OT Education Department reserves the right to change or update this manual at any time.

* This publication is available in an alternate format upon request. Contact the OT Education Department at (913) 588-7195.
# OCCUPATIONAL THERAPY EDUCATION
## STUDENT HANDBOOK

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THE UNIVERSITY OF KANSAS MEDICAL CENTER ACKNOWLEDGES THAT THE YEARS SPENT IN GRADUATE AND
PROFESSIONAL DEGREE PROGRAMS CAN BE PRIME CHILDBEARING YEARS FOR STUDENTS. KUMC WISHES TO ASSERT
ITSELF AS AN INSTITUTION THAT VALUES FAMILY-FRIENDLY POLICIES FOR STUDENTS, FACULTY AND STAFF BY ADOPTING A
STUDENT-SPECIFIC CHILDBIRTH ACCOMMODATION POLICY. THIS POLICY ILLUSTRATES A COMMITMENT BY KUMC TO
DIVERSITY AND INCLUSION WHICH WILL ALLOW THE INSTITUTION TO RECRUIT AND RETAIN THE HIGHEST QUALITY
STUDENTS. FOR FULL REVIEW OF THIS POLICY OR TO DISCUSS CHILDBIRTH POLICY RELATED ISSUES, PLEASE CONTACT YOUR
ACADEMIC ADVISOR. REVIEW THE FULL POLICY AT THIS LINK:
http://www.kumc.edu/documents/graduate%20studies/childbirth%20accommodation%20policy%20
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Making the Transition

Welcome...

Welcome...

Welcome!

To the University of Kansas Medical Center – KUMC – Kansas City, Kansas (not to be confused with UMKC, the University of Missouri at Kansas City, on the other side of the state line).

By now you have had a taste of the KUMC campus and realize it is much different than the college campus you recently left. The purpose of this handbook is to help ease your transition from being a student on a “regular” college campus to being a student in a “professional” program. DON’T LET THAT SCARE YOU! Numerous students crossed the same threshold you now tread, and discovered the excitement of studying here before going on to become successful and contributing professionals in the field of Occupational Therapy.

The Great Transition

What does it mean…this transition? It means a great deal!

The expectations are high. You, as a student, are expected to take responsibility for your learning by attending classes, reading assigned texts, utilizing resources available to you, and asking for help when you need it.

The demands are high! The actual amount of time spent in lectures, labs and fieldwork leads to consistently busy days. Completing the various assignments can also be time consuming; however, numerous resources are available to help you successfully meet these demands.

The composition of your class is different! You and your Occupational Therapy classmates are the cream of the crop and generally are high achievers. However, each student is viewed as unique and is expected to complete the program to the best of his/ her individual ability. Students you will meet outside of the Occupational Therapy Curriculum, enrolled in Physical Therapy, Nursing, and The School of Medicine, are also seriously involved in completing requirements for a professional program. All students tend to be extremely positive regarding their profession, and tend to show a certain “pride” about their career choices. We hope that you will too.
The stress is much different! When on the regular college campus, the standards and requirements to graduate, in many college programs, may be less rigorous (e.g., a student can graduate with a 2.00 GPA). In this curriculum, a student must adhere to higher GPA standards in both the undergraduate and graduate portions of the program. These standards are necessary to prepare for the clinical and professional demands that will follow.

**Enough of the “challenges” associated with this transition ...**

... **how about some perks/benefits?!?!?**

The faculty is highly dedicated to the development of Occupational Therapy by facilitating the growth of students in the program. We want you to be colleagues, professionals, and independent problem solvers. With this in mind, much effort is put forth to provide quality, updated information using the most efficient and effective methods possible. The OT faculty serve as role models by demonstrating those traits unique to professionals, but still maintaining unique personal philosophies and characteristics.

**Personal growth and development.** In this curriculum, a transition from college student to professional takes place (Yes, the cocoon does turn into a butterfly). Emphasis is placed on situations with the appropriate attitude. Your commitment to your education and professional growth will sharpen your skills in these areas and you will develop the professional attitude necessary to succeed in your chosen field. Many students have found this a time to become more independent, take on more responsibility for personal actions, and determine the direction of their future.

“**Marketability**”. How often have you heard of a college student graduating with a non-functional degree, one that may or may not land a job right away? Once you’ve completed all the requirements to be an Occupational Therapist, you can expect a variety of job opportunities.

**Occupational Therapy is applicable –**

- to a variety of ages (pediatrics, adolescents, adults, geriatrics),
- to a variety of settings (hospitals, rehabilitation centers, school systems, home health agencies, private practice),
- to a variety of clients (developmentally delayed, mentally impaired, orthopedic, neurologically impaired),

**Occupational Therapists may work –**

- in a variety of department sizes (as few as one therapist to a department with as many as 60),
- for starting salaries that typically range from $45,000 to $60,000,
- in a variety of geographic locations (all over the country!).

KU grads are highly respected which can give you an advantage in the job market.

With such a bright future ahead of you, you should be able to feel good about your career choice, your school selection, and the value of the education you will obtain from the OT Curriculum.

The Great Transition from your college or university campus to a major teaching hospital campus offers you special opportunities for growth and development of new insights and abilities. The faculty and staff are glad YOU CHOSE to come to KUMC.

**WELCOME – to the great transition!**
“If you want to feel secure, do what you already know how to do. If you want to be a professional and continue to grow...go to the cutting edge of your competence, which means a temporary loss of security.

So whenever you don’t quite know what you’re doing, know you’re growing.”

Madeline Hunter, 1987
**Professional Behavioral Expectations**

As faculty and students within a professional program at University of Kansas Medical Center we endorse the AOTA standards and ethics policies and the KUMC/School of Health Professions Policies and Procedures. Thus, we plan, within our curriculum, to facilitate the development of professional behaviors that will assist students in both present and lifetime learning.

Through mutual participation in teaching and learning activities, we expect to enable you to continuously work toward achieving the following:

I. A positive self-regard as demonstrated by

   A. Communicating verbally or nonverbally in a direct, forthright manner
      1. Making eye contact
      2. Stating an opinion clearly
      3. Asking a question
      4. Asking for clarification
      5. Addressing questions or concerns in a timely manner
      6. Exhibiting a confident body posture

   B. Speaking out to identify one’s position
      1. Expressing one’s opinion
      2. Acknowledging one’s stand on an issue
      3. Clarifying one’s position

   C. Responding constructively to criticism
      1. Acknowledging error, asset, or both
      2. Acknowledging responsibility for self
      3. Altering behavior on the basis of feedback
      4. Depersonalizing feedback, recognizing that criticism is directed at behavior, not a person

   D. Tolerating error
      1. Trying out the new
      2. Acknowledging that errors are a reality of learning
      3. Speculating
      4. Asking for critique

   E. Exhibiting self-starting, self-reliant behaviors
      1. Taking initiative for one’s learning
      2. Identifying and using resources
      3. Initiating an endeavor
      4. Taking responsibility

   F. Advocating for self
      1. Stating one’s wants and needs
      2. Speaking and acting affirmatively in regard to oneself
      3. Articulating one’s strengths and assets
      4. Asking for commendation
G. Being dependable and reliable
   1. Following through on a task
   2. Meeting deadlines
   3. Being consistent
   4. Using sound, rational judgment
   5. Being accountable and responsible

H. Acknowledging one’s contribution
   1. Identifying and describing one’s contributions and skills
   2. Volunteering to use assets and skills
   3. Describing and evaluating one’s limitations
   4. Seeking personally referenced feedback

II. An increasing self-awareness as demonstrated by

A. Seeking and obtaining feedback
   1. Asking others for their perception of one’s behavior
   2. Seeking feedback from multiple sources, including, but not limited to, peers, superiors, other colleagues, and clients

B. Reflecting
   1. Giving events a second thought
   2. Engaging in thoughtful review
   3. Considering one’s response in retrospect

C. Becoming more aware of what is happening around oneself
   1. Noting observations of the dimensions and dynamics of the immediate setting
   2. Noting verbal and nonverbal cues
   3. Identifying the interrelationships among persons, politics, economy, and culture
   4. Questioning the interrelatedness of events and one’s personal action

D. Appraising self-realistically
   1. Weighing self-evaluation with that of others
   2. Acknowledging similarities and discrepancies of these evaluations
   3. Acknowledging and explaining one’s beliefs, values, and biases
   4. Recognizing self-appraisal as a continuing process

E. Clarifying values continually
   1. Questioning one’s beliefs and attitudes
   2. Evaluating how one’s behaviors relate to one’s own beliefs and attitudes
   3. Evaluating how and why one’s values differ from or are similar to others

F. Expanding the boundaries of one’s behavioral repertoire
   1. Trying out new behaviors
   2. Practicing different ways of responding
   3. Engaging in unfamiliar situations
   4. Critiquing one’s nonverbal behavior
   5. Seeking opportunity to work on self-identified limitations

G. Clarifying relationships with others
   1. Asking for feedback about the impact of one’s behavior
2. Confronting another with regard to where things stand between self and others
3. Asking others for the rationale of their opinions
4. Explaining one’s own opinion and its rationale
5. Defining and explaining the nature of the contract between oneself and another within the context of the respective roles of each
6. Identifying and considering nonverbal cues

III. An interpersonal competence as demonstrated by

A. Being sensitive to the feelings, values, and agendas of others
   1. Acknowledging one’s own feelings and expressing how they are similar to or different from another’s
   2. Responding by word, tone of voice, facial expression, touch, or gestures to the feeling tone of another
   3. Encouraging another to clarify or share his or her values or opinions
   4. Expressing respect for the right of another to hold different values and beliefs

B. Listening to and hearing others
   1. Paraphrasing the statements of another
   2. Asking for clarification
   3. Responding to what is being said
   4. Responding to nonverbal cues

C. Developing dialogue skills
   1. Asking another to share or explain his or her point of view
   2. Withholding judgment during another’s explanation
   3. Explaining one’s own point of view and rationale
   4. Encouraging others to critically explore one’s perspective

D. Developing collaboration skills
   1. Asking others for their ideas or perspectives
   2. Acknowledging the importance of the knowledge, expertise, or skills of another
   3. Contributing ideas and critiques to the task at hand
   4. Acknowledging the value of various interactive styles
   5. Compromising to reach a consensus without abdicating one’s basic values

E. Empowering others
   1. Acknowledging the contributing of another
   2. Supporting another toward self-agency
   3. Acknowledging the strengths and skills of another and encouraging their use
   4. Asking another to participate

F. Contributing to the learning of others
   1. Sharing knowledge, ideas and questions
   2. Eliciting input, opinions, and participation from others
   3. Stimulating and originating discussion
   4. Completing assignments on time
   5. Offering thoughtful contribution to discussion

IV. A commitment to learning as demonstrated by

A. Having enthusiasm for inquiry and discovery
1. Expressing excitement about new learning
2. Seeking new ideas and new perspectives through questioning, reading, and discussion
3. Trying out new perspectives and new ideas

B. Being content prepared
1. Completing assignments on time
2. Formulating clarifying questions
3. Contributing thoughts and ideas

C. Contributing beyond requirements
1. Volunteering for a special assignment
2. Contributing materials and information beyond those required of assignments
3. Stimulating others to contribute

In interactions with others including peers, faculty, and recipients of occupational therapy services, expectations are that a concern and respect for the rights, dignity, and contributions of the other individual(s) should be evident, regardless of differences. Indeed, an ability to understand the beliefs, attitudes, and values of other individuals and to value their contributions is crucial.

Behaviors not in accordance with the expectations within the occupational therapy program include:

a) exhibiting competitive behaviors which are destructive to learning
b) breaching confidentiality
c) cheating, and/or dishonesty in any form
d) unauthorized use of other ideas, written work, assignments or exams (plagiarism)
e) misrepresentation of work submitted

We expect, as occupational therapists, to share with you a mutually stimulating, sharing, and facilitative learning environment. We appreciate and anticipate your participation and contributions.

Acknowledgment: The Statement on Professional Behavioral Expectations is borrowed with permission from The Occupational Therapy Program, College Misericordia, Dallas, PA.

**Honor Pledge**

Each student and faculty member will confirm their commitment to uphold professional standards through ethical academic participation by signing the following honor pledge:

"As a member of the academic community, I pledge that I will not tolerate or engage in academic or non-academic misconduct and will uphold the academic integrity and professional standards of this program and my profession."

Signed ___________________________ Date ___________________________
**Class Expectations**

Not all the “rules” you may have learned at a typical college campus apply to the professional medical center campus. A professional curriculum differs from a typical college curriculum in several ways. It is more specifically focused. There is a short period of time in which to transfer much information. The department is concerned not only with teaching knowledge, but also the clinical reasoning, behavior, and attitudes necessary for success in the profession. Consequently, the student behaviors expected may be somewhat different. Some common areas where differences may occur are outlined below and explained in more detail later in this Handbook.

**Attendance** – Because the amount of time in the professional curriculum is so limited, 100% attendance is expected. Attendance requirements and student responsibilities are outlined in the course syllabus given to you at the beginning of each semester. If you miss a class you will miss important information – much of which will not be in your book. It is to your advantage to attend class. Your future patients/clients are counting on your attendance.

**Absences** – Absences may be either excused or unexcused. Excused absences may include illness or unexpected emergency situations. Students may choose to be absent from scheduled curricular activities for other reasons. Such absences still will be considered “unexcused” even if faculty are notified ahead of time. Examples of unexcused absences include attending a wedding, leaving early for vacation or returning late, and scheduling appointments during class time. Reasons for any absence from class or other educational experience must be cleared ahead of time with your instructor or supervisor. Just as you would not miss work without notifying your employer, you must notify your instructor before class if you cannot attend class. Students who do choose to be absent still bear full responsibility for completing course assignments, tests, group projects, and all other activities. Rescheduling of tests, etc. is at the discretion of individual faculty, and is not required.

**Leaving the Class if the Teacher is Late** – Because this is a relatively small curriculum, students will be notified if a teacher cannot attend a class. Do not assume that the teacher is not coming and leave if the teacher 5-15 minutes late.

**Coming Late to Class and Leaving Early** – Each student is expected to arrive on time and stay for the entire class period. These are the behaviors all professionals exhibit on the job.

**Buying Textbooks and keeping textbooks** – Occasionally students feel that it is not necessary to purchase the required textbook or printed materials for a class. This is unwise. If a teacher requires material for a class that material will also be an important reference for you in the future. Buy it! Remember, you are in the process of building a “professional reference” library which will be a resource for you on your fieldworks and in practice.

**Studying** – Due to the intensity of the occupational therapy curriculum, most students find that they must study more for each class then they have in the past. A general rule of thumb regarding study time is approximately two hours of study for each hour spent in class. Because the selection process admits the “cream of the crop” into the program, many students find that to maintain a high GPA requires more effort on their part than was previously needed.

**Dress Code** – This is a “professional” campus and also a health care center. Students will be seen and interact with patients, families, and other health care professionals throughout the program. How you dress communicates to all of these people how you feel about yourself and your chosen profession, as well as conveying a sense of confidence and respect. Although the
dress code is not rigid and does allow casual wear on non-clinical days, your dress should be clean, neat and not inappropriately revealing. It is expected that your appearance will be appropriate for a professional in training. Please read the section later in this handbook titled “OT Ed Professional Dress Code” for more details.

