists and their clients. Concepts of mental and physical health, wellness, resilience and 'therapeutic use of self', will be emphasized to demonstrate the how mind and body are inextricably connected to occupational engagement.
OT 7175 OR OT 7176 OR OT 7177	Level I Fieldwork Child/Youth Level I Fieldwork (Adults) Level I Fieldwork (Older Adults)	1	OT 7175. This course provides a 40-hour experiential learning opportunity for applying the OT process to children and youth in a real world experience. OT 7176. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience. OT 7177. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience.
OT 7141	Body Structure & Function 1	3	This is the first of a 3 course series exploring the concept of body structures and functions as open and changing systems across the lifespan, directly and indirectly affected by the person's unique contexts. Students will learn functional neuroanatomy, developmental plasticity, and the effects of internal and external environments on occupations. The fields that converge to form the Body Structures and Functions course series include Neuroscience, Functional Anatomy, and Kinesiology.
		16	Total semester credits

Spring (year 1, semester 2)

Course No.	Course Name	Credits	Course Description
OT 7211	Professional Development in OT II	2	This is the second course in the Professional Development series. Students will examine the basics of teamwork and interprofessional health care teams. Through readings, discussion and involvement in community-engaged learning and AHC sponsored interprofessional activities with peers from other health professions, students learn about teamwork and other topics relevant to collaborative practice. They will participate in the group development process from formation to completion learning concepts that include, but are not limited to problem solving, decision-making, and conflict resolution strategies to enhance group process. By using self-assessment tools and periodic reflection while participating in these activities, students will come to better understand their own areas of strength and will revise professional goals, plans and milestones to address areas that need further development.
OT 7221	OT Process: Child & Youth I	3	Learners apply occupational therapy theory to infant and toddlers by analyzing the occupational performance of populations and individuals of this age. Learners practice assessment and intervention methods used by occupational therapists to support engagement of young children in everyday activities. Case-based instruction emphasizes critical thinking, clinical reasoning and ethical practice.
OT 7222	OT Process: Adults I	3	This course, the first in a three-part series, focuses on the occupations and roles that are typical in early adulthood, and the impact of mental health concerns on participation in these. Includes experiential learning designed to integrate course content with prerequisite and concurrent coursework as students apply the OT Process through cases and simulations.
OT 7223	OT Process: Older Adults I	3	This course, the first in a three-part series, focuses on occupations and roles, habits, and routines that are typical in young-old adults ages 65 to 75 and the impact of disruption on participation. Students will apply the OT process using case-based learning for cognitive conditions and substance abuse. This course aligns with experiential learning activities to integrate concurrent coursework.
OT 7175 OR OT 7176 OR OT 7177 OR OT 7271	Level I Fieldwork Child/Youth Level I Fieldwork (Adults) Level I Fieldwork (Older Adults) Level I Fieldwork (Mental Health)	1	<p>OT 7175. This course provides a 40-hour experiential learning opportunity for applying the OT process to children and youth in a real world experience (1 credit).</p> <p>OT 7176. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience (1 credit).</p> <p>OT 7177. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience (1 credit).</p>

			OT 7271. This course provides a 40-hour experiential learning opportunity in a clinical setting for applying the OT process to persons whose primary performance issues are due to mental health related concerns (1 credit).
OT 7231	Critical Inquiry in OT	2	Students will learn the knowledge and skills needed for critiquing research studies in order to be critical consumers of research and evidence based practitioners.
OT 7242	Body Structure & Function II	2	This course will introduce students to the levels and functions of consciousness (stages of sleep, arousal, and alertness), their neural control and disorders. It will also cover the structures and functions of the cardiovascular, respiratory, and gastrointestinal systems that maintain life, the neural circuits that control their functions and the clinical problems that affect these systems. The endocrine system and its role in physical and sexual development will also be covered. This course will emphasize through reflection, theoretical principles and case examples the plasticity of these structures and their functions as they adapt through development and in response to life experiences, occupations, illness, injury and occupational therapy interventions.
		16	Total semester credits

Summer (year 1, semester 3)

