Students assume responsibility to review the information presented in this Handbook carefully and completely. Questions and clarification should be sought as early as is feasible, rather than retrospectively. Within the first week of classes you will be asked to verify you have received this handbook, that your understand and will abide by the OTEd program’s Honor Pledge, and that you understand the Technical Standards required of students taking part in the entry-level professional program for Occupational Therapy.

The 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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Welcome to the KUMC Department of Occupational Therapy!

You now join an elite group of student and alumni occupational therapists dedicated to cutting-edge practice, teaching, research. While we are in our 76th year at the University of Kansas, don’t think of us as old in our ways. We continue to create new ways of thinking and practice that influence people and communities across the world!

How do you set yourself on the path to success in our program?
1) Acknowledge that TODAY is the start of your professional career. Consider the professional behaviors you bring with you to be foundational to those we will model and teach you.
2) EVERY class is important and builds on upcoming knowledge. FORGET memorizing and focus on LEARNING!
3) Use the resources both within and outside the department to support your mental, physical and academic needs.
4) Protect your school/work/leisure balance. Know that at the end of every rocky period is a time to recoup and renew.
5) Consider ways to build relationships with all of your peers in the OT program. It is your opportunity to practice relational skills with people of different backgrounds and abilities. The skill to relate, communicate and be kind is necessary to be the rock star OT that you want to be.

The faculty, staff and students of the KUMC Department of Occupational Therapy Education welcome you to the profession of occupational therapy. Rock Chalk Jayhawk!!! #KUOTStrong!

Sincerely,

Carrie Ciro, PhD, OTR/L, FAOTA
Chair, Associate Professor
Occupational Therapy Education
School of Health Professions
University of Kansas Medical Center
Making the Transition

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 an undergraduate college campus. 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, and discovering 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? Quite a bit, it turns out!

The expectations are high! You, as a student, are expected to take personal responsibility for your learning by attending classes, reading assigned texts, making good use of the many 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. Numerous resources are available to help you successfully meet these demands. A key to your success is taking personal responsibility for seeking out these resources and asking for support.

The composition of your class is different! You and your Occupational Therapy classmates are the cream of the crop and generally are high achievers. Each student is viewed as being unique and will be expected to complete the program to the best of his/her individual ability. Students you will meet outside of Occupational Therapy curriculum, enrolled in other programs in the Schools of Health Professions, Nursing, and Medicine, also are 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! The standards and requirements to graduate from many undergraduate college programs, may be less rigorous (e.g., a student can graduate with a 2.00 GPA). In this graduate school curriculum, a student must adhere to higher standards, such as maintaining a minimum of a 3.0 GPA. These higher standards are necessary to prepare for the rigorous clinical and professional demands that will be part of your training and your professional practice.

Enough of the “challenges” associated with this transition …

… how about some perks/benefits?!?!?

Our faculty are highly dedicated to the development of Occupational Therapy by facilitating the growth of students in the program. We anticipate you soon will be our 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 while still maintaining unique personal philosophies and characteristics.
Personal growth and development. In this curriculum, a transition from college student to professional takes place. Emphasis is placed on approaching complex situations with an appropriate and positive attitude. Your commitment to your education and professional growth will sharpen your skills in these areas and you will develop the professional perspective 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”. The marketability of occupational therapy education is high. The Federal Bureau of Labor indicates that 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 $51,000 to $85,000,
• for higher annual salaries (an average of $81,910 across all OTs as reported by US News & World Report and the Federal Bureau of Labor Statistics)
• in a variety of geographic locations (all over the country, and even internationally).

KU grads are highly respected, which will 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 faculty and staff are glad YOU made the choice to come to KUMC.
**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. More specifically, the OTE department has adopted a structured format for teaching and assessing professional behaviors. **Professional behaviors** are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are required for success in the academic program, fieldwork and capstone experiences, and the profession. As such, we take your development in these behaviors as seriously as we do academic performance.

Our curriculum has been designed to facilitate development of professional behaviors that will assist students while in our program and will support their lifetime learning. Over the course of your time in the program, you will self-assess your level of development and receive advisor feedback on 10 critical professional behaviors which include: critical thinking, communication, problem solving, interpersonal skills, responsibility, professionalism, use of constructive feedback, effective use of time and resources, stress management and commitment to learning. You should take the time now to review the definitions of these 10 specific professional behaviors that will be expected of all graduates from the MOT program.