**KUID Badges** – You will receive a KUID (identification badge) at the beginning of the semester. The Executive Vice Chancellor requests that you wear this identification at all times while on campus. You will find that the KUID badge may be required when you begin visiting various clinics and agencies, or for gaining access to some campus locations or at certain times of the day.

**All about the Department of Occupational Therapy Education**

**Organizational Chart**
Vision, Mission, and Philosophy of the MOT program

The Occupational Therapy Education Program at the University of Kansas has adopted the following statements that outline our vision, mission, and philosophy. These statements summarize our dreams, directions, and beliefs and provide the foundation for the design of the curriculum and the educational experiences offered to our students.

Vision Statement

• Preparing professionals for innovative and reasoned practice and leadership.

Mission Statement for MOT program

• To provide exemplary education that prepares occupational therapy leaders supporting people to participate in everyday life.

Philosophy of MOT program

We Believe:

• People learn through supported discovery and reflection;
• Best practice promotes participation in natural environments;
• Interdisciplinary collaboration enriches education and practice;
• People have the right and capacity to direct their own lives;
• Participation in everyday life is influenced by the interaction among person, task, and context;
• Producing and using evidence is important for best practice;
• People have the capacity to change and adapt;
• Quality of life is dependent on engagement in occupation.

Faculty Roles

Faculty members carry responsibilities in three major areas of work – teaching, research, and service. To you, the student, teaching is the most visible activity, but faculty also plan, develop, and conduct research to contribute to the knowledge base of our profession. Service activities are varied and include administrative tasks, involvement in department, school, and college committees and/or treatment/consultation in assigned clinical areas in and out of the Medical Center.

Faculty are also actively involved in professional and community activities and serve on local, state, and national committees and boards. Frequently faculty are involved in applying for and carrying out grant projects.

When you can’t locate a faculty member it may be because he or she is attending a committee meeting, providing OT intervention or consultation in the community, or analyzing his or her research data! Be patient! Your faculty member will return!
Each faculty determines his/her method for scheduling appointments i.e., schedule via secretary, personal scheduling, etc. If you are unclear of how to schedule an appointment, please ask a secretary or faculty member.

Administrative Work

The department has several administrative responsibilities that are overseen by various faculty members to accomplish our work. They are:

**Admissions**  
Chair: Wendy Hildenbrand

Handles requests for information about admissions to the MOT Education program, processes applications, and works with staff to select and enroll students in new class.

**Curriculum**  
Chair: Jane Cox

Responsible for coordinating and reviewing curriculum content and changes before submitting to faculty for approval. Handles student petitions concerning the curriculum.

**Graduate**  
Chair: Jeff Radel

Responsible for development of graduate program and curriculum, as well as application and admission of graduate students.

**Aids and Awards**  
Chair: Andy Wu

Distributes information about aids and awards including scholarships. Coordinates award selection with faculty and students.

**Program Evaluation**  
Chair: Jeff Radel

Gathers, collects, and analyzes information that relates to the success of or needed changes within the OT program.

Who is My Advisor?

In the summer, as each new class enters the O.T. curriculum, each student is assigned a faculty academic advisor. Each class is assigned to one advisor.

**The advisor for your class is Andy Wu.**

Your advisor will assist you with enrollment throughout the course of the curriculum and keep track of your academic progress and cumulative GPA. Your advisor is a resource if you have questions about your academic progress or status. Your advisor can help you with questions, concerns, and problem solutions regarding academic progress. Any information or concerns discussed are considered confidential.
Please feel free to contact your advisor. Appointments can be made by contacting your advisor in person or through e-mail. (email: awu@kumc.edu; tel: 913.588.7195)

Faculty for OT Education

Angela Labrie Blackwell, MS, OTR/L
Clinical Assistant Professor
Specialty: Community-based pediatrics
Education: B.S. in Occupational Therapy from University of Kansas; M.S. in Occupational Therapy from University of Illinois at Chicago; PhD student in Therapeutic Science at the University of Kansas.
Personal Tidbits: Enjoys traveling, dancing, and running. Stays busy with two school-age children.

Jane Cox, OTD, OTR/L
Clinical Assistant Professor
Specialty: Community-based pediatrics
Education: B.S. in Occupational Therapy from University of Kansas; M.S. in Post-Professional Pediatric OT from University of Kansas; Student in OTD program at the University of Kansas.
Personal Tidbits: Enjoys exercising and getting outdoors whenever possible. I love good food, rarely miss a meal and it’s always best when shared with good friends.

Evan Dean, PhD, OTR/L
Clinical Assistant Professor
Specialty: Community practice, Adults with Intellectual Disability, Self-Determination
Education: B.S. in Information Systems from Kansas State University; M.S. in Occupational Therapy from University of North Carolina at Chapel Hill; PhD in Therapeutic Science from University of Kansas
Personal Tidbits: Enjoys family and friends, cooking, reading, baseball games, and traveling. Spends summers coaching his kids' baseball teams.

Winnie Dunn, PhD, OTR/L, FAOTA
Professor and Chair of the Department of Occupational Therapy Education
Specialty Area: Neuroscience, sensory processing, children and families
Education: BS in Occupational Therapy from the University of Missouri; MS in Special Education from the University of Missouri; Ph.D. in Neuroscience from the University of Kansas
Personal Tidbits: enjoys family, friends, gardening, cross stitching, reading novels, knitting, going to movies and traveling. My husband owns City Pets in Westport.

Wendy Hildenbrand, MPH, OTR/L, FAOTA
Clinical Assistant Professor
Specialty Area: Mental Health/Psychosocial Performance Issues; Public Health; Health System Policy Issues; Leadership/Professional Development

Education: BS in Occupational Therapy from University of Kansas; Master in Public Health from University of Kansas; PhD candidate in Public Administration from University of Kansas.

Personal Tidbits: The "must-haves" in life include spending time with family & friends, being Mammo to my grandkids, March Madness (Go Jayhawks!!), humid summers at the ocean, pomegranate Mojitos, good books, a little jazz and reggae, and a spiritual compass. Life balance rule of thumb – “Play as hard as you work!”

Rhonda Johnson, PhD
Associate Professor Clinical Psychologist

Specialty Area: Oncology, Sexuality

Education: BS in Journalism from Oklahoma State University; M.Ed. in Community Psychology from University of Central Oklahoma, Ph.D. in Counseling Psychology from Oklahoma State University. Certified as Sexuality Educator and Sex Therapist.

Personal Tidbits: I enjoy traveling with my husband. We also garden and cook together and have become KU Basketball fans.

Lauren Little, PhD, OTR/L
Assistant Professor

Specialty Area: early intervention in autism spectrum disorders, biobehavioral approaches of sensory processing in autism

Education: BA in Political Science from DePaul University, MS in Occupational Therapy from the University of Illinois at Chicago, and PhD from the Division of Occupational Science at the University of North Carolina, Chapel Hill.

Personal Tidbits: Enjoys running, yoga, spending time with family, trying new restaurants, and exploring new cities.

Lisa Mische Lawson, PhD, CTRS
Assistant Professor

Specialty Area: Therapeutic recreation, inclusive community recreation, and cancer care

Education: BS in Therapeutic Recreation from the University of Missouri, MS in Therapeutic Recreation from Temple University, Ph.D. in Therapeutic Sciences from University of Kansas

Personal Tidbits: enjoys spending time with husband and two boys, travel, reading, swimming, and competing in the occasional triathlon.

Ellen Pope, OTD, OTR/L
Clinical Assistant Professor

Specialty Area: Pediatrics, Infant Toddler (Part C) Early Intervention, Developmental Disabilities

Education: BS in Occupational Therapy from the University of Kansas; MS in Severe Multiple Handicapped Education from the University of Kansas; Occupational Therapy Doctorate (OTD) from the University of Kansas

Personal Tidbits: enjoys traveling: splitting time between Kansas and New Mexico and visiting adult children and two grandchildren across the country; running, hiking
Becky Nicholson, OTD, OTR/L
Clinical Assistant Professor and Academic Fieldwork Coordinator
Specialty Area: School based Practice, development of innovative fieldwork experiences, investigating the use of telecommunication to support fieldwork and therapists in practice.
Education: BS in Occupational Therapy; MS in Special Education in Learning Disabilities, and an Occupational Therapy Doctorate (OTD); all from the University of Kansas
Personal Tidbits: Worked for 20 plus years in a school-based practice. Married with two daughters. I spend much of my free time with various family activities. I love to garden, play the piano, and I am a rabid KU basketball fan.

Jeff Radel, PhD
Associate Professor
Specialty Area: Functional correlates of development and plasticity in the central nervous system; concussion education and awareness; animal models of traumatic brain injury
Education: BA in Psychobiology from Oberlin College; MA and Ph.D. in Experimental Psychology from Dalhousie University, Nova Scotia, Canada; Postdoctoral fellowship in Developmental Neuroscience at the University of Pittsburgh
Personal Tidbits: Avocations include recreational cooking, refinishing antique furniture, nature photography, kayaking/hiking/camping, and repairing things even if they don’t need to be fixed. My spouse is a Speech-Language pathologist also on the KUMC faculty, and we have a son named Shea who attends Rockhurst University.

Kelli Reiling, OTD, OTR/L
Clinical Assistant Professor
Specialty Area: Adult Outpatient, Adult Wheelchair Seating Assessments, Disability Determinations, Treating individuals with neurological involvement (acute and progressive), Consultative Services
Education: BS in Occupational Therapy; Occupational Therapy Doctorate (OTD); both from the University of Kansas
Personal Tidbits: Enjoy spending time with family and friends; My family includes a 4-year old Jack Russell/Yorkie mix rescue and 2-year old Hound mix rescue (aka Milo and Rosa); Love live music and theater; Appreciate home remodel projects and volunteer opportunities (personal and professional)

Dory Sabata, OTD, OTR/L, FAOTA
Clinical Assistant Professor
Specialty Area: Aging-in-Place, Environmental Modifications, Scholarship of Teaching, Service Learning, & Interprofessional Education
Education: BS in Gerontology & Psychology from (Southwest) Missouri State University and OTD from Washington University in St. Louis, MO.
Personal Tidbits: I’m originally from Nebraska, but have lived in Arkansas, Missouri, Maryland, California, Georgia, and Kansas.
Scott D. Tomchek, PhD, OTR/L, FAOTA
Associate Research Professor

Specialty Area: Autism; Sensory Processing; Diagnostic Assessment; Children and Families
Education: BS in Occupational Therapy from the University of Wisconsin-Milwaukee; MS in
Occupational Therapy from the State University of New York at Buffalo; Ph.D. in
Rehabilitation Sciences from the University of Kentucky
Personal Tidbits: Originally from Wisconsin and currently lives in Louisville, KY; Enjoys
spending time with wife (Anita) and children (Dominic and Elana) traveling,
coaching basketball and engaging in other sports. Plays volleyball, collects
bourbon, and favorite show is Sportscenter!

Andy Wu, PhD, MOT, OTR/L
Research Assistant Professor

Specialty Area: stroke, adult neurorehabilitation, motor recovery
Education: BS in Occupational Studies, Master of Occupational Therapy, and PhD in
Therapeutic Science all from the University of Kansas.
Personal Tidbits: My wife is Albanian and our daughter is named Sofia. I enjoy working out,
cooking/eating, and KU basketball.

Community Projects and Service Contracts
In keeping with our program’s emphasis on engagement with our community and on strengths-
based approaches, many faculty members are involved in a variety of community projects and
service contracts designed to offer occupational therapy expertise and skill in the development
and provision of services. Some of these community service projects include:

Community Health Project – involves medical, health professions and public health students
in the work of public health agencies and social service organizations in the community (Wendy
Hildenbrand).

Crosslines Community Outreach, Inc. – Community-based organization providing people
affected by poverty with basic services and opportunities that encourage self-confidence and
self-sufficiency. (Wendy Hildenbrand)

C.H.A.M.P.S. Achievers dojo – Community organization working with individuals with disabilities
and the occupation of martial arts and self-defense (Jeff Radel)

American Stroke Foundation – Community-based organization providing daytime classes and
activities to maximize social participation for adults who have had a stroke (Dory Sabata)

Tiles of Hope/Turning Point – Healing arts program at the KUMC Cancer Center for
caregivers and people undergoing blood and marrow transplant treatment (Lisa Mische-
Lawson)

Operation Breakthrough – Community-based educational organization providing pre-school
and after-school programs for children from disadvantaged backgrounds (Angela Blackwell)
Starstruck Performing Arts Center, Shooting Stars – Community based organization providing children with disabilities opportunities for learning dance and performing with a dance class (Becky Nicholson)

Sensory Supported Swimming – The Sensory Supported Swimming program teaches swimming and water safety to children with ASD, and was developed in collaboration with Autism Speaks. Instructors combine traditional Red Cross learn-to-swim methods with sensory strategies matched to the unique needs of each child. (Lisa Mische-Lawson)

Coalition for Independence/Mosaic – Offers innovative ways to assist in meeting the day-to-day needs of individuals with disabilities, to empower all to live as independently and productively as possible in the mainstream of their Kansas City communities (Evan Dean)

Ozanam – Responds to the behavioral, emotional, social and spiritual needs of children and their families with dignity and care, providing a continuum of innovative services of the highest quality to support children and their families as they regain control of their lives and rebuild healthy relationships with each other and their community (Joan Augustyn)

OT Teaching Clinic – Free health clinic providing OT services during a specialty night bi-weekly to uninsured/under-insured people needing services in the Greater KC Area. (Andy Wu)

Women’s Health – Mindfulness techniques with pregnant women hospitalized on bed rest (Rhonda Johnson)

Parkinson’s Disease & Movement Disorder Center – The Center offers diagnostic and treatment services (including occupational therapy consultation) for persons with movement disorders. (Kelli Reiling)

MDA & Pediatric MDA Clinic – The Muscular Dystrophy clinic supports adults, children and families in managing the complexities of living with MD. (Kelli Reiling)

KU Health Partners, Home Safety Evaluations – offers students opportunities to conduct pre-surgical home assessments to educate patients about what to expect in the post-surgery period, and home safety evaluations to provide guidance and resources to improve safety and maximize independence. (Kelli Reiling)

Geriatric Interprofessional Teaching Clinic – Facilitates interprofessional collaboration among students from various schools as they engage in a team experience (Kelli Reiling, Andy Wu)

Alzheimer’s Association – Partners with KU to support the PAIRS Program, pairing 1st year students at KUMC with people with early stage Alzheimer’s Disease to engage in monthly social interactions (Dory Sabata)

New in 2015-2016

Happy Feet Soccer – This KC based soccer program is expanding to reach pre-schoolers with disabilities (Laurie Schmidt)

Hope Lodge – Organization providing free housing to families who live out of town and are undergoing cancer treatments in the Kansas City Area (Lexsie Necomer & Hannah Earley)
MS Achievement Center – Addressing needs of people with multiple sclerosis through physical rehabilitation, psychological support, social activities, and education. (Kelli Reiling)

Research activities
Many faculty members are involved in research projects designed to provide knowledge and information about issues related to disability. Some are independent projects carried out by individual faculty members and others are collaborative projects carried out in conjunction with colleagues from the Medical Center, community, or other parts of the country. Grant writing in support of this work is another important activity for many faculty members; most of the projects are funded with grant monies from federal, state, or private agencies.