Course No.	Course Name	Credits	Course Description
OT 7332	Quantitative Research in OT	2	This course guides students in learning how quantitative evidence in occupation This course guides students in learning how quantitative evidence in occupational therapy is developed, disseminated, and used. Students become critical consumers of research and evidence-based practitioners by learning to analyze and critique quantitative studies and by developing and implementing their own research questions, specifying rigorous methodologies, applying appropriate statistics and knowledgeably interpreting results. This course is the second in a three semester sequence that covers general principles of research, quantitative and qualitative methods, and funding and ethical oversight. It includes the University's online training to cover topics associated with developing research questions, specifying rigorous methodologies, applying appropriate statistics and knowledgeably interpreting results.
OT 7343	Body Structure & Function III	4	This course will introduce students to the physical structures that support movement, sensation, and perception in daily occupations. This includes the integumentary, peripheral arterial (of the limbs), musculoskeletal, and sensory (visual, auditory, somatosensory) systems. In addition, the interaction between the outputs and inputs of the sensory and musculoskeletal systems will be explored through instruction on the kinesiology of occupations. Students will reflect on theoretical principles and case examples of plasticity of these structures and their functions as they adapt through development and in response to life experiences, occupations, illness, injury, and occupational therapy

			interventions.
		6	Total semester credits

Fall (year 2, semester 4)

Course No.	Course Name	Credits	Course Description
OT 7411	Professional Development in OT III	2	This is the third course in the Professional Development series. Students will examine the basics of leadership in occupational therapy contexts and in interprofessional health care teams. Kouzes & Posner's model for leadership is the foundation for study. Students will incorporate skill development of leadership practices into their professional development plan.
OT 7421	OT Process: Child & Youth II	3	Learners apply foundational knowledge of occupational therapy to the school aged child, prioritizing those client factors, performance skills, performance patterns, and contextual factors that contribute to participation. Case-based instruction applies assessment and intervention methods to cases that emphasize critical thinking, clinical reasoning, and ethical practice.
OT 7422	OT Process: Adults II	3	This course, second in a three-part series, focuses on occupations that are typical in middle adulthood and the impact of disruption on participation. Students will expand their application of the OT process to facilitate improved participation in occupations and roles. Throughout the course, experiential learning will occur through use of multifaceted cases designed to integrate prerequisite and concurrent coursework. Laboratory sessions will focus on hands-on administration of OT assessments and interventions.
OT 7423	OT Process: Older Adults II	3	This course, the third in a three-part series, focuses on occupations and roles, habits, and routines that are typical in old-old adults ages 85 to 95+ and the impact of disruption on participation. Students will apply the OT process using case-based learning for orthopedic and rheumatic conditions and sensory loss accompanied by frailty. This course aligns with experiential learning activities to integrate concurrent coursework.
OT 7175 OR OT 7176 OR OT 7177 OR OT 7271	Level I Fieldwork Child/Youth Level I Fieldwork (Adults) Level I Fieldwork (Older Adults) Level I Fieldwork (Mental Health)	1	<p>OT 7175. This course provides a 40-hour experiential learning opportunity for applying the OT process to children and youth in a real world experience (1 credit).</p> <p>OT 7176. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience (1 credit).</p> <p>OT 7177. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience (1 credit).</p> <p>OT 7271. This course provides a 40-hour experiential learning opportunity in a clinical setting for applying the OT process to persons whose primary performance issues are due to mental health related concerns (1 credit).</p>

OT 7431	Qualitative Inquiry in OT	2	Learners will explore the epistemological, ethical, methodological approaches, and procedures associated with qualitative inquiry. This knowledge will be applied when evaluating evidence and designing a proposal for a qualitative study in occupational therapy.
OT 7451	OT Capstone Preparation I	1	This course is first in a series of 5 courses designed to support the student in the culminating experience of the OTD, the capstone project. The primary goal of this course is for the student to explore the advanced areas of occupational therapy practice and learn about the personal characteristics required to succeed in those areas. By the end of this course, students will have narrowed the scope of potential capstone project choices to three areas of focus.
OT 7891	Electives (can be Independent Study)	0-6	OT 7891. Independent Study, 1-3 credits in advanced practice area, approved by advisor. Electives. Selected to align with advanced practice area, approved by advisor. (Electives can only be taken in semesters 4, 5, 6, 7, or 8)
		16	Total semester credits

Spring (year2, semester 5)

Course No.	Course Name	Credits	Course Description
OT 7511	Professional Development in OT IV	2	This is the final course in the Professional Development series. Topics include ways to communicate clearly and appropriately with clients, patients, family members, and the health care team. Communication modes include verbal communication, virtual and telecommunication, written materials, formal and informal oral presentations, and forums. Students will incorporate skill development in communication practices into their professional development plan.
OT 7521	OT Process: Child & Youth III	3	Learners analyze occupational performance of adolescents, prioritizing client factors, performance skills, performance patterns, and contextual factors. Learners practice assessment and intervention methods to support societal participation. Case-based instruction of individuals and populations emphasizes critical thinking, clinical reasoning, and ethical practice.
OT 7522	OT Process: Adults III	3	Learners analyze occupations typical in late middle adulthood and the resulting impact when these occupations are disrupted by physical or environmental impairment. Learners apply the OT process to increasingly complex individual and population-based cases designed to develop clinical reasoning used by occupational therapists. This course is the third in a series of courses addressing occupational therapy assessment and intervention with adults.
OT 7523	OT Process: Older Adults III	3	This course, the third in a three-part series, focuses on occupations and roles, habits, and routines that are typical in old-old adults ages 85 to 95+ and the impact of disruption on participation. Students will apply the OT process using case-based learning for orthopedic and rheumatic conditions and sensory loss accompanied by frailty. This course aligns with experiential learning activities to integrate concurrent coursework.
OT 7175	Level I Fieldwork		OT 7175. This course provides a 40-hour experiential learning