In the event that a behavioral problem is identified by a faculty member, the faculty member may choose to initiate a behavior remediation/support process for the student.

1. A Behavioral Report is written by the faculty member outlining the problem behavior(s), the student response to feedback on the behavior and an action plan for remediating, eliminating and/or monitoring the behavior for resolution. This form will be signed by the student, the instructor (if this was a classroom behavior), the academic advisor and the department chair. If the behavior is resolved, there is no further action by the department. The student should understand that a behavioral report is an intradepartmental report and if resolved, does not rise the SHP level or follow him/her into their professional career.

2. In the case that the initial precipitating behavior is not resolved and continues, and/or if other similar problem behavior(s) are identified, the student’s behavior(s) will be discussed by OTE faculty and the merits/need to place the student on non-academic probation will be made via majority vote. Non-academic probation will be noted on the student record until the student completes the next enrolled semester with no problem behaviors.

3. Any student with two or more semesters of non-academic probation may be dismissed from the MOT program.

**Other behaviors not aligned with expectations of our OTE programs include:**

- a) exhibiting competitive behaviors that are destructive to learning
- b) breaching confidentiality
- c) cheating, and/or dishonesty in any form
- d) unauthorized use of another person’s ideas, written work, assignments, or exams (plagiarism)
- e) reuse of significant, identical, or nearly-identical portions of your own work without acknowledging this action, or without citing the original work (self-plagiarism)
- f) misrepresentation of any work submitted for evaluation

You may review our the MOT program's policies on Academic and non-Academic misconduct, which appear later in this MOT Student Handbook. These also adhere to the School of Health Professions policies.
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. The curriculum is more focused. There is a shorter period of time in which to learn and understand more complex information. Your faculty are concerned not only with teaching knowledge, but also the clinical reasoning, behavior, and attitudes necessary for success in the OT profession. Consequently, the student behaviors we expect may be different than you’ve previously exhibited. 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 required. Attendance requirements and student responsibilities are outlined in the course syllabus given to you at the beginning of each semester. Class attendance and arriving in time to prepare to learn also are professional behaviors expected in clinical and other workplace settings. Those you serve in the future are counting on the knowledge you acquire now and the professionalism you display.

Absences – Absences may be either excused or unexcused. Excused absences include illness or unexpected emergency situations. Students may choose to be absent from scheduled curricular activities for other reasons. Such absences will be considered “unexcused” even if faculty are notified ahead of 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 – Students will be notified promptly if a teacher cannot attend a class. However, if an instructor is not present at the beginning of the scheduled class period and still is absent after 15 minutes, you then may leave.

Coming Late to Class and Leaving Early – Each student is expected to arrive on time and stay for the entire class or laboratory period. These are the behaviors all professionals exhibit on the job, and we are training you to recognize and value this level of professionalism.

Buying Textbooks and keeping textbooks – Occasionally students feel it is not really 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 also will be an important reference for you in the future. Remember, you are in the process of building a “professional reference” library that will be an important resource for you on your fieldworks and in practice.

Studying – Due to the intensity of the occupational therapy curriculum, most students find 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. Many students find maintaining a high GPA requires a different level and type of effort on their part.

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 on campus and in the community. 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 classroom days, your dress
should be clean, neat, and not inappropriately revealing. It is expected your appearance will be appropriate for a professional in training, both on our campus and in fieldwork and community settings. If you have questions about what constitutes “professional dress” please refer to the Fieldwork section, “Professional Dress Code” later in this Handbook for more details.

**KU ID 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**

**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**

- To transform the future of occupational therapy through leadership, education and discovery

**Mission Statement**

- To foster healthy people and communities by facilitating participation in everyday living through innovative education, leadership, research and collaboration.

**Philosophy**

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 students, teaching is the most visible activity, but faculty also plan, develop, and conduct research to contribute to the knowledge base of our profession. You will participate with faculty on aspects of their research in later portions of your curriculum. Service activities are varied and include administrative tasks, involvement in department, school, and college committees and/or treatment/consultation in assigned areas in and out of the Medical Center.