The impact of sensory processing on daily life (Winnie Dunn)

Relationships between sensory processing, temperament and brain activity (Winnie Dunn)

Brain mechanisms underlying persistent symptoms after concussion (Jeff Radel)

Relationship of sensory patterns among family members, teachers & students (Winnie Dunn)

Effect of a Sensory Processing/coaching intervention on children's participation and parent's competence & stress (Winnie Dunn, Lisa Mische-Lawson, Jane Cox)

Adolescents and concussion: Exploring objective approaches to screening for symptoms and monitoring recovery (Jeff Radel)

Effects of Art-making with blood and marrow transplant patients (Lisa Mische-Lawson)

Evaluation of mobile technology in assessing balance (Jeff Radel)

Effects of a Continuum of Care (including Occupational Therapy) Approach to Outpatient Blood and Marrow Transplant Treatment (Lisa Mische-Lawson)

The use of 2nd Life as an educational tool for understanding home assessment (Dory Sabata)

The relationship between sensory processing and leisure preferences and participation among children (Jane Cox)

Office Staff for OT Education

Michael Ahlers, MBA
Administrative Officer

Education: MS in Gerontology from Wichita State University, MBA from Baker University

Personal Tidbits: I have been with the University of Kansas Medical Center for over 14 years. I enjoy spending time with my wife, Maria and my two sons Cooper and Thatcher. When I am not running around with them, I am spending my time being an avid Jayhawk fan. I am looking forward to meeting all of you!
Jaime Skultety, MPA
Fieldwork Coordinator

Education: BA in Sociology from Texas Christian University, MPA from University of Texas at Arlington

Personal Tidbits: I am just finishing my first year with OT Education. I lived in Texas for 13 years, but grew up in Leawood, KS. I enjoy yoga and swimming, but most of all spending time with my family and watching my nieces grow up.

Jennifer Tanquary, MA
Research Associate

Education: MA in Curriculum and Instructional Leadership with an emphasis in Learning Technologies from University of Missouri-Kansas City

Personal Tidbits: I have been with the OTE department for five years and am fascinated by what I have learned about occupational therapy. I have more than 20 years of experience in higher education. In my spare time, I enjoy knitting, cycling, quilting, sewing, golf, cooking, singing, and working in my yard.

Katherine Wade, BS
Admissions Coordinator

Education: BS in Social Science from University of Maryland.

Personal Tidbits: I have a strong background in advising students advising, advising in military education, and advising my family who do not want my advice. I spend most of my time being my teenage son’s biggest fan in all sports, and loving my non-traditional family of a fireman, and 2 of his kids. I like working out, and then eating back all of the calories I’ve burned, camping, sports, and of course my family and friends.

Getting Oriented
Campus Map:

For more maps visit: http://www.kumc.edu/about-us/maps-and-contact-information.html
**Places I should know**

There are several places within the Medical Center that you should know of; places to eat, sleep, study, rest, work, etc. The locations listed below are where you will probably spend a significant period of your time as an OT student:

- OT Education departmental office, 3033 Robinson Hall, 3rd floor
- Robinson lab room, G010 Robinson Hall
- OT Discovery Space – 2063 Delp

Dykes Library, on the north side of 39th Street, one block east of Rainbow Blvd.

KUMC Bookstore, in the lowest level of Orr-Major, in the northwest corner of the building

**Classrooms**

- Clendening Amphitheater – on 2nd floor of Robinson
- Lied Auditorium – east of Hixon Atrium
- Sudler Auditorium, east of the courtyard fountain, enter Sudler building, take the elevator to the 3rd floor
- Orr-Major (OM) – Classrooms, 1st floor
- Wahl Hall East Auditorium
- Nursing Education Building, 1st floor (Room 1020 – Clinical Learning Laboratory)

**Study Areas**

- Dykes Library, study carrels, personal computer stations, study classrooms.
- Stoland Lounge, basement of Orr-Major, northwest entrance, has large tables, chairs, couches, etc.
- Eleanor Taylor/Orr-Major Walkway, on the 1st floor between these two buildings, has small tables, chairs, and sofas.

**Other Areas of Importance**

- Reike Auditorium, in the basement of Orr-Major just south of Stoland Lounge
- Battenfeld Auditorium and Francisco Lounge are located on the southwest corner of the Medical Center (Olathe & Rainbow Blvd.)
Student Counseling & Educational Support Service offices are located the student Center, room G116 (corner of Olathe Blvd. & Rainbow Blvd, adjacent to the Battenfeld Auditorium)

KUMC OT clinic, GO32 Wescoe

Center for Child Health and Development - CCHD

Kirmayer Fitness Center, at the corner of Olathe Blvd. and Rainbow Blvd.

Office of the Registrar is located on the ground floor of Dykes Library, room G035

Student Financial Aid is located on the ground floor of Dykes Library, room G035

Office of Student Life is located in Orr-Major, room G005

**Where to Study at KUMC**

**Library:** Dykes Library is probably the most popular place to study. It is spacious with comfortable chairs and carrels on both first and second floors. Study rooms are available for group study on a first come, first serve basis. Individual computers stations are also available. The library is open to KUMC students 24/7, although you will need to use your KUID to access the building between 6pm and 8am M-F and on the weekends.

**Orr-Major:** Another popular area is the first floor classrooms. These rooms may be used anytime except when classes are scheduled in that room. Another common place to study is on the 2nd floor. There are several carrels to study in and available computers to use; however, you will “benefit” from the added pleasure of smelling the fresh aroma of the anatomy labs! Orr-Major is open 24 hours a day and also has several couches in various secluded hallways to study (sleep). Also, don’t forget the vending machines down the hall from Stoland lounge (in the Courtyard Café) if (when?) you get the study munchies.

**Other places?** Let us know! There are many nooks and crannies scattered about the medical center. There also are coffee shops, lobbies with comfortable chairs, and other places less well-traveled that make for quiet and secluded places to study.

**KUMC Campus Codes, Policies, and Procedures**

Please refer to the following link to obtain complete KUMC & School of Health Professions Policies and Procedures by which all current students are bound: See link at: KUMC Student Handbook
General Safety and Emergency Procedures

**Tornado:** Code Gray procedures

**Tornado Watch**
A Tornado Watch is set by the National Weather Service when conditions could produce a tornado in the Johnson/Wyandotte County area.

**Tornado Warning**
A Tornado Warning is announced by the National Weather Service when a tornado has actually been sighted in the Kansas City area.

**Termination of Code Gray**
When the tornado or severe weather no longer poses an immediate threat, an all clear will be called. The operator will announce over the overhead page three times: “CODE GRAY ALL CLEAR” after the Weather Service or the Civil Defense personnel have declared the threat to have passed.

**Fire Safety:** Code Red procedures

When a fire is reported or when the automatic fire alarm system is activated, a Code Red will be called. In some buildings the alarm will sound for 30 seconds after which the strobe lights will continue flashing until the “All Clear” has sounded. In other buildings the alarms will continue to ring until the “All Clear” has sounded. Where possible, the Code Red will be paged overheard. The information announced will include the words “Code Red,” the building name, and the room or area location.

**Code Red response - summary**

Procedure to be followed in the event of fire:

1. **Remove** those in immediate danger.
2. **Alarm**. Pull the nearest fire alarm.
   - Where are unit alarms located?
3. **Call** 911. Provide exact location (i.e., room number) and status of situation.
4. **Close** doors and windows (and oxygen zone valves, if present).
   - Eliminates draft and contains fire and smoke.
5. **Extinguish** the fire, if possible.
   - Where are unit fire extinguishers located?
   - What type of extinguisher is appropriate for the type of fire?
   - How is it used?
6. **Evacuate** patient and personnel, if needed or directed.
   - What is the unit evacuation plan?

Mnemonic: R-A-C-C-E-E

Occupational Therapy students are expected to become familiar with each and every emergency procedure included in this section. Each year, the Department of Occupational Therapy Education will conduct a review of these procedures with each student class.
The Flow of Information

How do I know what is going on?

Faculty-Student Communication

Faculty-student communication is vital to our program. Both the teacher and the student must be open to each other in order for good learning to occur. Students are sometimes hesitant to approach faculty. However, faculty-student communication is a two-way street. The student should feel free to initiate discussion with the faculty member as well as the faculty member with the student.

Avenues of Communication

There are many ways to discover and influence what is happening. Some of the avenues of communication open to you are described below.

E-mail – Students can send or receive e-mail messages via computers located in the available computer labs and study areas on the Medical Center campus. All in-coming students will be required to attend a Computer Seminar. At that time, students will receive detailed instructions on the Medical Center’s e-mail procedures. It is important to check your KUMC e-mail account regularly—preferably daily. Department staff, faculty and students use e-mail as a primary mode of communication between users and groups.

Blackboard – The Blackboard education portal is used for delivery of course content, communication, and submission of assignments. Course-specific and program-wide announcements may be posted in Blackboard – check regularly for updates!

Electronic Homeroom – The OT Education department uses a community board in Blackboard as an electronic homeroom. Important documents and information are posted here. You also should check this site regularly for program announcements and other important information.

Course Instructor – The instructors of courses in which you are enrolled are interested in helping you. If you have a question or concern about a particular course, you are encouraged to meet personally with your instructor.

Chairperson – The chairperson is available to meet with students individually or as groups. On occasion “lunch with the chair” is scheduled to allow each class to meet informally with the department chairperson to share new ideas or voice concerns.

Course Evaluations – At the end of each course, each student is requested to fill out an anonymous course evaluation. This provides an opportunity for each student to give feedback to the instructor about content and teaching strategies – both the good points and those that need improvement. This feedback is important for maintaining the consistently high quality of our courses and for improving how that content is delivered. This information also is an essential component the accreditation process for the OT Education program by our national accrediting board. For these reasons, grades for courses will not be posted until the student has submitted end-of-term evaluations of the course and the instructor(s). In turn, students should know a faculty member is not able
to review any evaluations until after the final semester grades for the course have been submitted.

Faculty Scheduled Time to Meet with Students – All faculty have reserved office hours to meet with students. Appointments can be made by e-mailing faculty to request a time or by talking to them in person before or after a class.

Messages – To leave a message that needs immediate response or that must be communicated to faculty within a specific time frame, please leave the message with a front office member or contact the faculty member via e-mail. You should consider leaving a call-back number and suggest a few times when you are most likely to be available to take a call.

Enrollment – Courses required for the MOT curriculum are predetermined. Students are notified by email by the OT Department what classes they are to enroll in per semester. Students will enroll themselves using the ‘Enroll and Pay’ website (https://sa.ku.edu/). During enrollment time and for grading purposes, when enrolling for a lecture/lab course, all students will be enrolled in one section. Payment for tuition is done online and deadline for payment is determined by when you enroll. The Registrar distributes the bill for tuition via the students KUMC email account. Holds by various University departments are imposed on a student’s enrollment. It is the student’s responsibility to resolve all holds so they may enroll in a timely manner. Examples of enrollment holds: Insurance, Health, Parking, and Financial Aid. Contact the appropriate office to resolve the hold.

Please note that the course meeting times listed on the ‘Enroll and Pay” website do not necessarily match the actual locations and times for our classes. Instead, refer to the schedules provided to you each term by the OTEd department.

Problems and Solutions

What to do if …

This section provides basic guidelines on how to tackle problems or meet basic needs that arise on a day-to-day basis. You also might consider seeking guidance from your academic mentor.

I Need Copies

If you need handouts or other information duplicated, photocopy machines are available in Dykes Library. They have coin and card operated copiers available during regular library hours. Students should not use the photocopier shared by the OT and PT departments without first obtaining permission from a member of the OT staff.

I Need a Computer

The student fee you paid includes the use of computer services and labs at KUMC. During the first week of school you will be oriented to the computer lab and receive your computer ID and e-mail address. The personal computers (PCs using Microsoft operating system) are located in the Dykes Library, the Student Center (Room B002) and in Orr-Major 2nd floor hallway and ground floor sitting/lounging area. In addition the following Orr-Major rooms have computers which may be used by students when these rooms are not scheduled for classes: 1004, 1007,
WiFi access to the internet is available throughout the campus and is accessible by all students. We recommend using your KUMC username and password to access the “kumc-secure” WiFi network.

There may be limited access to power outlets in some classrooms, and some students have brought multi-outlet powerstrips to lectures to address this problem. Printers are available in the library and some other locations across campus. If you want a copy printed on paper, be sure to take media (e.g., flashdrive, etc.) and printing paper with you since these items are not provided. You may also access printing services through the internet for a minimal service fee.

I Need Medical Care

All students are required to have some form of health insurance. If a health concern arises, and you do not have a local physician, call the Student Health Office emergency number, Family Medicine Center – (913) 588-1908 to arrange an appointment. The office is located on the first floor of the Medical Office Building. Student Health Services is located in the Student Center, room 1012. Their hours are from 8:00am to 4:30PM Monday through Friday, and appointments can be made by calling (913) 588-1941.

I Don’t Feel Well

If you are ill or hospitalized, it is your responsibility to contact the course instructor prior to the time the class is scheduled to begin; review the other sections in this document regarding excused & unexcused absences. Make-up assignments or tests may or may not be given at the discretion of the instructor. Telephone the main number for the OT Education Office as soon as possible when you are unable to attend class due to illness. That number is (913) 588-7195.

I Need Financial Assistance

All interested students should contact the Financial Aid Office directly to inquire about their eligibility for assistance (913-588-5170). The Financial Aid Office (ground floor, Dykes Library) administers disbursement of all university scholarship awards as well as federal loan assistance.

In addition, the Aids and Awards Committee of the OT Education Department is aware of scholarships specifically offered to occupational therapy students. These awards vary in monetary amount and commitment required of the student. For more information, see the Scholarships and Awards section of this handbook.

I Need Academic Support

Students who previously have not had to structure study time on a college campus often come to the Medical Center expecting the same informal atmosphere. However, the course content in a professional curriculum often requires more concentrated and focused study habits. A study group often is a helpful supplement to the strategy of studying independently.

Students may also receive academic assistance through different offices of the Student Center, particularly the Counseling and Educational Support Services. This resource has been especially helpful to students in establishing study habits, and improving test taking or writing skills. Their phone number is (913) 588-4688.
In some cases, fellow students or upper classmen volunteer to serve as student tutors. If you wish to be a tutor or need the assistance of a student tutor, be sure to ask the instructor if that option is available for his/her course.

The instructor of the course is always a resource for students in need of academic assistance. It is imperative that you, as a student, try to identify the problems you’re having in a particular course, outline topics or develop a list of questions that you can discuss with the instructor. This will be beneficial for making sure you address all relevant areas – as well as make efficient use of your individual time with the instructor. It also is wise to recognize and address these needs earlier in the course.

If you have academic difficulties in several different courses it may be beneficial to meet with your academic advisor in addition to your course instructors. Your advisor can help inform you of important resources and problem solve with you to develop a plan of action to best meet your individual needs. Students often hesitate to seek support, but this is an important part of the academic mentor’s role – and an option used more frequently than most students realize! It is particularly important to meet with your advisor if there are extenuating circumstances that influence your academic performance (i.e., serious illness, personal/family crisis).

Extenuating Circumstances are Interfering with My Academic Performance

You have been admitted to the full time program in the occupational therapy curriculum. If you feel you cannot continue your present program due to extenuating circumstances, you have the option of scheduling an appointment with your academic advisor, who can work with you to explore possible strategies.

I’m Stressed Out!