OR OT 7176 OR OT 7177 OR OT 7271	Child/Youth Level I Fieldwork (Adults) Level I Fieldwork (Older Adults) Level I Fieldwork (Mental Health)	1	<p>opportunity for applying the OT process to children and youth in a real world experience (1 credit).</p> <p>OT 7176. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience (1 credit).</p> <p>OT 7177. This course provides a 40-hour experiential learning opportunity for applying the OT process to older adults in a real world experience (1 credit).</p> <p>OT 7271. This course provides a 40-hour experiential learning opportunity in a clinical setting for applying the OT process to persons whose primary performance issues are due to mental health related concerns (1 credit).</p>
OT 7541	Assistive Technology & Orthotics in OT Practice	4	Orthotics, assistive technology, environmental modification, and wheeled mobility in OT practice are preparatory interventions applied to enhance occupational performance. This course integrates application of the OT process with selection, design, fabrication, and/or fitting of these devices and provides strategies for environmental modification.
OT 7552	OT Capstone Preparation II	1	This course is second in a series of Capstone project coursework with a primary goal to complete a needs assessment for the capstone project area of practice from three areas previously identified by students under faculty mentorship.
OT 7891	Electives (can be Independent Study	0-6	<p>OT 7891. Independent Study, 1-3 credits in advanced practice area, approved by advisor.</p> <p>Electives. Selected to align with advanced practice area, approved by advisor. <i>(Electives can only be taken in semesters 4, 5, 6, 7, or 8)</i></p>
		17	Recommended maximum credits

Summer (year 2, semesters 6, 7, & 8)

Course No.	Course Name	Credits	Course Description
OT 7653	OT Capstone Preparation III	1	This course is the 3 rd of 4 courses that prepare the learner for the final Capstone experience and project. Learners will present a summary of a needs assessment, develop a Capstone Project and Experience Plan, and present both to all stakeholders of the site(s) they have selected for their Capstone experience. <i>(Required once, offered once during semesters 6, 7, or 8, based on degree program plan)</i>
OT 7641	Management of OT Practice	2	Students learn basic principles of management in occupational therapy practice. Concurrent with first repeat of OT 7695 <i>(Required once, offered once during semesters 6, 7, or 8, based on degree program plan)</i>
OT 7821	Systems of OT Practice	2	Students will compare various systems that employ occupational therapists. Learners will analyze components of health systems to understand the impact of systems on occupational therapy practice. <i>(Required once, offered semesters 6, 7, or 8, based on degree program plan)</i>

OT 7831	Professional & Grant Writing for Occupational Therapists	2	Students find public and private (not for profit) funding sources and agencies to support innovative research, training, demonstration and practice-based projects. They are guided to write lucid and compelling grant applications to support these projects. They learn to anticipate reviewer concerns and to respond constructively to criticism by participating in peer review of other group's proposals. <i>(Required once, offered semesters 6, 7, or 8, based on degree program plan)</i>
OT 7841	Program Development for Occupational Therapists	2	Students learn basic principles of program development culminating in a written business plan or project proposal in occupational therapy practice. <i>(Required once, offered semesters 6, 7, or 8, based on degree program plan)</i>
OT 7842	Teaching & Learning in Occupational Therapy	1	Introduction to the roles of an academic educator and the basic principles of adult education, active learning, course design and teaching in academic environments. <i>(Required once, offered semesters 6, 7, 8, based on degree program plan)</i>
OT 7695	Level II Fieldwork	6-9	In depth mentored experiences delivering occupational therapy services to clients, focusing on the application of the OT Process over 8-12 weeks of full time practice. Students must complete Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program. <i>(Repeated X2 if 12 weeks or X3 if 8 weeks; offered semesters 6, 7, 8, based on degree program plan)</i>
OT 7891	Electives (can be Independent Study)	0-6	OT 7891. Independent Study, 1-3 credits in advanced practice area, approved by advisor. Electives. Selected to align with advanced practice area, approved by advisor. <i>(Electives can only be taken in semesters 4, 5, 6, 7, or 8)</i>
		12	Recommended maximum credits