Faculty also are actively involved in professional and community activities and serve on local, state, and national committees and as board members in a variety of organizations.

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! That is why it is a good idea to make an appointment to be sure you will have time together.

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 staff or faculty member. You can email for an appointment as well. Please consider providing a contact number or email address, as well as some possibilities for when you may be free to meet.

Administrative Work

The department has administrative responsibilities overseen by various faculty members to accomplish the behind the scenes work of teaching. A department organizational chart is included below. Note the MOT program has both a Program Director and an Academic Program Developer who work in conjunction with faculty to support operations of each program. Separately, the Director of Faculty and Student Development oversees opportunities for student development, including scholarships and awards. Our faculty work together diligently to make sure that we meet and then exceed the standards for accreditation of our entry-level program.

Academic Advisement

Each student will be assigned an academic advisor to begin in the Fall. Your advisor will serve several roles. One role is to monitor your academic progress and provide counsel on policies relevant to your academic performance as needed. The second role is to serve as a point-
person to share issues that may affect academic performance. Your advisor may guide you to seek campus or external resources for strategies or supports – for instance, to address mental health or academic problems. Your advisor is the person to seek answered for questions about OTE department policy and procedures. Any information or concerns that may be discussed will be considered as confidential. However, if you would like information shared with faculty, your advisor will serve as your liaison to the faculty. The curriculum is structured so you meet with your advisor at specific times over your time in the program. You should, however, feel comfortable contacting your advisor at any point to discuss issues that emerge outside of these scheduled meetings.

**Faculty for OT Education**

**Joan Augustyn**, OTD, OTR/L  
Clinical Assistant Professor  
Specialty: Adult community integration (SNF, acute inpatient, community home assessments)  
Education: B.S. in Occupational Therapy from University of Kansas; Master’s in Occupational Therapy from University of Kansas; Doctorate of Occupational Therapy from University of Kansas.  
Personal Tidbits: Enjoys social and competitive ballroom dancing, spending time with family, traveling, and working out.

**Angela Labrie Blackwell**, PhD, 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 in Therapeutic Science at the University of Kansas  
Personal Tidbits: Enjoys traveling, dancing, and running. Stays busy with two school-age children

**Carrie Ciro**, PhD, OTR/L, FAOTA  
Title: Associate Professor, Chair of the Occupational Therapy Education Department  
Specialty: Older adults with chronic conditions with an emphasis on cognitive impairments, orthopedic practice/hands  
Education: BS in Occupational Therapy from University of Oklahoma; Master of Health Science in Occupational Therapy from University of Indianapolis; PhD in Preventative Medicine and Community Health from University of Texas Medical Branch  
Personal Tidbits: Enjoys running and swimming, playing with dogs, binge-watching Netflix, gardening, reading and spending time with friends and families

**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  
Specialty Area: Strengths based approaches, coaching practices, 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, going to movies and traveling. My husband owns City Pets in Westport.

Wendy Hildenbrand, PhD, MPH, OTR/L, FAOTA  
Clinical Assistant Professor  
Specialty Area: Mental Health/Psychosocial Performance Issues; Public Health; Health System Policy; Public Administration; Leadership/Professional Development  
Education: BS in Occupational Therapy from University of Kansas; Master in Public Health from University of Kansas; PhD 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 on the water, pomegranate Mojitos, good books, head bopping music, and a spiritual compass. Life balance rule of thumb – “Play as hard as you work!”

Jane Hughes, OTD, OTR/L  
Clinical Assistant Professor  
Specialty: Community-based pediatrics  
Education: BS in Occupational Therapy; MS in Post- Professional Pediatric OT, and an Occupational Therapy Doctorate (OTD) all from 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.

Lisa Mische Lawson, PhD, CTRS  
Associate 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.

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, kayaking/hiking/camping and other outdoor activities, 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 who is a recent graduate of 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: Gerontology, community-based practice, stroke, environmental modifications, interprofessional education & experiential learning
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. I like to dance with my husband, Adrian, and daughter, Isabel.

Office Staff for OT Education

Jennifer Tanquary, MA
Administrative Officer
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.

Jaime Skultety, MPA
Fieldwork Coordinator

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

Personal Tidbits: 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.