First, it is important to know most students who have completed the first and second semesters of this curriculum report a high level of stress, so this feeling is normal. The adjustment to the Medical Center, urban life, new friends, a new course of study, etc. can be stressful. However, students tend to adjust well after developing various coping strategies. An excellent way of coping with stress is through establishing a support system such as a student support group. You should consider speaking with your class advisor, who can help guide you toward strategies to help address your needs. Another mechanism, which is also free, is accessing the student services counseling program. Good information can be obtained about stress management, preventing burn-out, dealing/coping with stress, etc. Counseling services are also available through other facilities outside of the Medical Center depending on your individual insurance benefits.

I Need to Work

With the expense of a college education, many students need to work during the school year. Students accepting admission into the KUMC Occupational Therapy Education program are expected to prioritize their responsibilities. Class attendance and fieldwork appointments are top priorities. With this understanding, full-time work is not realistic and can lead to decreased performance in the classroom, and/or health problems. Reasonable work hours can be incorporated into your schedule. You are, however, expected to arrange your work schedule to accommodate class and fieldwork requirements. This includes allowing adequate time for study. Consider speaking with your class advisor to discuss what may be a feasible work schedule. Working too many hours (typically more than 10-15 hours per week) while taking
classes is the most common factor among past students who have experienced academic problems in our program.

I Need Evaluation Kits/Equipment to Practice OT Procedures

Over the next 7 semesters, you will be responsible for learning a number of assessments (tests) and procedures. You will be required to practice these procedures on each other prior to administering them on “real people.” The equipment you will need is located in the Department of OT Education (3rd floor of Robinson). You may check the equipment out much the same way you would books from the library…but with slightly different guidelines. Please speak with an OTEd staff member to check-out any materials you need.

The equipment on reserve is expensive! The student who checks out the materials is liable for any damage/losses and will be responsible for all necessary reimbursements(s) to the OT Education Department.

Student Representatives

Student Activities

All students are encouraged to live the philosophy of OT and maintain a balance of work, self-care, and play activities. Membership in professional and/or school organizations provide students with opportunities for personal/professional growth as well as a chance to relax. Participating is a great way to make new friends and share ideas.

The American Occupational Therapy Association (AOTA) is the national professional organization for occupational therapists, occupational therapy assistants, and occupational therapy students. The mission of AOTA is to advance “the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public.” An annual conference is held to conduct business, facilitate education, and encourage networking among those in occupational therapy. Students who are paid members of AOTA are automatically members of Assembly of Student Delegates (ASD). Another important member benefit is an annual subscription to the American Journal of Occupational Therapy (AJOT).

ASD is the Assembly of Student Delegates. This organization was established in 1966 at the AOTA annual conference in Minneapolis. ASD meets annually during pre-conference activities and each school sends a representative (the cost for travel is underwritten by AOTA; food and lodging are paid by SOTA). The KUMC representative is usually a first year student. Anyone interested in more information should contact the faculty liaison to SOTA, Dory Sabata. ALL STUDENTS ARE ENCOURAGED TO BECOME MEMBERS!

The Student Occupational Therapy Association (SOTA) is the local university student organization. KUMC SOTA is very active in developing a variety of student and student/faculty functions. SOTA has routinely been involved with community service projects for children and older adults. Other purposes include facilitating continuing education, raising funds to support the KUMC representative to the ASD annual meeting, and community service efforts. Officers are elected each year – President, Vice President, Secretary and Treasurer. Anyone interested
in receiving more information about KUMC SOTA should contact the faculty liaison to SOTA, Dory Sabata.

**Kansas Occupational Therapy Association (KOTA).** This is the state organization addressing issues specifically related to the state of Kansas. It is also the direct line to the AOTA, voicing concerns of Kansas therapists to the national organization. KOTA is organized into four districts: Southern, Greater Kansas City, Capitol, and Great Plains District. Each district holds regular meetings and the state organization (KOTA) has at least one annual meeting during the fall State Conference. Students can join KOTA by paying membership dues (at a discount rate) and receive such benefits as KOTA directory, newsletter, etc. Attending district and state meetings is a great way to network, socialize, and participate in continuing education opportunities. Any student interested in representing KUMC’s OT program at district meetings should contact the faculty liaison to SOTA.

**School of Health Professions (SHP)** Students can serve on various School of Health Professions and University committees. These are listed in the [SHP Student Handbook](http://www.kumc.edu/school-of-health-professions/student-handbook.html).

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**Scholarships, Awards, and Recognition**

**Scholarships**

Numerous state, federal and private agencies and groups offer scholarships to occupational therapy students. Types of scholarships are varied. A scholarship may be an outright financial gift with no obligation or a scholarship may require that you gradually pay back the money after graduation. Some organizations offer financial scholarships with the obligation that the recipients work for a specified period of time in the sponsoring state or institution after graduation. Students are advised to investigate what effects any additional funding might have on the level of current financial aid being received.

At the beginning of each year the Aids and Awards Committee will also present information about scholarships to your class. If you are in need of or would like to apply for scholarship assistance, be sure to explore the many avenues available. To receive information about scholarships, contact the Aid and Awards Committee chair, Andy Wu.

Students may also benefit from investigating local organizations, sororities, fraternities, businesses, or health associations regarding scholarship programs that may be available.

**DEPARTMENTAL SCHOLARSHIPS**

**Barbara Reber Umlauf Memorial** – Several scholarships are available to students at the end of their 1st and 2nd year. Awarding of the scholarships is based on participation in the Student Occupational Therapy Association (SOTA), participation in volunteer and work experiences, and competitive grade point averages. In the past, these scholarships have been at least $500 and are awarded during enrollment for the following semester.

**Kitty Reed Scholarship** – Dr. Kathlyn Reed established this scholarship to recognize a deserving Occupational Therapy graduate student. The scholarship is awarded to a deserving 2nd or 3rd year student identified by a vote of the faculty.
Reciprocal Tuition Agreement Between the Kansas Board of Regents and the Iowa Board of Regents – In order to expand student access to academic programming not available in our respective states and to promote the efficient utilization of existing resources, the Kansas Board of Regents and the Iowa Board of Regents agree to establish a reciprocal agreement for Kansas residents desiring to study in the actuarial science program in the College of Liberal Arts at the University of Iowa and for Iowa residents desiring to study occupational therapy in the School of Health Professions at the University of Kansas Medical Center.

KOTA/AOTF Gloria Scammahorn Memorial Scholarship

The Kansas Occupational Therapy Association (KOTA), in conjunction with the American Occupational Therapy Foundation, administers three scholarships of $500 each for students enrolled in an accredited or developing occupational therapy program – one at the Masters level and one at the Associate level. Applicants must be members of the Kansas Occupational Therapy Association. Scholarship application forms are available from the AOTF website at www.aotf.org

Kansas Occupational Therapy Association membership application can be obtained online or through the KOTA Central Office:
825 S. Kansas Avenue, Suite 500
Topeka, Kansas 66612-1253
785.232.8044
Toll Free: 877.904.0529
Fax: 785.233.2206
centraloffice@kotaonline.org

Awards

Student Awards

The Elizabeth Collins Award – recognizes the graduating occupational therapy student who demonstrates outstanding qualities in academic excellence, professionalism, leadership in the field of OT, and effective interpersonal skills. OT faculty vote on this award.

The Jane M.H. Underwood Award – recognizes the graduating occupational therapy student who demonstrates a strong commitment to holistic practice and depicts qualities of an artful practitioner. This student exhibits commitment to the whole person, with specific consideration of psychosocial issues across practice areas, demonstrates excellent communication skills, demonstrates empathy and is sensitive and responsive to others; and has a minimum 3.5 GPA in OT coursework. OT faculty vote on this award.

Andy Thompson Student Award—recognizes a deserving, graduating occupational therapy student with an interest in serving individuals with traumatic brain injury or psychiatric disabilities. The OT department presents this memorial award.

The Frank Gurtler Memorial Award – recognizes the graduating occupational therapy student who had been the most supportive to his or her classmates during the OT education experience. Students vote on this award.
School of Health Professions Honors and Awards – Includes Dean’s List, Dean’s Scholarship, Dean’s Diversity Scholarship, Phi Kappa Phi, KU Medical Center Auxiliary Awards, Legacy Scholarship, and Association of School of Allied Health Professions (ASAHP) Scholarship. For a complete description see your School of Health Professions Student Handbook.

Faculty Awards

The Joyce Jones Award for Excellence in Teaching – The OT Education faculty established this award to give students the opportunity to recognize a faculty member for their gift of teaching. Graduating students vote on this award during their last semester and present it to one of the faculty.

The Stata Norton Distinguished Teaching Award – The School of Health Professions recognizes one faculty member each year who has demonstrated excellence in teaching and who has made and outstanding contribution to the profession. Nominations are received in March and may come from faculty or students. See your Health Professions Student Handbook for more information.

Fieldwork Experiences

Level I Fieldwork

Level I Fieldwork experiences are part of the Service Learning activity and the Practicum II and III courses. As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

“The goal of Fieldwork Level I is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.”

Students will work on developing professional behaviors, attitudes, and skills while on Level I Fieldwork. In general, experiences are provided to help students progress from making observations, administering evaluations, developing intervention plans, and assisting with intervention sessions.

Members of the Fieldwork Team, service Learning mentors, and/or the Practicum course instructor arrange Level I Fieldwork experiences for students. Time commitments for Level I experiences vary from one practicum course to the next and will be explained at the beginning of each practicum course. Some Fieldwork experiences require a concentrated block of time, where as others are shorter and interspersed over a semester. Level I Fieldwork may be scheduled for part of a day or evening, for full days, or for full weeks. It is scheduled during the times students are not required to be in a regularly scheduled class. Students are not allowed to miss class or required class activities to participate in fieldwork experiences.

Working students need to advise their employers at the beginning of each semester of the approximate dates for Level I Fieldwork so that work hours can be adjusted to allow time for fieldwork. Dates and times for Fieldwork Level I are posted early enough to allow students to plan accordingly.
Level II Fieldwork

General Information
Many graduates describe Level II Fieldwork as the highlight of their educational experiences. It provides an opportunity for students to implement their knowledge base and begin to “think and act like a therapist.” The Fieldwork Team works to meet the individual, educational, and personal needs of an entire class of students, as well as meet the standards established by the ACOTE and KUMC’s OT Education Department. The Fieldwork Team develops and maintains relationships with many outstanding student-training centers on a local and national level.

As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

“The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork shall be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings.”

The selection of fieldwork for an individual student is a collaborative process. Each student’s needs and preferences are considered, but the final decision for all fieldwork placements resides with the Fieldwork Team. Students are expected to be flexible and open to new learning opportunities and to suggestions from the Level II Fieldwork Team Manager. Scheduling and placement concerns are best addressed when students are open and honest about both their goals for fieldwork and their personal concerns regarding placements. You will need to allow time outside of your classes to review information about fieldwork centers and to complete level II fieldwork requests.

A total of six months (or the equivalent) of Level II Fieldwork is required: typically, three months in two qualitatively different settings. Each student will be required to complete two experiences that coincide with what would be considered appropriate practice areas for entry-level therapists. These two experiences will be qualitatively different in terms of areas of practice and age groups of consumers served.

The Fieldwork Team schedules and arranges all fieldwork placements. Only those facilities with which the Occupational Therapy Education Department has contracts are considered for student placement.

Reservations for fieldwork at particular centers vary from year to year. Therefore, opportunities at a particular setting may be limited.

Types of Settings for Fieldwork
Students will have fieldwork experiences in a variety of service provision systems such as large and small hospitals, home-based programs for infants and toddlers or adults, community mental health centers, rehabilitation centers, geriatric centers, and public and private schools. This will allow for a broad exposure to the profession. Students will be exposed to individuals/groups across the lifespan and with various physical and psychosocial performance deficits.

Supervision
Students are supervised by OTRs with a minimum of one to three years of clinical work experience, depending on the setting. Students may also be co-supervised by OTRs with less
than a year of experience, COTAs, and/or other professionals. Group and part-time supervisory models may be used at some fieldwork sites.

**Timeframes**
Fieldwork Team members are responsible for scheduling all Level II experiences and for confirming the beginning and ending dates for each fieldwork. Students begin the scheduling process of Level II Fieldwork during the Spring 1 semester and are informed of their first placements during the Fall 2 semester. Fieldwork typically occurs during the Spring 2a semester (January through March); and Fall 3 semester (late September through mid December). Optional fieldwork experiences may occur during the summer prior to the Fall 3 semester (July, August, September).

**Optional Level II Fieldwork Placements**
Students may be interested in doing an optional Level II placement in order to enhance their career opportunities, to gain additional experience in a practice area, or to explore a specialized or emerging area of practice. Optional Level II Fieldwork may also be requested at the AOTA Administrative Offices, in the Armed Services, or in other countries.

Students may be able to complete some selected optional experiences on a part time basis. These must be the equivalent of at least half of a traditional full time experience. The Fieldwork Team will talk with you about potential options.

Students interested in specialized or emerging practice fieldwork placements will be required to complete observations before being placed.

Once students elect to do an optional Level II Fieldwork placement it becomes part of their coursework required for graduation. Students would be expected to register and pay tuition for this fieldwork. Opportunities to begin exploring availability of optional experiences begin during the Spring 1 semester.

**Career Goals**
Students should consider their goals for the future when requesting fieldwork placements. For students who are specifically interested in working in pediatrics or geriatrics, for example, it may be helpful to request fieldwork experiences that will provide these specific opportunities. Students who have not clearly defined a specific area of interest in OT should not be concerned. A benefit of fieldwork is to allow students the opportunity to have a variety of experiences and clarify their career goals.

**Fieldwork Expenses**
It is important to plan ahead to meet all financial obligations during fieldwork. Tuition as well as travel, living arrangements, commuting costs, and day-to-day personal expenses may be greater than the expenses incurred during an academic semester. Many fieldwork centers require students to commute between locations during the fieldwork; therefore, a car is necessary.

Some fieldwork centers provide housing or give a monthly allowance (stipend). However, requests for specific fieldwork sites should not be based solely on the availability of housing or a stipend as these may be discontinued with very little notice.

**Fieldwork in the State of Kansas**
All OT students should be prepared to complete at least one Level II Fieldwork in the state of Kansas, but outside the greater Kansas City area. These Kansas geographic areas may
include, but are not limited to: Salina, Topeka, Wichita, Manhattan, Leavenworth, Gardner, Paola, Hayes, and Lawrence.

**Fieldwork in Other States**
Students may wish to complete at least one Level II Fieldwork in another state. Financial arrangements and housing options are factors that should be considered by the student prior to requesting out of state Level II Fieldwork opportunities. Completing a fieldwork placement in other geographic regions of the U.S. provides a good opportunity to share ideas with professionals in other regions of the country.

Students who opt for such experiences will be responsible for making arrangements regarding travel, housing, expenses, etc.

**Students with Special Needs**
Special scheduling considerations for fieldwork placements (e.g., needing to stay in Kansas City for all fieldworks) may be given to students in the following categories:
- Students who have dependent children.
- Students with disabilities that require accommodations.
- Students who are caretakers of an immediate family member who is ill and/or disabled.

Opportunities will be given to document such requests and to discuss them with a member of the Fieldwork Team during Level II planning in the Spring 1 semester. Special needs that may arise after that time should be brought to the immediate attention of the Fieldwork Team.