Summer (year 3, semester 9)

Course No.	Course Name	Credits	Course Description
OT 8995	OTD Advanced Practice Capstone Experience & Project	10	This course houses the culminating experience of the OTD, the capstone project. In this course, students will actuate the knowledge, skills, and attitudes developed through prerequisite coursework while carrying out a capstone experience. The capstone is a faculty-guided scholarly experience that occurs in one of several occupational therapy advanced practice areas including but not limited to, clinical practice, scholarship, administration, leadership, program & policy development, advocacy, education, & theory development. The capstone experience will involve the evaluation of capstone outcomes and dissemination. Students must complete Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program.
		10	Total semester credits
		116	Total credits for degree

Accreditation

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status 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)
www.acoteonline.org

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit or 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 individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete Level II fieldwork and experiential requirements within 24 months following completion of the didactic portion of the program.

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 ever since. The Rochester location achieved its initial accreditation status in 2008. The Master of Occupational Therapy curriculum is fully accredited and the Occupational Therapy Doctoral curriculum is in candidacy status.

Our next accreditation decision of the OTD will occur in spring, 2022. 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 will be 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, all fieldwork, and your Capstone experience and project are completed. Commencement, however, will occur before you complete all graduation requirements. You will receive more information about commencement later in the curriculum.

In order to graduate with a Doctorate in Occupational Therapy students must have completed:

- 116 credits of required OT courses including Level II Fieldwork, Capstone experience and Capstone project 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
 - Capstone project presentation and supporting documentation of deliverables accepted by a committee as assessed by the capstone site and faculty advisor; and
 - Satisfactory professional behaviors.
- 2) Commencement: the Center for Allied Health provides an official ceremony celebrating graduation. The timing of this event has not yet been determined. 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. Information about commencement can be found on the [CAHP Events website](#).
 - 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. 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 Occupational Therapy Doctoral degree is completed after all required course grades have been processed by the registrar. This includes all level II fieldwork, your Capstone experience and your Capstone Project grades. All Level II Fieldwork and Capstone experience 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

OT 7121 Foundations of OT; OT 7431 Qualitative research; OT 7641
Management of OT Practice

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

Cindy Jacobs, MS, OTR/L

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

Teaching

Has taught neurorehabilitation intervention and OT practice in school systems. Teaches OT 1003 Orientation to
OT

Education

MS in OT University of Minnesota

Terrienne Jones, PhD, OTR/L

Assistant Professor, Capstone Coordinator, Continuing Education Director
15-172 Phillips Wangensteen Building, UM Minneapolis
(612) 626-3252; jone1727@umn.edu

Teaching

OT 7121 Foundations of OT, OT 7122 Mind & Body: Aspects of OT Practice, OT 7176 Adults Level I
Fieldwork, OT 7222, OT 7422, OT 7522 Adults course series, OT 7432 Qualitative research, OT 7842
Teaching & Learning in Rehabilitation, OT 7841 Program Development in OT, OT 7821 Systems of OT
Practice, OT 7855 Seminar in Current OT Practice Issues, Capstone experience and project 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

Tracy Kruse, OTD, OTR/L

Assistant Professor, Director of Experiential Learning & Fieldwork Coordinator
278 ChRC, UM Minneapolis
(612) 626-3995; tlkruse@umn.edu

Teaching

OT 7175, OT 7176, OT 7177, OT 7271 Level I Fieldwork courses, OT 7695 Level II Fieldwork

Education

OTD. Saint Catherine University, St. Paul
MA in OT, College of Saint Catherine, St. Paul
B.S. in Occupational Science, College of Saint Catherine, St. Paul

Scholarly/ Practice Interests

Home health care

Corey McGee, PhD, OTR/L

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

Teaching

OT 7176 Adults Level I Fieldwork, OT 7141, OT 7242, OT 7343 Body Structures & Function course series, OT 7231 Critical Inquiry, OT 7332 Quantitative Research, OT 7222, OT 7422, OT 7522 OT Process Adult course series, OT 7541 Assistive Technology & Orthotics, Capstone experience and project 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, Assistant Director of Rochester
353 University Square, UM Rochester
(507) 258-8108; millersa@umn.edu

Teaching

OT 7223, OT 7423, OT 7523 OT Process for Older Adults course series, OT 7177 Older Adult Level I Fieldwork, OT 7111, OT 7211, OT 7411, OT 7511 Professional Development course series, Capstone experience and project advisor

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

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

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

Teaching

OT 7121 Foundations of OT, OT 7111, OT 7211, OT 7411, OT 7511 Professional Development course series, OT 7223, OT 7423, OT 7523 OT Process for Older Adult course series, OT 7177 Older Adult Level I fieldwork, OT 7332 Quantitative research, Capstone Experience and Project 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