Bobbi Stidham, MA
Admissions Coordinator

Education: BS in Psychology from University of Akron, OH & MA in Communication and Leadership Studies from Park University, MO

Personal Tidbits: I've worked in higher education for approximately 15 years with much of my experience being in student services, advising and counseling. I'm also an adjunct instructor at Park University where I teach undergraduate courses in speech and communication. In my spare time I enjoy spending time with son, attending sporting events (Chiefs and Royals), concerts and traveling.

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

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

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

Geriatric Interprofessional Teaching Clinic – Facilitates interprofessional collaboration among students from various schools as they engage in a team experience (Dory Sabata)

Health Care Resort – Bridging the delivery of rehabilitation services with personalized hospitality to support a rapid return to regular activities of every-day life. (Becky Nicholson)

Hope Lodge – A free housing program for families from out of town while a person is undergoing cancer treatment in the Kansas City area. OT students developed a program to engage families in meaningful activities while living here. (Becky Nicholson)

Interprofessional Teaching Clinic (IPTC in Family Medicine) – A student driven and faculty mentor supported clinic service for people living in the community who have health concerns (Jane Hughes)

JaySTART 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. (Kelli Reiling)
Mosaic – An organization offering innovative ways to assist meeting 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 (Becky Nicholson)

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

MS Achievement Center – Addressing needs of people with multiple sclerosis through physical rehabilitation, psychological support, social activities, and education. (Kelli Reiling)

Operation Breakthrough – Community-based educational organization providing pre-school and after-school programs for children from disadvantaged backgrounds (Angela Blackwell)

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

Rose Brooks Center – The Center “is about saving lives” of those touched by domestic violence by providing safe sanctuary, therapy services, and children’s programs to support people to live a life free from abuse. (Wendy Hildenbrand)

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 Enhanced Aquatics – This 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)

Sunflower Bakery – A job skills development program for adults with special needs to share their talents in food preparation, offered through Matthew’s Ministries. (Jane Hughes)

Tiles of Hope – Healing arts program at the KUMC Cancer Center for caregivers and people undergoing blood and marrow transplant treatment. (Jill Hardy)

Research activities

Many faculty members are involved in research projects designed to create evidence-based knowledge and information to advance best practices. 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.

Intense, task-specific training to improve functional performance in people with dementia (Carrie Ciro)

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

Brain mechanisms underlying persistent symptoms after concussion (Jeff Radel)
Development, implementation, and efficacy of engagement programs for community-dwelling stroke survivors (Dory Sabata)

Implement community-based, interdisciplinary intervention designed to promote self-determination and employment, through the use of a goal setting and problem-solving instruction, for young adults with autism (Evan Dean)

Instrument development related to accessible environments for people with disabilities living in the community (Joan Augustyn)

Implement 10-week intervention, comprised of direct instruction with children and collaboration with teachers and parents, to promote resilience within a Pre-K/K classroom. (Angela Blackwell)

Examining role conflict and professional alienation of occupational therapy professionals related to productivity and client-centered care in practice (Wendy Hildenbrand)

Cognitive Behavioral Therapy Interventions to address post-traumatic stress (Jeff Radel)

Performance in broad life roles and satisfaction with life roles in older adults with and without mild cognitive impairment (Carrie Ciro)

Evaluation of mobile technology in assessing balance, fall risk, and cognition (Jeff Radel)

Identification of needs and supports facilitate pursuit of academic training by military service members and veterans (Jeff Radel)
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
- Health Education Building, at the northeast corner of Rainbow Blvd and 39th St.
- Dykes Library, on the north side of 39th Street, one block east of Rainbow Blvd.
- KUMC Bookstore, mezzanine level of Orr-Major, NE corner of the building (OM G005)

**Classrooms**

- Nursing Education Building – Room B018
- Health Education Building, at the northeast corner of Rainbow Blvd and 39th St.
- Orr-Major (OM) – Classrooms, 1st floor
- Other locations as designated by course syllabi