**Placement in Sites Where Students Have Had Previous Experience**
As a general policy, the Fieldwork Team will not assign a student to a fieldwork site where he/she:
- Has been previously employed and/or has volunteered extensively. Such a placement could put the clinical educator in a difficult situation during evaluation of the student’s performance. The level of familiarity may also provide the student with an unfair advantage, and may restrict that student’s opportunity to gain new experience from a number of different settings.
- Has completed a week-long Level I Fieldwork experience (i.e. as part of the Practicum III class). Fieldwork should reflect a variety of settings, populations and age groups; completing two experiences at the same setting will limit the student’s opportunity to meet this goal.
- Has a family member working in, or collaborating with, a particular site. Such a placement could put the clinical educator in a difficult situation and/or provide the student with an unfair advantage.

Requests for exceptions to this policy may be submitted, in writing, by the student requesting a particular site. The student should provide the Fieldwork Team with rationale that would justify setting aside this policy.

**Changes in Fieldwork Placements**
Fieldwork centers may find it necessary to cancel a fieldwork reservation or placement due to unpredictable circumstances (i.e., unexpected staff shortage). When fieldwork placements are canceled it is important for students to maintain a sense of flexibility and optimism. The Fieldwork Team makes every effort to reschedule the student quickly in a fieldwork setting that is of interest to the student and meets the student’s educational needs.
Required Health Insurance for Fieldwork
The University of Kansas and all fieldwork centers require students to provide proof of current personal health insurance coverage. A student would be removed from a fieldwork experience if his/her health insurance is not current.

Professional Liability Insurance for Fieldwork
The University of Kansas Medical Center provides professional liability insurance for all students enrolled for Level II Fieldwork.

Health Requirements for Level I and Level II Fieldwork
Upon entering the OT Education program and until you graduate you are expected to maintain current immunizations. TB test must be updated yearly. Some fieldwork sites have additional health requirements. You will be notified as to your sites particular immunization and health requirements.

CPR
CPR certification must be maintained while you are a student. In order to participate in any practicum or fieldwork experiences, we require students to go through the American Heart Association to complete the Basic Life Support (BLS) for Healthcare Providers training. The website is http://www.heart.org/HEARTORG/CPRAndECC/HealthcareProviders/BasicLifeSupportBLS/Basic-Life-Support-BLS_UCM_001281_SubHomePage.jsp.

Background Checks
Some facilities require students to have a background check prior to participating in a fieldwork placement at their particular facility. Some facilities will accept the background check you had completed upon entering the program and some will require you to have another background check completed through their personnel office. OT Education does not store background checks. Your background check is confidential and can be found at https://www.validityacademics.com/ (a username and password are required)

It is the student’s responsibility to keep updated copies of all health immunizations, CPR, background checks and a copy of the KUMC OT Education professional liability letter in the event that these items are requested by a fieldwork site.

Occupational Therapy Education Professional Dress Code
The Occupational Therapy program at the University of Kansas Medical Center is a professional program and as occupational therapy students you are expected to dress and present yourselves in a professional manner at all times. People will form their first impressions of you as a representative of occupational therapy based on your appearance. You should always take this into consideration while attending classes and activities at the medical center.

While you are at a fieldwork experience the focus should be on learning. You do not want your appearance to detract from the care you are providing to others or from your learning experience. While on Level I and Level II fieldwork you will be expected to adhere to the following guidelines for professional dress code:
Jewelry:
Keep jewelry to a minimum. No big bracelets or necklaces that can be grabbed onto or that are distracting to others
No more than two studded earrings in each ear. Hoops or dangling earrings may not be worn.
No facial piercings of any type.
Any body piercings should be concealed and not visible

Clothing:
No low cut shirts or blouses
Tank tops and spaghetti straps are not permitted
No t-shirts with words or sayings on them
Shirts should completely cover your midriff.
No revealing clothing or visible undergarments.
Pants and shirts should not be tight fitting
No sweats or jeans (unless permitted by the facility)

Hair & Facial:
Should be neat and pulled away from your face if applicable
Make-up should not be excessive
Facial hair shall be trimmed and neatly groomed
Fragrances should not be worn

Fingernails:
Should be clean and cut to an appropriate length
No artificial or acrylic nails
Neutral nail polish

Tattoos:
Tattoos should not be visible

Shoes:
Shoes should be comfortable, supportive, and professional looking
Closed toe, closed heel shoes with a nonskid sole must be worn in medical settings

Please be aware that some facilities may have dress codes and policies that are more stringent than what is listed here. In these cases you should follow the dress code policies of your facility.
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Bachelor's degree awarded (128 hrs)

Master of OT completed (43 hrs)

Special Projects Options: OCTH680 (1-6 credits) Special Project Option

COURSE DESCRIPTIONS: [www.ot.kumc.edu/mot](http://www.ot.kumc.edu/mot) and select "course descriptions" link, located close to the bottom of the page.
KUMC Academic Calendar
The department of Occupational Therapy Education follows the KU academic calendar (http://www.kumc.edu/studentcenter/acadcalendar.html), with the exception that OT Education excuses students for Fall Break during the entire week of Thanksgiving (and not in October as stated on the KU Academic calendar).

Spring 2B semester begins the first week of April following completion of your first Level II Fieldwork and concludes the week prior to Memorial Day (two weeks after the University of Kansas spring semester ends).

Program Policies
Bachelor of Science in Occupational Studies and Master of Occupational Therapy Programs

The Department of Occupational Therapy Education has approved the following policies in compliance with requirements of the School of Health Professions University of Kansas Medical Center. These are standing policies, stated in broad terms, designed to set parameters for expectations of students in the entry-level master's program in occupational therapy.

KUMC and the Department of Occupational Therapy Education are committed to equal opportunity and nondiscrimination in all programs and services, and do not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, sexual orientation, marital status, disability, or veteran status.

Students must sign verification that they have read these policies, understand them and agree to abide by them. The OT Education office will maintain this signed verification.

General Program Policies

Curriculum Features
- All academic courses included in the MOT program occur on the Medical Center campus.
- The faculty has designed the curriculum in a developmental and sequential manner aimed at enhancing student learning. Students in the program enroll in the pre-established sequence and proceed through the curriculum with the cohort of students with whom they begin the program. See: Curriculum sequence.
- Each semester's course work is prerequisite to the courses in the semester that follows. Students may not take courses out of sequence unless the Curriculum Program Manager has given prior approval in response to a petition.
- It is unusual for the Department to allow course exceptions. However, a student may petition the Curriculum Program Manager and ask for an exemption from a course if the student can document proof of successful completion of that course's content in a previously completed course.
- The Department offers each course only once per year.
- A decision to withdraw from a course has significant implications for the completion of the program within the outlined time frame. A student should refer to the section on petitions if needing to consider this option.
Enrollment and Class Schedules

- All students are enrolled as full time students. Students must submit a written petition to the Curriculum Program Manager to request an exception to this policy.
- Upon admission to the program, students are assigned an academic advisor whose role is to serve as a resource and guide for the students in reference to enrollment and other issues of academic performance.
- Curricular sequence is pre-determined and student enrollment in all needed classes is assured. Each semester students will be notified via e-mail of when and how to self-enroll online. Student enrollment may be blocked if a student has not completed university business (i.e., financial requirements, payment of parking fines, provided proof of immunizations, etc).
- Class schedules for each semester are posted for students to review.

Progression through the Program

- Students complete the Bachelor’s level portion of the curriculum at the end of their first year. Successful completion of course work up to this point allows the student to earn a Bachelor of Science degree in Occupational Studies.
- Students are expected to complete all courses outlined in the curriculum sequence and may not drop courses at will. If a student is considering dropping or withdrawing from a course he/she must meet with the academic advisor and seek approval for this action. (see section on withdrawing from a course). Dropping a course will jeopardize the student’s ability to progress in the curriculum.
- After the successful completion of the Bachelor of Science degree in Occupational Studies, students may apply to the graduate school and will be accepted based on the policies outlined in Academic and Non Academic Expectations –Eligibility Standards Within the Program.
- Time Frames for completion of program.
  - Students normally complete the entry level MOT program in three years.
  - If unusual or extenuating circumstances arise a student may petition that a variation in the amount of time required to complete the program (i.e., more than 3 years) be allowed. The Curriculum Program Manager and/or Fieldwork Team will review the petition. Petitions must be submitted in writing. See policy on "Petitioning Proactively.”
  - All academic preparation and fieldwork in the professional program for full-time students must be completed within 4.5 years of the first date of matriculation into the program.
- Degrees
  - The student receives a Bachelor of Science degree in Occupational Studies upon successful completion of the first year of the program.
  - The student receives a Master of Occupational Therapy degree upon successful completion of the entire three-year program.

Tracking Student Academic Performance

- Students are responsible for keeping track of their academic performance.
Whenever student performance in one course falls below average, the student should contact his or her course instructor(s) in a timely manner to seek guidance.

When performance problems extend beyond one course, students must contact their academic advisor and each relevant course instructor in a timely manner to seek guidance.

- At the end of the semester the Department will notify students if they are at academic risk, have been placed on academic probation (in graduate school only), or have been dismissed.
- Note that a GPA of at least 3.0 is required to enter and remain in Graduate School, and this criterion will be applied throughout the final two years of your three-year program of study.

**Eligibility to Sit for the National Certification Examination for Occupational Therapists**

- Students must successfully graduate with a Master of Occupational Therapy degree to be eligible to sit for the certification exam given by the National Board for Certification in Occupational Therapy.
- To be eligible to practice occupational therapy, students must successfully pass this exam.
- Students who receive only a Bachelors of Science in Occupational Studies are NOT eligible to sit for the certification exam, nor are they eligible or trained to practice occupational therapy.

**Technical Standards and Essential Functions for Occupational Therapy Students**

Because a Master’s in Occupational Therapy Degree signifies that the holder is eligible to sit for the National Board for Certification in Occupational Therapy exam and signifies that the holder is prepared for entry into the profession of occupational therapy, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical, community or school based situations and to render a wide spectrum of occupational therapy services. Therefore, all students admitted to the program must meet the following expectations:

**Essential Motor Skills:** The occupational therapy student must:
- have gross motor skills to move freely and safely about the Medical Center and fieldwork sites.
- be able to perform moderately taxing physical work, often requiring prolonged sitting.
- have balance and equilibrium necessary to do such things as move clients from bed to wheelchair or to manipulate parts of, or whole bodies of, simulated and real people of all ages.
- have fine motor skills essential to perform such tasks as anatomical dissection, splint making, or maneuvering equipment.

**Essential Sensory Skills:** The occupational therapy student must:
- accurately perceive objects in the environment
• accurately observe human performance. For example, the student must be able to discriminate between a safe and an unsafe environment and between therapeutic and non-therapeutic behavior and contexts.

Essential Communication skills: The occupational therapy student must:
• assimilate information from written sources (texts, journals, medical or school records, etc).
• attain, comprehend, retain and use new information presented in written formats.
• independently complete assignments, tests, and professional documentation appropriately, in a timely manner, and in appropriate format.
• impart information so that it can be understood by others.
• elicit information from instructors, peers, persons receiving services, family members, and supervisors.
• follow verbal or written instruction in order to complete assignments.
• note and respond to factual information provided by others as well as to the more subtle cues of mood, temperament, and social responses.
• communicate with others accurately, sensitively, effectively and succinctly.
• communicate in a timely manner and in a way that is appropriate to the situation.

Essential Cognitive Skills: the occupational therapy student must:
  a) Clinical Reasoning:
• make correct observations and have the skills of comprehension, measurement, calculation, reasoning, integration, analysis, and synthesis. For example, the student must have the skills to conduct assessments accurately, compute test scores, analyze results and determine the impact of this information on intervention, while synthesizing a variety of input.
• recognize, label, and categorize information to draw conclusions. Then the student must be able to question, analyze, and judge the results of their conclusion.
  b) Judgment:
• demonstrate judgment in classroom; laboratory; and fieldwork settings which shows an ability to make mature, sensitive, and effective decisions in appropriate situations.
• relate appropriately to instructors, peers, supervisors and persons being served. For example, when provided with constructive feedback from an instructor or supervisor, the student will adapt behavior accordingly.
• demonstrate professional behaviors, such as timeliness and regular attendance.

Essential Behavioral/Social Skills: occupational therapy students must:
• exhibit professional behaviors and attitudes during their participation in the classroom and in clinical situations. This includes, but is not limited to, appropriate language, flexibility toward change and acceptance of responsibility for one’s own conduct.
• exhibit a positive attitude toward persons being served, family members, peers, and supervisors.
• be flexible and creative to adapt to professional and technical change.
• demonstrate professional attitudes and behaviors while experiencing heavy workloads (e.g., large number of tasks to complete in a limited amount of time), task related uncertainty (e.g. changes of schedule on short notice), and/or a distracting environment.
• support and promote the activities of peers and health care professionals by sharing knowledge, eliciting input, and acting with empathy toward others.
• be honest, compassionate, ethical, and responsible.
• be forthright about errors or uncertainty.
• critically evaluate his or her own performance, accept constructive criticism, and look for ways to improve.
• evaluate the performance of fellow students, instructors, and clients and to offer constructive comments tactfully.

  o **It is the students’ responsibility to notify the Department if there is any reason why they cannot meet the expectations for occupational therapy students described above.**
  o Students who cannot meet one or more of the expectations listed will be referred to Academic Accommodation Services: [http://www.kumc.edu/student-services/academic-accommodation-services.html](http://www.kumc.edu/student-services/academic-accommodation-services.html)
  o With student and faculty input, the Academic Accommodations Specialist will determine whether reasonable accommodation is possible to facilitate successful completion of the occupational therapy curriculum, preparation for the certification exam, and entry into the profession.

**Accommodations for Individuals with Disabilities**

If upon entering the program the student is aware that he/she has a documented disability that will interfere with his/her performance in meeting one or more technical standards the student should notify his/her academic advisor and contact Academic Accommodation Services at 913.945.7035 or email Cynthia Ukoko at cukoko@kumc.edu.

  o The Academic Accommodations Specialist, the student, and a department liaison will work together to determine whether a reasonable accommodation is appropriate to facilitate successful completion of the OT curriculum.
  o Students without diagnosed disabilities who are having difficulties meeting performance standards have the option of contacting the Academic Accommodations specialist to seek counsel regarding disability determination and possible need for accommodations.
  o Faculty will honor the recommendation for accommodation once formal notification is provided by Academic Accommodations Services.
  o Results of student evaluation completed prior to determination of disability and notification of accommodation needs cannot be changed.

**Attendance**

  o Prompt, regular attendance at all scheduled class sessions and fieldwork assignments are expected as part of the professional education process for occupational therapy students. More specific guidelines for attendance may be established by the instructor of record for each academic or fieldwork course. If a student must miss a class due to illness or unexpected event (an “excused” absence), the student is to notify the instructor of record before the class begins. Written excuse for absences may be requested.
  o Students are expected to arrive promptly to both class and fieldwork experiences. Tardiness will be brought to the student’s attention and to the Chairperson’s attention by the instructor and may preclude successful completion of the academic or fieldwork course.
  o Absence, which is deemed to be excessive, will be brought to the attention of the student by the instructor as the problem becomes evident. The academic advisor and department Chairperson will also be informed of the problem. If specific attendance guidelines have not been established by the instructor,
students may expect that absences greater than the number of credit hours assigned to the course shall be considered excessive. Excessive absence may preclude successful completion of any academic or fieldwork course.