OT 7141, OT 7242, OT 7343 Body Structure & Function course series,

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

Camille Sampers, EdD, OTR/L

Assistant Professor
15-164 Phillips Wangensteen Building, UM Minneapolis
(612) 625-4539; samp0009@umn.edu

Teaching

OT 7111 Professional Development, OT 7221, OT 7421 & OT7521, Child and Youth courses, OT 7175 Child & Youth Level I Fieldwork, OT 7855 Seminar in Current OT Practice Issues, Capstone experience & project advisor

Education

EdD in Educational Administration, University of Minnesota;
M.A. in Learning Technology; University of St. Thomas; B.A. in Occupational Therapy, St. Catherine University

Scholarly Interests

Occupational therapy school-based practice, serving K-12+students in all special education practice areas (including promoting literacy, augmentative communication, and assistive technology practices for individuals with unique needs and conditions); Acute medical, cardiac rehabilitation, short-term rehabilitation; Long-term care.

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

OT 7221, OT 7421, OT 7521 Child and Youth courses, OT 7175 Child & Youth Level I Fieldwork, Practice in work context, compensatory practice approaches, Capstone experience & project advisor

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

Julia Sterman, PhD, OTR/L

Assistant Professor
15-192 Phillips Wangensteen Building, UM Minneapolis
(612) 625-0108; sterm154@umn.edu

Teaching

OT 7221, OT 7421 & OT7521, Child and Youth courses, OT 7175 Child & Youth Level I Fieldwork, OT 7121 Foundations of OT, OT 7231 Critical Inquiry in OT, OT 7432 Qualitative Research, Capstone experience & project advisor

Education

PhD, Australian Catholic University; Sydney, Australia (Occupational Therapy)
MS, Ithaca College; Ithaca, NY (Occupational Therapy)
BS, Ithaca College; Ithaca, NY, (Occupational Science)

Scholarly Interests

Inclusive play; Person-centered emergency preparedness; transition to school; culturally and linguistically diverse populations; Capabilities Approach

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

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

Teaching

OT 7111 Professional Development, OT 7231 Critical Inquiry, OT 7222, OT 7422, OT 7522 Adult course series_

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 , OTR/L, ATP, SMS

Assistant Professor

356 University Square, UM Rochester

(507) 258-8256; vosdr001@umn.edu

Teaching

OT 7222, OT 7422, & OT 7522 OT Process for Adults courses; OT 7177 Older Adults Level I Fieldwork; OT 7541 Assistive Technology; OT 7641 Management of OT Practice; OT 7231 Critical Inquiry in OT; OT 7332 Quantitative Research OT 7831 Professional & Grant Writing for OTs; Capstone experience & project advisor

Education

PhD 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, approved by OGC 12/26/13; revised & faculty approved 5/17/19

Students in the Occupational Therapy Program have both a Student Services Academic Advisor and a Faculty Advisor. This section addresses only the roles and responsibilities of the assigned Faculty Advisor.

Purpose: 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
1. To advise and encourage students' professional development including areas of practice and graduate studies.

Advisement is provided related to planning of professional development, students' academic performance and professional behavior. 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.

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, providing consistent and easy access to advisors by students. Before courses begin or early in the first semester, all OT faculty advisors introduce themselves to their advisees (email or in person) and invite advisees to contact them for a meeting. Meetings may occur in person, telephone, or virtually via a web connection. Faculty 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 who are at risk of failing a course at the midpoint of the semester. When academic, professional or behavioral issues are not resolved, students are contacted/or initiate contact with the course instructor who then uses the student's course record and the *Professional Development Tool* as advising tools to write a professional development goal within the student's *Professional Development Plan*. If revised, the student's new *Student Development Plan* is filed by the student and their adviser. 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 course director, the faculty advisor is called into the issue. Policies and procedures about academic, professional, or behavioral progress are described in the *Academic Performance and Student Conduct* policy section of the current *Student Handbook*.

Students are expected to meet with their faculty at least two times per year (fall and spring semesters) to monitor the student's *Professional Development Plan*. Faculty Advisors first review the professional behaviors of each advisee. This process requires two steps, the first being each student's self-evaluation using the *Professional Development Tool* and the second, managing the OT faculty advisor's review of each advisee's professional behaviors using the same form. Advisors then meet with each advisee to discuss gaps and agreements between the advisor and advisee's assessment, and to guide the student's determination of professional development goals.

Students may also contact their faculty advisor to request help proactively for academic or behavioral issues, and for input on professional decisions about practice area, advanced degrees, or other topics. In addition, students may contact the CAHP Student Services Advisor for help at any time.