**Other Areas of Importance**

- Rieke Auditorium, in the basement of Orr-Major just south of Stoland Lounge
- Battenfeld Auditorium and Francisco Lounge are located on the 1st floor of the Student Center, at the corner of Rainbow Blvd. & Olathe Blvd.
- Counseling & Educational Support Service offices are located on the ground floor (G116) of the Student Center (next to Battenfeld Auditorium; look for signs), at the northeast corner of Rainbow Blvd. & Olathe Blvd.
- Center for Child Health and Development - CCHD
- Health Education Building’s Bridge – extends over 39th St., between the HEB building and Orr-Major.
- Kirmayer Fitness Center, at the southeast corner of Rainbow Blvd. & Olathe 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 room 1005 of Dykes library
**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. Also, you will become familiar with the computer testing labs. 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:**  
A 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.

**HEB:**  
**Health Education Building (HEB)** has classrooms of various sizes but also has study spaces and areas for student gatherings available to you. The HEB is a timely academic resource for new and continuing students. The HEB bridge over 39th St. also is a popular area to study and meet others.

**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**

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.

KU Medical Center has adopted a group of emergency communication protocols to provide warnings and updates to the campus. Please visit the following webpage for more information: [http://www.kumc.edu/emergency-management/campus-emergency-communications.html](http://www.kumc.edu/emergency-management/campus-emergency-communications.html)

**Alertus beacons:** Located throughout the campus, these yellow wall-mounted beacons will siren and strobe as well as display scrolling text information in the case of emergency. The same system will deliver an emergency pop-up to all network-connected computers.
RAVE text messaging and RAVE Guardian app: Emergency messages will be delivered to your mobile device. You must register with the RAVE system to access these services.

Email: Emergency messages will be titled “EMERGENCY ALERT” or “CRITICAL INFORMATION”

Important: These systems will not be used to broadcast a fire alarm. Just those buildings in the immediate area of an activated fire alarm will be notified through the visual strobe & audio siren system. Do not prop open any doors having a magnetic lock or magnetic doorstop!

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 overhead. The information announced will include the words “Code Red,” the building name, and the room or area location.

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?

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 “CODE GRAY ALL CLEAR” after the Weather Service or the Civil Defense personnel have declared the treat to have passed.
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. Faculty are dedicated to educating our students, and value being asked questions or being sought out for advice. Seek us out!

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!

- **Course Instructor** – The instructors of courses in which you are enrolled want to help you learn. 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.

- **Course Evaluations** – At the end of each course, we ask each student to fill out an anonymous but required 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 delivery. This information also is an essential component the accreditation process for the OT Education program by our national accrediting board. 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** – Students are encouraged to seek appointments with faculty through personal contact, phone, or email.

- **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 an OT
Education staff 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, coin and card operated photocopy machines are available in Dykes Library and elsewhere on campus. Students should not use the OT department’s photocopier 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. There are personal computers for general use located in the Dykes Library and elsewhere on campus for general use. Wi-Fi 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” Wi-Fi 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 Family Medicine clinic 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. 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 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 these topics, and 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 rather than later.
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 advisor’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 Masters program in Occupational Therapy. If you feel you are struggling with the curriculum or think 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 also is free, is accessing the Counseling Services programs, where professional counselors offer good information 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 may lead to decreased performance in the classroom, and/or health problems. Reasonable work hours can, however, be incorporated into your schedule. You will be expected to arrange your work schedule to accommodate class and fieldwork requirements. This includes allowing adequate time for study. Consider speaking with your 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 seven 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).

The **Assembly of Student Delegates (ASD) 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 Student Occupational Therapy Association (SOTA) provides partial funding for travel, food, or lodging expenses. Students are encouraged to apply for travel awards available through KUMC’s Student Senate for additional support. Students should be aware they may incur personal costs in service of this national professional service position. The KUMC representative is usually a first-year student. Anyone interested in more information should contact the faculty liaison to SOTA.

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, supporting student travel to the annual AOTA conference, and community service efforts. Officers and other committee positions are elected each year. Anyone interested in receiving more information about KUMC SOTA should contact the faculty liaison to SOTA. ALL STUDENTS ARE ENCOURAGED TO BECOME ACTIVE MEMBERS!