**Extended Absences Guidelines**

- All coursework is provided as a part of minimum expectations for competent therapy practice. For this reason, attendance is critical to the student's learning and professional development. While the possibility of extraordinary life and/or crisis circumstances is acknowledged, extended absence from the classroom and/or experiential learning environment causes significant concern regarding skill development and knowledge acquisition as it relates to the integration and utilization of occupational therapy theory and best practice. To better ensure efficient learning within the University of Kansas Medical Center Occupational Therapy Education curriculum, extended leave from program participation will not be recommended or supported beyond three consecutive scheduled weeks of coursework.

- For extended absences of less than three weeks, it is a professional behavior expectation that the student will:
  - Assume responsibility for prior discussion of reasons for the absence (or as able, in the case of emergency),
  - Assume responsibility for collaborative participation in the planning process to make up missed tests, assignments, and learning experiences.
  - Assume responsibility for thoughtful review and discussion regarding the appropriateness of return to the occupational therapy curriculum.

- For extended absences of three weeks or more, it is required that the student withdraw from semester coursework. Adherence to this guideline is necessary so as not to jeopardize the quality of education preparation required and/or the professional competence of the graduates of the occupational therapy program. Exceptions to this guideline can be made at the discretion of individual instructors.

**Dress Code**

- As a student in a professional program in the Medical Center setting, the occupational therapy student is expected to present a neat, clean, well-groomed appearance, which reflects well on the school and the profession as he or she interacts with other professionals, patients and families throughout the Medical Center and in the surrounding community. When students are interacting with clients they are expected to conform to the dress requirements outlined by the fieldwork team or as expected by the supervising agency.

**Behavior and Social Attributes**

- The occupational therapy student is expected to conduct him or herself in a professional manner at all times. This includes, but is not limited to: effectively representing the school and the profession; interacting appropriately with peers, academic/clinical faculty and supervisors, and patients/families; respecting lines of communication and utilizing channels of authority appropriately; and handling
personal and professional frustrations in a mature manner. The student is referred to, and is expected to conform to, the Code of Ethics adopted by the American Occupational Therapy Association.

- Faculty observes professional behaviors and attitudes and may meet with students to discuss concerns about behaviors and performance that are not professional and which will interfere with fieldwork and in a professional career. Faculty document behaviors that are of concern on the Professional Behavior Report. The report is filed with the Department Chair, who monitors performance issues and patterns to determine the need for future actions.
- Students should be informed that non-academic misconduct may subject the student to disciplinary action, disciplinary probation, suspension or expulsion. Refer to School of Health Professions Policies for description of non-academic misconduct.

**Compliance Training for Students**


All KUMC students are required to complete annual compliance training prior to enrollment in their respective programs and annually thereafter during the June 1 through September 30 student training window. Failure to complete the training will result in a hold placed on your student account that will prevent future enrollment until the training is completed.

The training is completed online at myKUMC. Once you have logged into myKUMC, navigate to the Chalk/Training. The following modules are required for students:

- Computer Security Training
- Harassment Tutorial (full or refresher student version)
- HIPPA Training (student or employee version)
- University/UKP Safety Training (student version)

**Childbirth Policy**

The University of Kansas Medical Center acknowledges that the years spent in graduate and professional degree programs can be prime childbearing years for students. KUMC wishes to assert itself as an institution that values family-friendly policies for students, faculty and staff by adopting a student-specific childbirth accommodation policy. This policy illustrates a commitment by KUMC to diversity and inclusion which will allow the institution to recruit and retain the highest quality students. For full review of this policy or to discuss childbirth policy related issues, please contact your academic advisor. Review the full policy at this link: [http://www.kumc.edu/Documents/graduate%20studies/Childbirth%20Accommodation%20Policy%20Statement.pdf](http://www.kumc.edu/Documents/graduate%20studies/Childbirth%20Accommodation%20Policy%20Statement.pdf)

**Social Media Policy**

Please review the [Social Media Policy](http://policy.ku.edu/KUMC/information-technology/social-media) for the University of Kansas Medical Center:

The University of Kansas Medical Center (KUMC) recognizes that social networking websites and applications, including but not limited to Facebook, MySpace, Twitter and blogs, are an important and timely means of communication. Students are reminded that they should have no
expectation of privacy on social networking sites. Students must also be aware that posting certain information is illegal. Violation may expose the offender to criminal and civil liability. Offenses may be considered non-academic misconduct and be subject to the appropriate policies and procedures.

The following actions are strictly forbidden:

- In your professional role as a caregiver, you may not present the personal health information of other individuals. Removal of an individual’s name alone does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient or a photograph of a patient from a service learning site) may still allow recognition of the identity of a specific individual.
- You may not report private (protected) academic information of another student or trainee. Such information might include, but is not limited to: course grades, narrative evaluations, examination scores, or adverse academic actions.
- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson for the University of Kansas or affiliate organizations.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions listed above and below.

In addition to the absolute prohibitions listed above, the actions listed below are strongly discouraged. Violations of these suggested guidelines may be considered unprofessional behavior and may be the basis for disciplinary action.

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity.
- Presentation of personal engagement in illegal activities including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual’s website, e.g. on the “wall” of that individual’s Facebook site.

When using these social networking websites/applications, students are strongly encouraged to use a personal e-mail address, rather than their KUMC email address, as their primary means of identification. Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

**Student Organization Use of Social Networking Sites**

Please review the [Social Media Policy](#) at the University of Kansas Medical Center.

Registered student organizations that use social networking sites are required to include their advisor and/or the Director of Student Engagement for continuity purposes. Student organizations are not to represent themselves as official representatives or spokespersons for
the University of Kansas or affiliate organizations and are subject to the university's identity standards. Violation of this policy may be considered non-academic misconduct in addition to the student organization losing their official registration status with the university.

**Felony Convictions and OT Certification**

The National Board of Certification in Occupational Therapy administers a national certification examination to graduates of accredited programs. Many states require licensure or registration to practice. All program requirements must be completed before students are eligible to take the certification exam. If you have been convicted of a felony, you should be aware that your application for licensure, certification, or registration will be subject to review and additional information may be requested. Based on the review process, denial of licensure, certification, and/or registration may occur and subsequent opportunities for employment as an OT may be compromised.

**Notification of Student Expectations and Activities**

At the beginning of each course, students will receive a syllabus containing a schedule of all evaluation activities, including performance requirements, observations, papers, major examinations, any final examinations or other required activities, as well as a statement of policies governing the use of individual performance results in computing and assigning grades.

At the beginning of each course, every instructor also will make clear the rules for the preparation of classroom assignments, collateral reading, notebooks, or other outside work so that students may not, through ignorance, subject themselves to the charge of academic misconduct.

**Course/Progress changes during didactic coursework**

**Incomplete Courses**

- OT students must complete all courses within the designated time frame. Due to the sequential structure of the curriculum, and the fact that each semester's coursework is prerequisite to subsequent semester courses, incomplete coursework from one semester must be completed before the beginning of the next semester in which the student is enrolled. If a student has incomplete coursework, he/she is not eligible to continue with the next semester's work.
- Occasionally, extraordinary circumstances may lead a student to request additional time beyond the end of the semester (i.e., an incomplete). The Occupational Therapy Department handles such requests on a case-by-case basis; a student's request may or may not be granted.
- A student who is considering taking an incomplete in a course must first meet with his/her academic advisor to discuss the situation. The advisor's role is to assist the student in making a decision about how to proceed. If the student decides to request an incomplete, he/she must complete the following steps:
  - The student must submit the request for an incomplete to the course instructor(s) in writing, stating the reason for the request. The student must sign and date the written request.
  - Within one week of this written request, the student must arrange to meet with the course instructor to discuss the request for an incomplete.
The course instructor will review the situation and determine whether to grant the incomplete. The course instructor will notify the student in writing of the decision within one week of the meeting.

- The student must continue to complete all coursework as outlined in the syllabus until a formal written response is received from the instructor.

  - If an incomplete is granted:
    - Within one week of the meeting between the student and instructor, the instructor will develop a written agreement; both the instructor and student will sign the agreement.
      - This agreement will include work expectations and a time frame for course completion.
      - The agreement will specify the consequences for failing to meet the terms of the agreement.
      - Copies of the signed agreement will be given to the student, kept by the instructor, and placed in the student's departmental file.
    - After all of the above steps are completed, the instructor will submit a grade of incomplete.
    - When the student successfully completes the agreement in the time frame established, the instructor will submit a grade change from incomplete to the grade earned.
    - **If the student does not complete the requirements of the agreement in the time frame specified, his/her grade for the unfinished work will be a zero. The instructor will assign the subsequent final grade as outlined in the syllabus.**

  - If the instructor does not grant an incomplete:
    - The instructor will notify the student in writing within one week of the meeting.
    - The student will be expected to complete the course as outlined in the syllabus.
    - The student will receive the course grade earned at the end of the semester.

**Withdrawal from a Course**

- Withdrawal from a course may jeopardize a student’s ability to complete the program due to the sequential and developmental nature of the curriculum (i.e., every semester's coursework is prerequisite to subsequent semester coursework).
- Students who are considering withdrawing from one or more courses must contact their academic advisor. The role of the advisor is to assist the student in making a decision about how to proceed.
- If the student decides to request a withdrawal, he/she must submit this request in writing to the Curriculum Program Manager. The request must include:
  - The course(s) from which the student is requesting a withdrawal
  - The reason(s) for the withdrawal request, and
  - The student's proposed plan for completing the course and the program.
- The Curriculum Program Manager will consider each request for withdrawal on a case-by-case basis and determine whether and how the student may proceed in the program.
When a student withdraws from a course, the point of the semester in which the student withdraws will determine the notation on the transcript (i.e., W for withdrawal, letter grade, or no class notation recorded). For specific dates regarding what is noted on the student transcripts please refer to the university timetable at http://www.registrar.ku.edu/timetable and read about withdrawal effects on grades recorded on transcript.

Withdrawal from the Program

Occasionally extraordinary personal or medical circumstances, or a change in career direction, may lead a student to consider whether continuing in the program is in his or her best interest. If this occurs, the student must meet with his or her advisor and develop a plan about whether to continue.

When a student withdraws from the program (i.e., drops all courses), the point of the semester in which the student withdraws will determine the notation on the transcript (i.e., W for withdrawal, letter grade, or no class notation recorded). For specific dates regarding what is noted on the student transcripts please visit the University Registrar’s enrollment webpage (http://registrar.ku.edu/enrollment) and read about withdrawal effects on grades recorded on transcript.

Procedures for withdrawal from the program when enrolled in the undergraduate or graduate school:

- The student must inform his/her academic advisor & Student Records that he/she is withdrawing from the program.
- The student must submit a letter to the Department stating that he/she is withdrawing and why.
- The student must also fill out a withdrawal notice with the Registrar. The department coordinator will electronically approve or disapprove the withdrawal. The department coordinator will then notify the department chair, advisor, and appropriate personnel of the completed withdrawal. The department coordinator will record a copy of the withdrawal in the student’s academic file.

Procedure for withdrawal from the program after completion of the first year, but before enrollment in the graduate school:

- The student must provide written notification to the department chair of his/her decision to withdraw from the program. The department chair will forward copies of this notification to the student records and the graduate school.
- The student must also fill out a withdrawal notice with the Registrar. The department coordinator will electronically approve or disapprove the withdrawal. The department coordinator will then notify the department chair, advisor, and appropriate personnel of the completed withdrawal. The department coordinator will record a copy of the withdrawal in the student’s academic file.

Course/Progress changes during Level II Fieldwork

Mid-Term Difficulties

- Notification
When student performance on Level II Fieldwork is unsatisfactory at midterm, the student or the Fieldwork Educator will notify the Fieldwork Team.

A Fieldwork Team member discusses the situation and reviews progress with the student and the Fieldwork Educator.

- The student has two options:
  - Continue with the fieldwork
  - Withdraw from the fieldwork with a grade of W. If the student withdraws, he/she will have to repeat a separate fieldwork experience.

In either of the above options, the student develops a plan to address the difficulties and issues encountered with consultation from the Fieldwork Educator and Fieldwork Team. The Fieldwork Team must approve the plan. Without an acceptable approved plan, the student will not proceed in the program. If delays exceed maximum program time allowed for completion, he or she might be ineligible to complete the program.

- If the student chooses to withdraw from the fieldwork, he/she must complete another fieldwork experience before being eligible to enroll in further academic coursework.

**Receiving an Incomplete for a Level II Fieldwork Experience**

- In unusual and extraordinary circumstances, the Fieldwork Team may assign a grade of "incomplete". Examples of unusual and extraordinary circumstances are:
  - Significant FW site personnel/program changes
    - The student may be rescheduled at another fieldwork site.
  - Severe student illness or personal/family emergency
    - The student may be rescheduled after providing satisfactory evidence that the issues leading to the incomplete are resolved and the student has developed a plan to address similar situations in the future.
  - The Fieldwork Team will direct this process and make the decisions required.

**Withdrawal from Level II Fieldwork**

- The Occupational Therapy Department does not recommend that students withdraw from a Level II Fieldwork experience. Withdrawal may jeopardize the student's ability to complete the program in a timely manner. See policy on "Time Frames for Completion of Program" in the General Program Policies section.

- The student must request withdrawal by submitting a written request to the Fieldwork Team for approval and meeting in person with a member of the fieldwork team. Each request will be considered on a case-by-case basis.

- If a student chooses to withdraw from a Fieldwork II placement without following the above procedure and receiving the approval of the Fieldwork Team, he/she will receive an F and will be dismissed from the program.
Academic & Non-Academic expectations

Definition of terms
- The following definitions apply to this document:
  - Admission GPA: the GPA calculated based on pre-requisite coursework.
  - Year 1 GPA: the GPA the student earns based on grades in the first year of the occupational therapy program, i.e., the undergraduate portion: summer 1, fall 1, and spring 1 semesters.
  - Semester GPA: the GPA earned based on grades in one semester.
  - Cumulative graduate GPA: the GPA one earns based on all graduate coursework (Fall 2 and beyond semesters).

Undergraduate Academic Performance Standards
- Students must earn a 3.0 year 1 GPA in the undergraduate portion of the program to be eligible to continue on to the graduate portion of the program. Earning a GPA below a 3.0 in one or more undergraduate semesters during the first year of the program places the student at academic risk for being able to enter graduate school and complete the last two years of the program.
  - Students must achieve grades of C or better in all coursework.
  - Students who earn a year 1 GPA of between 2.0 to 2.99 are eligible to receive the BS in Occupational Studies degree but are not eligible to continue forward into the graduate portion of the program.

Graduate Academic Performance Standards
- Students must earn at least a 3.0 semester GPA in each graduate school semester to remain in good standing.
  - Students must maintain a cumulative graduate GPA of 3.0 or higher to remain in good standing in graduate school.
  - Students must earn B’s or above in the two required Level II Fieldwork courses.

Professional Growth Assessment (PGA)
The Professional Growth Assessment is a 20 – 30 minute oral examination taken by students once during the spring of the first year in the program, and again in the spring of the final year of the program. The student’s knowledge about the profession, theory, and practice of Occupational Therapy is assessed through the student’s discussion of the 10 key questions central to our program’s curriculum.
  - The 1st year PGA takes place as part of the regular coursework, and the score earned will factor into that course’s final grade (OCTH 470 - Practicum II).
  - The 3rd year PGA is separate from any courses, but must be passed successfully in order to graduate from the MOT program.
  - If the student is not successful on the first attempt at the 3rd year PGA, feedback will be provided and a re-examination will be scheduled within several weeks.
• If the student is not successful once again, the student must consult with faculty to develop a concrete plan for remediation and then pursue that plan to achieve the stated outcomes prior to being awarded the MOT degree.