If a student is dissatisfied with their academic advising

At any stage, if the student is dissatisfied with their faculty advising, the student should submit their written concerns to the Program Director. When conflict exists the Program Director will work toward mediation. A faculty advisor may be changed only 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.

Faculty 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 supporting data, a plan for resolution of issues and corresponding timeline for review.
- Submit documentation to the student, course director (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 *Academic Performance and Student 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 Faculty Advisor, and finally with the Program Director.
- Communicate with Faculty Advisor if having difficulty completing the remediation plan or if there are barriers to resolving an academic, behavioral, 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 OT Faculty on 8/18/09; approved by OGC 12/26/13, revised 5/17/19

Academic Performance

- Academic Performance Standards
- Professional Behavior
- Academic Performance Issues
 - Probation and Dismissal
 - Due Process for Academic Performance Issues

Student Conduct

- University of Minnesota Student Conduct Code
 - Academic Integrity
- Student Conduct Issues
 - Due Process for Student Conduct Issues

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

The Occupational Therapy Program has two minimum standards related to academic performance. A student must:

- Complete all required Occupational Therapy courses³ 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
- A- = 3.67
- B+ = 3.33
- B = 3.0
- B- = 2.67

³ 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.

C+ = 2.33

C = 2.0

Grades below 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 I).

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

D.	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
E.	Student never on probation fails to complete coursework of a single course	Student awarded "I" per University guideline/ Course Director decision.	Student and Instructor develop a <i>Contract for Completion</i> defining remaining exams/assignments/work, and due dates. Student's OT Faculty Advisor notified Student continues in concurrently enrolled OT courses If contract met, student awarded earned grade. If contract not met, see item G.	Student has 5 working days to appeal to CAHP.
F.	Student never on probation fails to complete a single course "I" by date in <i>Contract for Completion</i>	Handling of course grade and probation follows contract. IF grade assigned to replace the "I" is below C or S, student placed on probation and required to repeat the course	If passing grade is issued – Student is allowed to continue enrollment. 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. <i>Original course grade issued per Contract for Completion, remains on record for course; new course appears as retake</i>	Student may re-enroll and retake the course when it is next offered Student has 5 working days to appeal to CAHP.
G.	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 OT Academic Progress Review Committee	Student has 5 working days to appeal to CAHP.
H.	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	Student is permitted to retake course or fieldwork per Contract for Completion. Scheduling of Fieldwork is done based on availability of sites. 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. Withdrawal with re-enrollment constitutes the sole re-take permitted towards completion of the curriculum	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. Student has 5 working days to appeal to CAHP.

I.	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.
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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.

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 <http://cahp.umn.edu>) and return to CAHP Student Services.

Formal Complaint

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

- must be based on a claimed violation of a University rule, policy, or established practice
- 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
- 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:

- University employment
- disciplinary action under Board of Regents Policy: [Student Conduct Code](#)
- grades
- 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.

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. Professional conduct 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.

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 reported to the Office for Community Standards (<https://communitystandards.umn.edu/>).

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 test 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." (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 APA format unless otherwise specified by a course director. Check the UMN library website for guidelines for correctly 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.

The Program in Occupational Therapy's jurisdiction includes all behaviors by an OT student that reflect on the student's qualifications or potential to become a competent and ethical professional. Aside from matters of academic integrity and professional responsibility in the classroom/clinic setting that are addressed in the Student Conduct Code (Board of Regents; https://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf), the following behaviors constitute grounds for action including behavior that

- violates professional and or ethical standards;
- disrupts the academic environment including operations of the University, CAHP, program or clinical training sites;
- disregards the rights or welfare of patients, fellow students, college/clinical staff, or other individuals;
- is unlawful 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 (<https://www.aota.org/About-Occupational-Therapy/Ethics.aspx>), site policies and procedures, and ethical rules and procedures related to research;
- Standards of Practice and Ethical conduct, as defined by the Minnesota Board of Occupational Therapy Practice (<https://mn.gov/boards/occupational-therapy/consumer-information/discipline.jsp>);

Process for Student Conduct Issues

Independent Action

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:

1. 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);
2. Document dates and content of key communications and meetings(s) with the student; and
3. Create a written plan for resolving concerns, sending to student and advisor via email.
4. Advisor to follow-up during that semester and subsequent semesters.
5. File appropriate form with the Office for Community Standards 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).

Broader Faculty Involvement

There is one path of action that has broader faculty involvement 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 forms with the Office for Community Standards if the concern meets that office's criteria.