**Academic and Non-Academic Probation**

- **Academic Probation**
  - **Undergraduate:** Students whose semester GPA falls below a 3.0 in any undergraduate semester will not be placed on probation but will be considered to be at academic risk for continuing into the graduate portion of the program (years 2 and 3).
  - **Graduate:** Students in the graduate portion of the program will be on probation if the cumulative graduate GPA drops below 3.0 at the end of any graduate semester.
    - When a graduate student is on probation, he or she must earn grades the next semester (the probationary semester) to raise the cumulative graduate GPA to 3.0 or higher.
    - When a graduate student raises the cumulative graduate GPA to 3.0 or above, he or she is in good standing.
    - If a student fails to raise the cumulative graduate GPA to 3.0 or above during a probationary semester, he or she will be dismissed.

- **Non-Academic Disciplinary Probation:** may be a consequence of a student's behavior in the program.
  - Students in the undergraduate and graduate portions of the program may receive sanctions and/or be placed on disciplinary probation if either of the following are true:
    - A student does not meet professional behavioral expectations.
    - A student engages in academic or non-academic misconduct as outlined in the School of Health Professions Policies.
  - If 2 or more such incidents occur, the student will be dismissed.
  - Once a student is placed on disciplinary probation, the student remains on disciplinary probation for the remainder of the program.

**Dismissal**

- **Undergraduate**
  - Students in the undergraduate portion of the program will be dismissed if any of the following occurs:
    - The student earns a D or an F as a final grade in any undergraduate course.
    - The student on disciplinary probation exhibits behaviors that require a second disciplinary action (see sections on Disciplinary Probation and Behavior Expectations).

- **Graduate**
  - Students in the graduate portion of the program will be dismissed if any of the following occurs:
    - The student who is on academic probation fails to raise the cumulative graduate GPA to 3.0 or above.
• A student receives a D or an F as a final grade in any graduate course.
• During the last semester of graduate school the student earns a semester GPA that causes the student’s cumulative graduate GPA to fall below 3.0.
• The student on disciplinary probation exhibits behaviors that require a second disciplinary action.
• A student does not successfully pass the oral examination (the Professional Growth Assessment) given during Spring 3.

Eligibility Standards Within the Program

o Eligibility for BS degree: in order to be eligible to receive a BS in Occupational Studies, students must do all of the following:
  ▪ Complete all prerequisite and OT undergraduate coursework successfully (i.e., pass all courses, no D’s or F’s in year 1 of the entry level program)
  ▪ Earn at least a 2.0 GPA in OT courses (i.e., in year 1 of the entry level program).

o Eligibility for entry into graduate school IN GOOD STANDING: To be eligible to enter the graduate portion of the entry level program in good standing, students must demonstrate ALL of the following:
  ▪ Have received a BS degree in Occupational Studies from the University of Kansas,
  ▪ Have earned a Year 1 GPA of 3.0 or higher.
  ▪ Have earned all C’s or higher in year 1 coursework in the entry level program.

o Eligibility for entry into graduate school ON PROBATION
  ▪ No students from the MOT program are allowed to enter the graduate school on probation. The undergraduate performance standards in the MOT program require the student to attain an admission GPA and year 1 GPA of 3.0. This standard exceeds the graduate school standard of 2.75-2.99 which would place a student on graduate school probation.

o Eligibility for the MOT degree: to be eligible to receive an MOT degree, students must achieve all of the following:
  ▪ Earn a cumulative graduate GPA of 3.0 or higher
  ▪ Complete all graduate courses with a C or higher
  ▪ Earn a grade of B or higher in two required Level II fieldwork courses. Students will have a maximum of three Level II fieldwork opportunities to fulfill this requirement. A part-time optional Level II fieldwork experience (i.e. fewer than 6 credit hours) will not be counted toward satisfying this requirement.
  ▪ Successfully complete the oral examination (the Professional Growth Assessment) given during the final spring semester.

Academic Integrity & Professional Standards System (AIPSS)
The Occupational Therapy Education Department at the University of Kansas is committed to effective academic and clinical preparation of entry-level occupational therapists and to scholarly advancement of occupational therapy practitioners and interdisciplinary partners. As an academic community, the department recognizes the importance of respectful academic exchanges that enlighten, educate, and enrich the lives of students and faculty. Fruitful academic exchanges can only occur in an environment that promotes high ethical standards and regard for academic integrity. Professional Behavioral Expectations are outlined on pages 5 through 9 of the OT Education Student Handbook.

The Academic Integrity and Professional Standards System (AIPSS) supports the academic community standards by delineating a process for management of student related occurrences of academic and non-academic misconduct. Academic/non-academic misconduct is described in the School of Health Professions Section of the KUMC Student Handbook. The handbook can be accessed online at [www.kumc.edu/studenthandbook](http://www.kumc.edu/studenthandbook). AIPSS includes a representative committee comprised of students and faculty who share the responsibility for system implementation, evaluation, and action recommendations. The System promotes an environment where students and faculty jointly support professionalism, ethical conduct, and academic integrity.

**Honor Pledge**
Each student and faculty member will confirm their commitment to uphold professional standards through ethical academic participation by signing the following honor pledge:

"As a member of the academic community, I pledge that I will not tolerate or engage in academic or non-academic misconduct and will uphold the academic integrity and professional standards of this program and my profession."

Students will be asked to sign this pledge during their first semester on campus.

**Academic Misconduct is defined as:**
- Giving, receiving, or utilizing unauthorized aid on examinations, assignments, preparation of notebooks, themes, reports, projects and/or other assignments or undertakings
- Misrepresenting the source of academic work (including plagiarism)
- During clinical education, inappropriate acts or omissions which place the service recipient in jeopardy
- During clinical education, any breach or violation of the confidence of a person being served
- Unethical practices in conducting and/or reporting research

**Nonacademic Misconduct includes but is not limited to:**
- Conviction of a felony involving moral turpitude
- Material misrepresentation concerning past achievements or present endeavors
- Habitual drug/alcohol/substance abuse
- Any other acts or omissions which, if the student were a credentialed practitioner, could result in discipline by the credentialing agency such as but not limited to:
  - Placing patient in needless jeopardy by acting or performing inappropriately
  - Unethical alteration, elimination or inadequate reporting and documentation in a patient's chart or charging
  - Disruptive behavior, verbal abuse, or obscene language.
AIPSS Process

♦ Confidentiality
♦ Students, faculty, and staff who participate in the reporting, investigation, or hearing of suspected misconduct are bound to confidentiality. All documentation related to suspected misconduct will be secured appropriately.

♦ Education
♦ During the beginning of the academic program a description on academic and non-academic misconduct will be reviewed as well as the function of the Committee.
♦ New staff and faculty will be required to attend or obtain the information regarding this process

AIPSS Committee

o Composition
  ▪ 1 first year student, 1 second year student, 1 third year student, and 3 faculty members. The second and third year students will alternate responsibilities on the committee due to fieldwork requirements. The total maximum number of an investigative committee will be five for any given investigation.

o Eligibility
  ▪ Student representatives must be enrolled in the BS/MOT degree program in OT Education Program and in good academic standing. Faculty representatives will be Occupational Therapy Education Faculty members with the exception of the chair of the OT Education Program.

Selection of the AIPSS Committee

Student Representatives
  ▪ Student representatives will be selected at the time of the election of class representatives in the fall semester of each year. The entire class will have the opportunity to vote for those nominated. The student with the greatest number of votes will be committee member. The student with the second most votes will be designated as an alternate. Nominations will be solicited and a ballot prepared with information on all nominees. Self-nominations are acceptable. Length of appointment: Students will serve for one year but no more than three years as long as they maintain good academic standing.

Faculty representatives
  ▪ Three faculty members will be elected as follows:
    • Two faculty members will be elected by students. Slates of candidates will be generated using the nominations submitted by students. Elections will be held in conjunction with the student representatives’ election. Length of appointment will be two years. Faculty with the third and fourth most votes will be designated as alternates.
    • One faculty member will be elected by the faculty to serve as a member of the committee.
• Faculty will serve no more than two consecutive terms

**Use of alternates**
- When a regular committee member is unable to serve on a hearing panel due to a conflict of interest or unavailability, the alternate will be asked to serve.
- When a regular committee member is unable to serve on the committee, the alternate will be appointed

**Selection of Chair and Vice Chair**
- A chair will be selected by all committee members from among the faculty members of the committee.
- A vice chair will be selected by all committee members from among the student members of the committee.

**Quorum**
- A quorum will be defined as a simple majority of all participating elected committee members.

**Scope**
- This committee will address issues of academic and non-academic misconduct.

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**Exploration of Misconduct**

♦ **Direct Inquiry**
The Department recognizes the value of exchanges between faculty members and students as a critical step in the evaluation of academic integrity and professional standards. We consider direct interaction between faculty and students to be the primary means for giving and receiving professional feedback. **When direct faculty and student interaction leads to satisfactory resolution, there will be no need for further action beyond agreed upon terms between faculty and student as stated in the Professional Behavior Report.**
In the event that issues of academic or non-academic misconduct are not resolved, faculty or student may request an investigative hearing to review suspected or admitted acts of misconduct and to determine appropriate sanctions.

♦ **Investigation and hearing**
Occurrences of suspected misconduct will be addressed using the following procedures:
- **Report of occurrence:** Any person suspecting misconduct will report the incident in question to a member of the committee, either orally or in writing. Initial reports made by faculty, staff and students must be made within (5) academic days from the day of detection. The committee member will inform the individual reporting the suspected misconduct that it will be necessary to disclose his/her name to the student only if the investigation determines that a hearing is needed. When a faculty member reports an occurrence, he/she cannot apply sanctions for any suspected occurrence. The committee chair will exercise discretion as to whether to proceed with an investigation when a report of suspected misconduct is received outside the usual reporting time.
Committee members are responsible for reporting occurrences to the committee chair within (2) two academic days of receiving a report of an occurrence. The committee chair will appoint an investigator from among the faculty members on the committee within two academic days. All data gathered by the investigator will be documented in writing. The investigator is charged to speak with the person reporting the occurrence, the student in question, and other individuals who may be involved directly. Confidentiality will be maintained in all cases. In cases where patient safety is a factor, identification of the student in question will be revealed strictly on a need-to-know basis. After data are gathered, the investigator will meet with the committee chairperson to determine the need for a hearing.

The student in question will be notified by the committee chair of the suspected misconduct within two academic days of receiving the report. Relevant evidence known to the Committee Chair and/or investigator will be made available to the student being investigated. During the time of the investigation and pending a hearing the student is encouraged to continue attending class. The student may not drop a course to avoid investigation of alleged misconduct or imposition of sanction if it is found that misconduct occurred. Only if it is found that misconduct did not occur, or if the charges are dismissed, may the course be dropped following the regular procedures of the University.

The investigator and the Committee Chair will meet as soon as possible, but not later than 5 academic days after the appointment of the investigator, to determine whether evidence is sufficient to require a hearing. If a hearing is to be held, the student in question will be notified, informed of the allegations, told the name of the person who reported the incident, given a copy of the investigators report, and be informed of the right to consult an Advisor selected by the student from the OT Education Faculty. Each party will be notified of the date, time, and place of the hearing no later than 2 academic days prior to the hearing. The person who reported the incident also will be informed that a hearing will be held, given a copy of the investigator's report, and informed of the right to consult their advisor. At this time, committee members will receive notice of hearing and supporting documented materials related to the investigation.

If the Committee Chair and the investigator determine there is insufficient evidence to bring the case to a hearing, the student will be notified by means of direct communication, either in writing or in person, within 2 academic days that the charge has been dismissed. All documented materials related to the investigation will be destroyed and information about the investigation will remain confidential.

All cases will be heard by the committee within 15 academic days after the Committee Chairperson and investigator determine there is sufficient evidence to hold a hearing. Cases not heard within this period will be dismissed, unless extraordinary circumstances prevent a hearing within the 15 academic days.

Without prior notification to the Committee Chair, failure to report to the hearing will result in the following action:
• Failure to appear on the part of the student in question: Decision is made based on that student's testimony given to the Committee investigator during the investigation process. The right to further speak to the alleged misconduct or answer additional questions is waived.
• Failure to appear on the part of the individual who reported the occurrence: Dismissal of the case.

- In instances where the student in question admits that he/she committed the misconduct, the Committee will be given access to the investigator’s report and will meet to recommend sanction(s).
- The hearing will occur prior to any action being taken by the Committee to recommend sanction. If the student in question denies committing the alleged misconduct, if any occurred and to recommend sanction.
- The student in question and the Committee are entitled to call witnesses. An Advisor may serve as a witness on behalf of the student in question. Names of persons who will approach the committee will be presented to the Committee chairperson by the student in question following scheduling of a hearing and at least 5 academic days prior to the hearing date. The Committee chairperson will disclose all witnesses to the appropriate persons at least 2 academic days prior to the hearing. All witnesses will appear in person to testify before the Committee and are subject to cross-examination by both committee members and the student in question. Facts pertaining to the case will not be shared with the witnesses by the committee.

**Hearing Procedures**

• The Hearing Panel will be comprised of the members of the Committee excluding the member who served as the investigator for the case in question.
• The hearing will at all times be presided over by the Committee Chair. The individual presiding over the hearing will decide all questions of procedure, evidence, and conduct of the proceedings. The Committee chair may recess or adjourn the hearing upon request of any Hearing Panel member, student, counsel, or his/her own motion upon such terms and conditions as he/she deems just.
• The only persons allowed in closed hearing of the committee will be the student in question and his/her Advisor, the individual who reported the occurrence and his/her Advisor, witnesses while testifying, Committee members and the individual presiding over the hearing. The student in question and the individual who reported the occurrence each present his/her testimony. The student in question has the right to question the individual who reported the incident. The name of the individual who reported the occurrence will be known only to the chair of the committee, members of the committee, the student in question, and the Advisor.
• There will be a record (e.g., audio recording) made of the proceedings. Upon written request, any student finally aggrieved by an adverse decision of the Hearing Panel, may request and obtain a transcription of the proceedings, at his/her own expense.
• No student can be compelled to testify at any Committee hearing nor to answer questions posed by the hearing panel; no inference can be drawn by the Hearing Panel against a student in question due to his/her failure or refusal to testify or respond to questions.

- Determination of whether or not the student committed the alleged misconduct will be made by vote of the committee members. The decision will be based on a simple majority of all present, eligible voting members. Only members of the Committee who have heard all the evidence concerning the case in question will vote. The Committee Chair will not vote except in the event of a tie. When determining the number of votes needed for a simple majority, the base number will be determined by counting the total number of votes cast. Abstentions are not permitted. Voting will occur by secret ballot. Extenuating circumstances will not be considered in deciding whether or not the misconduct occurred.

- There will be a separate vote by secret ballot on the recommended sanction. The sanction will be determined by a majority vote of those committee members eligible to vote on the case. The Committee Chair will vote only in the case of a tie. "Extenuating circumstances" may be deemed acceptable grounds for deviation by the Committee or the Appeals Committee from these sanctions.