Any faculty member may bring a misconduct issue/ incident to the faculty. The advisor or faculty member will:

1. Notify faculty that there is a concern regarding the student's conduct;
2. Obtain student's perspective of the issue/ incident;
3. Request that faculty members evaluate the student's behaviors, using an applicable measurement method or tools.
4. The student's Faculty Advisor will then review the student's and the faculty members' reviews.
 - 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).
 - If the advisor determines that this is an isolated case of misconduct or within a single course the Course Director and the Faculty Advisor, as requested, will meet with the student to formulate a written timeline and plan for the required conduct change, including follow-up plan.
 - 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.
 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.

- Advisor to maintain a copy of the document until the student leaves the Program (e.g., graduates, withdraws, or is dismissed).
 - 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.
- If misconduct is resolved (e.g., changes are made and sustained by the student), the advisor will prepare a short report indicating this and maintain same, and transfer reports and documents to any subsequent advisors.
 - If misconduct has not been resolved, the advisor or faculty member registering the complaint will 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. The Program Director will then initiate a Committee Review of Academic Misconduct or Professional Misconduct (see below).

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:

- One (1) faculty member from outside the Program in Occupational Therapy, but within the University,
- One (1) occupational therapy clinician/fieldwork educator.
- 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.

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.

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:

- No action
- Permitting uninterrupted continuation of academic work on probation, stipulating behavioral expectations.
- Requiring that the student meet certain conditions before permitting them to resume academic work (with or without probation). These may commonly include:
 - Requiring that the student take a leave of absence;
 - Suspending the student from academic work until specified conditions are met;
 - Requiring that the student complete additional or specially designed internal or external coursework or programs.
- Dismissal

The Program Director shall:

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

Association Membership & Subsidy

Students are required 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 student 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 any of three years of the program. Use the *OT Student Reimbursement Form for Professional Association Dues* available from the Center for Allied Health Programs under the *Policies and Forms* tab. 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 Board of Regent's Student Code of Conduct through behaviors that:

1. are ethical (Sect. II, Subd. a)
2. are fair and respectful (Section II, Subd. b and Subd. g)
3. are in the best interest of all students (Sect. II, Subd. f and Subd. g)
4. safeguard one another's shared and sensitive information (Sect. II, Subd. d)
5. promote a safe and healthy environment (Sect. III, Subd. b)
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:

- 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).

- Requests will be granted by a majority vote of the faculty.
- Requests must be approved by faculty prior to registering for the professional meeting.
- 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 2019 a Rochester Campus president went; for 2020 it will be the Twin Cities 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 program director.

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 1 (fall), 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 May 5, 2019

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 and a safety manual. It is each student's responsibility to review Safety Manual and to adhere to all policies. 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 May 5, 2019

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.

Students are expected to 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

Academic Calendar. The academic calendar follows the University calendar.

1. *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 2022" or "F2F R Cls of 2022". 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 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

- a. **Purpose:** 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 submit a waiver to the Office of Student Health Benefit for alternative health plan coverage and are approved 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 pay the Student Services Fee and request purchase of the health plan. It is your responsibility to pay the student services fee and continue health insurance coverage during level II fieldwork. You are required to submit proof of coverage to the program during level II fieldwork.

Regardless of 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](#) (which includes costs for drug screens not covered by insurance), 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 the annual training 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://www.uhs.umn.edu/search-uhs-training> and search for "Bloodborne Pathogens."

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. Due to contracts with fieldwork sites, OT students must begin the curriculum in compliance and remain in full compliance throughout the entire program. Each semester student services staff will verify that students remain in full compliance throughout the entire term. Student services will notify students who are about to fall out of compliance. Students 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 [here](#). Students are responsible for keeping a copy for their records and to present to fieldwork sites on request.

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 for OT Students

Last Updated: November 18, 2015

PURPOSE

This policy provides guidance and parameters for social media usage by students enrolled in the Center for Allied Health educational programs. While social media tools are a very popular mode of engagement and communication and facilitate education, collaboration, research, business, and remote work, it's usage by CAHP students present 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, resident and fellow is responsible for appropriate online behavior just as they are with communications in other areas of their professional life.