♦ Sanction options for academic misconduct or abuse of academic resources are defined in Article II, Section 6 of the Rules and Regulations of the University Senate:
  • Admonition: Oral statement that his or her present actions constitute academic misconduct or abuse of academic resources.
  • Warning: An oral or written statement that continuation or repetition, within a stated period, of actions which constitute academic misconduct or abuse of academic resources may be the cause for a more severe disciplinary sanction.
  • Censure: A written reprimand for actions, which constitute academic misconduct or abuse of academic resources. Censure may include written warning.
  • Reduction of grade: Treating as unsatisfactory any work which is a product of academic misconduct or which was based upon the abuse of academic resources. Reduction of grade may include the awarding of an F in the course.
  • Disciplinary Probation: Exclusion from participation in a specified privileged or extracurricular activity for a period not exceeding 1 academic year.
  • Suspension: Exclusion from classes and other specified privileges or activities for a definite period not in excess of 2 academic years.
  • Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if any will be stated in the order of expulsion.

♦ Sanction options in order of increasing severity for non-academic misconduct are:
  • Warning: Notice in writing that continuation or repetition of conduct found wrongful, within a period of time stated in the warning, may be the cause for more severe disciplinary action.
• **Restitution**: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

• **Fine**: A money payment to a designated University fund.

• **Disciplinary Probation**: Disciplinary probation shall have as its purpose the rehabilitation of the student or organization and may include suspension of specified privileges for a definite period not to exceed two years. Disciplinary probation also may require the student or organization to participate in specified activities, including one counseling information session, or may prescribe any program that is deemed just and fair under the circumstances of the case. The authority imposing this sanction may assign any qualified person within the University community, other than an undergraduate student, to act as a probation supervisor. The probation supervisor should report periodically to the appointing authority. If the probation supervisor should report that the student is not fulfilling probation requirements, the case will be reviewed by the Committee, who may recommend additional sanctions.

• **Campus/Community Service**: Students or organizations may be required to complete a specified number of service hours to an identified campus or community agency. The authority imposing this sanction (The Committee) may assign any qualified person to serve as the service supervisor. If the service supervisor should report that the student or organization has not fulfilled the service requirements, the case will be reviewed by the Committee, who may recommend additional sanctions.

• **Student Suspension**: Exclusion from University privileges and activities as set out in the order after a hearing for a definite period not to exceed two years. The conditions of re-admission shall be stated in the order of suspension.

• **Organization Suspension**: Exclusion from University privileges and activities as set out in the order after a hearing for a definite period not to exceed two years. The conditions of reinstatement shall be stated in the order of suspension.

• **Student Expulsion**: Termination of student status for a minimum of 2 years. The conditions of readmission, if any, shall be stated in the order of expulsion.

• **Removal of Organization registration**: Termination of registered organizational status for a minimum of 2 years. The conditions of re-authorization or organizational registration, if any, shall be stated in the order of removal of registration.

**Committee Reporting and Recommendations**

- Following the committee's decision, findings from the hearings will be forwarded to the Chair of the Occupational Therapy Education Department by the Committee Chairperson within 2 academic days after the recommendation(s) have been formulated. Findings will include the Committee's decision of whether or not academic or non-academic misconduct was committed. If the committee finds that academic or non-academic misconduct was committed, they also will recommend one or
more sanctions to the Chair, who will make a final determination of the sanction(s) to be imposed and will notify the student.

- Formal written notification of the Chair’s decision will be sent to the student within 5 academic days by certified or registered mail. The Chair will notify the hearing Chair of the decision in writing using the most expeditious means available. If the sanction is relevant to the person reporting the occurrence, the Chair will also notify that individual.
- The Committee Chair will notify the individual who reported the incident that an investigation has been conducted and that appropriate action has been taken following the decision.
- All data from the investigation and hearings are confidential. Except for the investigator assigned to collect data related to a reported incident, members of the Committee will not discuss cases with anyone not connected with the Committee. During the investigation, the investigator will maintain confidentiality during all contacts to collect data. Breaches of confidentiality will result in immediate dismissal from the Committee. Witnesses and Advisors also will be bound by confidentiality.
- All records and evidence from the hearing, including notes taken by individual Hearing members, will be collected by the Committee Chairperson before the Hearing Committee disbands. These materials will be secured in the OT Education office for five years.

Procedural safeguards

The Occupational Therapy Education Department offers procedural safeguards to the student who believes that personal circumstances have affected his/her performance in the program, or that his/her rights have been violated. These procedures within the Department provide the methods by which a student can petition or grieve a decision made in the department.

In the case of a petition, the student is asking that an exception be made to a department policy or rule. In the case of a grievance, the student is asking for a change in a judgment because he/she believes that a policy or rule has been misapplied.

Petitions

- What is the purview of a petition?
  - A student has the right to petition for an exception to any department policy. A student files a petition only when his/her individual circumstances are compelling and extraordinary.
  - The Chair of the Occupational Therapy Program will ask an appropriate committee within the Occupational Therapy Department to review and rule on each petition. That committee will take any petition seriously and will consider all pertinent information carefully before making a decision that it feels is in the best interest of the petitioner, other students and the program itself. Setting aside policy is considered a highly unusual action and will be considered only in the most extraordinary situations.

- Petitioning Proactively
  - A student files a petition proactively when he/she anticipates an upcoming requirement in the typical curricular progression that he/she proposes to approach differently. In this case, the student is asking that a
policy be set aside, for compelling reasons, before the situation occurs. It is a personal request, and applies only to the petitioner.

- Examples of petitions that one might file proactively include:
  - Petitioning for an exemption from a course or portion of a course in the curriculum
  - Petitioning for a change in the typical course sequence
  - Petitioning for an exception to the fieldwork policy.

- What is the process for filing a petition proactively? The student must:
  - Meet with his/her academic advisor for guidance on the process, suggested timeline, etc.
  - Submit a petition in writing, to the Department Chair.
  - Cite the specific policy that he or she wishes to set aside, and state clearly how he/she is anticipating approaching the situation differently (i.e., how the student proposes to alter his or her program).
  - Provide relevant information regarding the situation that would support a decision to set aside a policy. (This might include information from the student as well as from other key individuals).
  - Submit all information in a timely manner so that the Department committee considering the petition has at least five working days to address the situation and make an informed decision.

- The Occupational Therapy Department's responsibilities in the process are the following:
  - The Department Chair will forward the petition to the appropriate committee.
  - The committee will review and consider all relevant information the student provides and the committee gathers. The committee will then provide a decision to the petitioner and to the Department Chair, in writing, within five working days of the submission of the petition.
  - If the petition is accepted, the committee acting on the petition may set additional parameters that would be required to address and manage the situation.

- Petitioning for Reinstatement/Permission to Continue in the Program
  - Students may file these petitions when they have been dismissed from the program for violation of OT Program or Graduate school policies on academic or behavioral standards. These petitions are filed retroactively – after a policy has been violated. Examples of reinstatement petitions include:
    - Petitioning for reinstatement during the undergraduate portion of the program (year 1).
    - Petitioning for an exception to the "eligibility for graduate school" policy.
    - Petitioning for consideration of "unusual circumstances" in order to continue in graduate school.
    - Petitioning for permission to continue in academic coursework after withdrawing from a Level II fieldwork experience.

- Under these circumstances, a student files a petition for reinstatement only if he/she feels that the circumstances that led to his/her violation of a
department or graduate school policy were **extraordinary, temporary** and **resolved**.

- **What is the process for filing for reinstatement?** The **student** must:
  - Meet with his/her academic advisor. The academic advisor can provide assistance with the procedures for filing the reinstatement petition, but cannot assist with the content of the written petition.
  - Provide a written statement, to include:
    - The specific policy that the petitioner is asking to be set aside.
    - Description of the relevant circumstances that led to violation of the cited policy.
    - Evidence that these circumstances were **extraordinary, temporary, and resolved**.
    - Explanation of actions taken while the situation was occurring that demonstrate the petitioner's attempt(s) to avoid or resolve the current situation.
    - Outline of a plan to keep the situation from recurring.
  - Include supporting documentation, if relevant, from other individuals.
  - Submit the petition to the department chair **within three weeks** of written notification of dismissal.

- **The Occupational Therapy Department's** responsibilities are the following:
  - The Department Chair will pass the petition to the appropriate committee for consideration.
    - The committee assigned to consider the petition will review all information provided by the petitioner as well as other information relevant to the situation (e.g., grades during previous semesters, information from the academic advisor, fieldwork assessments, behavior reports, etc.)
    - If the petitioner's dismissal occurred just after the Spring 1 semester (and before Fall 2), the committee considering reinstatement will also be responsible for deciding if and when the Bachelor of Occupational Studies degree is to be conferred.
    - If reinstatement is recommended, the committee may set contingencies for continuing in the program. Examples include evidence of seeking and receiving appropriate professional help, or successful completion of supplementary coursework.
    - The committee acting on the petition will notify the petitioner and the Department Chair in writing of the Committee's decision within five working days of the petition's submission.
    - If the student is entering graduate school or is already a graduate student at the time of the petition and the petition is accepted, the Occupational Therapy Education Department will forward its recommendation to the Graduate School at the University of Kansas. Please be advised that the Graduate School will make the final decision regarding exceptions to their policies; when an
Petition for Receipt of BS or MOT Degree

A student may file a petition for receipt of a degree when he/she has violated a policy or policies and has been deemed ineligible to receive one of the two degrees that the Occupational Therapy Program confers. A student would file such a petition only when all of the following conditions exist:

- The student violated academic or behavior standards set by the Occupational Therapy Department and/or by the Graduate School, and...
- The student was dismissed from the Occupational Therapy Program and, therefore, deemed ineligible to receive the degree, and...
- The student is at a specific point in the Occupational Therapy Program where a degree is typically conferred.

This petition might be filed at only two points in the curriculum:

- Following Spring 1 semester, when the Bachelor of Science degree is conferred.
- Following Spring 3 semester, when the Master of Occupational Therapy degree is conferred.

A student might file such a petition to receive a degree only if he/she feels that the compelling circumstances that led to violation of the department or graduate school policy, and that resulted in dismissal, were extraordinary and temporary. The student is not asking for reinstatement in this case.

What is the process for filing a petition for degree conferral? The student must:

- Meet with his/her academic advisor for guidance on the procedures for filing this petition. The academic advisor will not provide assistance with the content of the petition.
- Submit the petition, in writing, to the Department Chair.
- Provide a written statement, to include:
  - The specific policy that the petitioner is asking to be set aside.
  - Description of the relevant circumstances that led to violation of the cited policy.
  - Evidence that these circumstances were extraordinary and temporary, and explanation of actions taken while the situation was occurring that demonstrate the petitioner's attempt(s) to avoid or resolve the current situation.
- Include supporting documentation, if relevant, from other individuals.
- Submit all information in a timely manner so that the committee considering the petition has at least five working days to address the situation and make an informed decision.

The Occupational Therapy Education Department's responsibilities in this process are the following:

- The Department Chair will forward the petition to the appropriate committee.
• The committee will review and consider all relevant information provided by the student and gathered by the committee.
• The committee will provide a decision to the petitioner and to the Department Chair, in writing, within five working days.
• If the petition is accepted, the committee acting on the petition may set additional parameters that will be required to address and manage the situation.
• If the student is a graduate student at the time of the petition and the petition is accepted, the Occupational Therapy Education Department will forward its recommendation to the Graduate School at the University of Kansas. Please be advised that the Graduate School will make the final decision regarding exceptions to its policies; when an exception is made, it is only upon recommendation of the Program in which the student is enrolled.

**Grievances**

- **What is the purview of a grievance?**
  - The student may file a grievance when asking for a change in a judgment because he/she believes that a policy or a rule has been misapplied.

- **Timing of the grievance process**
  - The student has 30 days from the date of the initial problem occurrence to file the written request for a review from the departmental grievance committee. This means that the student has the responsibility to act in a timely manner to ensure enough time for preliminary steps to occur.
  - The student is not eligible to file a grievance unless the preliminary steps have been completed.

- **Preliminary steps to filing a grievance**
  - The student must first make an attempt to resolve the problem situation with the party or parties involved.
  - The student may seek advice or counsel regarding handling the concern from his or her academic advisor if desired
  - If the problem is not resolved with the parties involved, and if the student feels that he/she wants to pursue the grievance further, the student must make an appointment with the Department Chairperson or designee to discuss the problem situation. The student must provide evidence of attempts to resolve the problem situation with the party or parties involved, and state what policy or rule the student believes has been misapplied. The chairperson will attempt to resolve the problem situation with the student and other parties. This process may involve meetings, interviews, records review and other appropriate information gathering methods.
  - If the student's effort with the chairperson does not resolve the problem situation. The student may file a grievance as outlined below.

- **Procedure for filing a grievance**
  - **Initial step**
    - The student must request in writing to the department chairperson that the departmental grievance committee review the problem situation.
Preparing the grievance

- The student must prepare written documentation regarding the problem situation. The written documentation must indicate the Departmental rules and regulations the student believes have been misapplied (e.g., arbitrary or capricious application, error in application) and the nature of the misapplication. The student must submit this documentation to the Grievance Committee and to other involved parties within 5 days of informing the chairperson of the decision to pursue a grievance process.

- All relevant parties must exchange copies of materials and names of individuals with relevant information within this 5-day period.

The grievance hearing

- The committee shall hold a hearing within five working days of submission of materials unless the committee determines that there is a good cause to schedule the hearing later.

- The chair of the committee shall be responsible for assuring the hearing proceeds in an orderly and fair manner.

- Because the committee has the responsibility to hear grievances, it cannot function to develop evidence on behalf of either complainant or respondent.

- The grievance proceedings shall be as informal as possible. The use of legal counsel is not recommended.

- The committee will tape record the hearing.

- The hearing record will include the tape recording, copies of submitted materials and documentation of committee recommendations. The Department will keep these materials for five years.

- The grievance hearing shall be closed to all but the parties involved. The grievance hearing process will remain confidential.

- The student shall bear the burden of proof regarding the grievance.

- After reviewing the evidence and hearing arguments presented concerning the problem situation, the committee shall deliberate and decide by majority vote on a recommendation.

- The Grievance Committee chair is responsible for documenting and communicating the committee’s recommendations to the Chair of the Department of Occupational Therapy Education.

- The Chair of the Occupational Therapy Department has the responsibility to review all relevant information and document the final decision on behalf of the department.

- The Chairperson shall notify each party in writing regarding the recommendation of the committee and the decision of the department Chairperson, within five working days of his/her receipt of the committee recommendation.

- If any party chooses to appeal the decision of the department chairperson concerning the grievance, they must make this request in writing to the Dean of the School of Health Professions within ten days after receiving the decision of the department.

Grievance committee composition
• The Grievance Committee will have three faculty members; when the grievance originates from a student, there will also be a student member, for a total of four members.
• The Grievance Committee will serve on an ad hoc basis, i.e., for the duration of a particular grievance.
• The Chair of the Department will exclude all faculty who may have a conflict of interest regarding the grievance. From among the remaining faculty, the chair will select three persons with varying levels of experience in the department.
• The members of the committee will select the Committee Chair.
• The Committee Chair is responsible for selecting a student member when needed. The committee chair will solicit recommendations from faculty who do not have a conflict of interest. The Committee Chair will select a student based on the student's availability and willingness to serve.

~~~~~~~~~~~~~~ the OTEd Department’s MOT Student Handbook ends here ~~~~~~~~~~~~~~~