POLICY

All CAHP students must adhere to the following:

1. Follow all relevant University policies. This includes, but is not limited to, maintaining client/patient privacy, professionalism, conduct, ethics, sexual harassment, eCommunication standards, social networking site guidelines, copyright, intellectual property, computer, e-mail and Internet use.
2. Understand that unprofessional behavior within social media is treated the same manner as unprofessional behavioral in other settings. Any individuals posting depictions of intoxication, drug use, sexually explicit materials, bullying, violent or discriminatory language or behavior are subject to the same disciplinary review and processes.
3. Do not discuss secure exam content unless clearly authorized do so by an instructor.
4. Confidentiality:
 - Client/patient privacy measures taken on social media must be the same as those taken in any public forum.
 - Social media discussions regarding specific clients/patients, research subjects, volunteers or cadavers are prohibited, even if all identifying information is excluded as it is always possible that someone could recognize the individual to which you are referring based upon the context, time stamp or location data.
 - Under no circumstances may photos or videos of clients/patients, research subjects, volunteers or cadavers, including those depicting any body parts (including microscopic) of these individuals, be displayed unless specific written permission to do so has been obtained. Failure to obtain permission is a HIPAA violation.
 - Maintain the confidentiality of students, residents, fellows, faculty and staff by not disclosing one's professional relationship unless they have given explicit permission to do so.
5. Client/patient contact
 - Do not provide medical or health care advice about individual cases using social media. Individuals with health inquiries must be directed to an appropriate hospital or clinic patient line.
6. Clinical settings
 - Understand and adhere to existing policies or guidelines in each of the clinical settings in which you participate.
7. Uphold the reputation of the University of Minnesota and the Academic Health Center and each of its programs by being respectful and professional to fellow students, residents, fellows, employees, faculty, competitors and clients. This includes refraining from:
 - Engaging in any form of harassment, including derogatory or inflammatory remarks about an individual's race, age, disability, relation, national origin, physical attributes, sexual preference, or health condition.
 - Violating intellectual property, copyrighted or trademarked information.
8. Do not promote personal projects or endorse other products or brands on behalf of the University of Minnesota. University brand standards must be followed:
 - <http://www.policy.umn.edu/Policies/Operations/OPMisc/BRANDING.html>

Violations will be handled through the Student Conduct Code, Section V, Subdivision 16 and disciplinary measures outlined by the student's, resident's or fellow's program and school.

PROCEDURE

1. All CAHP students must adhere to the social media policy to ensure client/patient privacy and foster a respectful, professional learning and healing environment for all.
2. Students will be informed of this policy and its implications by their school/program including the guidelines and procedures.
3. Breaches of the policy standards are to be reported to the school/program per the established processes within the school or training program.
4. The school/program will investigate the complaint and then proceed with corrective and/or disciplinary action processes.
5. Students, residents and fellows have the duty to report inappropriate uses of social media and privacy violations by peers/colleagues and anyone in their learning and/or work environment to their school/program per the established process within the school or training program.

GUIDELINES FOR STUDENTS, RESIDENTS AND FELLOWS

1. Assume that anything posted to social media websites can be seen by anyone, including current and future employers. Never assume that posts are private. Remember that if you would not want your manager, fellow colleagues, classmates or others to see your comments, pictures or videos, it is unwise to post them to the Internet. Also be aware that these postings can be used in court or disciplinary settings.
2. Others may identify you in photos (“tagging”). It is your responsibility to ensure these photos do not violate this policy. It is recommended that your privacy settings be set to not allow this behavior and that strict privacy settings be used on all social media sites.
3. Interactions with clients/patients using social media are strongly discouraged unless authorized to do so by your supervisor or program.
4. Client/patient information obtained on a social media should not be entered in the client/patient’s medical record without the client/patient’s knowledge and consent.
5. Refrain from accessing personal social media while in clinical work areas.
6. It is strongly recommended that students, residents and fellows and faculty limit social media interactions except for purposes of official course work and do not interact using social media except for work.
7. Use University affiliation appropriately.
 - Where your connection to the University of Minnesota, the Academic Health Center, or your individual College, School or Center is apparent, make it clear that you are speaking for yourself and not on behalf of these entities.
 - If you communicate publicly on the Internet about University of Minnesota-related matters, disclose your connection and role. Use good judgment and strive for accuracy in your communications; errors and omissions reflect poorly on both you and the University of Minnesota and may result in liability for either/both parties.
 - For any personal online activity, use a personal e-mail address (not your umn.edu e-mail address) as your primary means of identification. Just as you would not use University stationery for a letter to the editor with your personal views, do not use your University e-mail address for personal views.

DEFINITIONS

Social Media: Social media are internet-based tools used to interact with other people through text, images or sound. Some common social media are Diggs, Facebook, Flickr, LinkedIn, Instagram, MySpace, Snapchat, Twitter, UMWiki, and YouTube. This does not include University of Minnesota email.

Read the entire [CAHP Social Media 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.

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.

- 6) **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.
- 7) **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.
- 8) 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.

How to submit an anonymous complaint and other resources can be found on their website at <http://eoaa.umn.edu/report-misconduct>.

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 Wellness and Recreation 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. In 2018, the Board of Regents approved the Doctorate Degree for Occupational Therapy with the inaugural class beginning fall, 2019.

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 or listed below, 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