**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. Also, 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 serve on various School of Health Professions and University committees, including the SHP Student Senate and Graduate Student Council. These committees are listed in the SHP Student Handbook. (http://www.kumc.edu/school-of-health-professions/student-handbook.html)

Scholarships, Awards, and Recognition

SCHOLARSHIPS
Numerous state, federal and private agencies and groups offer scholarships to occupational therapy students. Types of scholarships are varied, and the SHP Scholarships webpage is a good place to begin searching through some possibilities. Reading the information presented on the KU Medical Center’s Student Financial Aid webpage also will be helpful. 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 make information about scholarships available to OT students. 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, Dr. Jeff Radel.

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

Department 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 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 http://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, James Cooney Award, Legacy Scholarship, and Association of School of Allied Health Professions (ASAHP) Scholarship. See the Financial Aid & Scholarships webpage maintained by the School of Health Professions for descriptions of these awards.

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 OTE faculty members.
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 an 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 include Service Learning activities with community partners as well as concentrated experiences in traditional and nontraditional settings that are scheduled across the first and second year of study. 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 develop professional behaviors, attitudes, and skills during Level I Fieldwork. Generally, student experiences and expectations progress from participating in observations to 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 these experiences may vary from one semester to the next and will be explained in detail at the beginning of each semester. Some Fieldwork experiences require a concentrated block of time, while others are brief and interspersed throughout a semester. Level I Fieldwork may be scheduled for part of a day or evening, for full days, or for entire weeks. Fieldwork 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 in order to participate in fieldwork experiences.

Students need to make arrangements at the beginning of each semester for the dates for Level I Fieldwork so that work and life responsibilities can be adjusted to allow time to meet fieldwork requirements. Dates and times for Level I Fieldwork are provided at the beginning of each semester 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. KUMC OT Education students are required to complete 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. Primarily, reservations are secured with facilities in which the Occupational Therapy Education Department already has contracts in place. The fieldwork team may consider developing additional contracts with agencies interested in collaborating with KUMC OT Education. We are not currently offering level II placements outside the United States. Students interested in international experiences may contact the Office of International Programs to investigate possible independent study opportunities.

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 placements for the two separate 3-month placements in the Fall 2 semester. Fieldwork placements will
generally follow the 3-month long rotations for AOTA recommended dates from January through December.

Part-time Fieldwork Placement
In special circumstance, students may be allowed to complete their level II fieldwork on a part-time basis completing the requirements over an extended period of time. As outlined by ACOTE, the placement may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement’s usual and customary personnel policies, as long as it is at least 50% of the FTE at that site.

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, and in the Armed Services.

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 work with a faculty mentor to develop a fieldwork development plan. Preparation for the fieldwork placements may include observations by students and faculty, level I placements and/or independent study opportunities before the initiation of a level II fieldwork experience.

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
The Fieldwork Team will not assign a student to a fieldwork site where he/she:

- Has been previously employed and/or has volunteered extensively.
- Has a family member working in, or collaborating with, a particular site.

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.

*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.*

**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. See: [http://www.heart.org/HEARTORG/CPRAndECC/HealthcareProviders/BasicLifeSupportBLS/Basic-Life-Support-BLS_UCM_001281_SubHomePage.jsp](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/](https://www.validityacademics.com/) (a username and password are required)

**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, both on campus and at fieldwork sites or community settings. 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 and while engaging with clients, families, professionals, and partners in our community.

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 a fieldwork experience 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, that are distracting to others, or that may damage fragile skin.
- 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 non-skid sole must be worn in medical settings

*Please be aware that some facilities may have dress codes and policies that are more stringent than are those listed here. In these cases you should follow the dress code policies of your facility.*
## MOT Curriculum

### Course Sequence

This course sequence applies to the students beginning classes in the summer of 2016.

<table>
<thead>
<tr>
<th>Sum 1</th>
<th>Fall 1</th>
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<th>Fall 3a</th>
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<tr>
<td>(6) OCH601 Human Anatomy</td>
<td>(2) OCH605 Theory and Practice in Occupational Therapy</td>
<td>(2) OCH645 Contexts of Occupation</td>
<td>(2) OCH704 Planning and Intervention in Occupational Therapy</td>
<td>(1) OCH725 The Research Process</td>
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<td>(3) OCH760 Professional Development and Leadership in Service Management</td>
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<td>(4) OCH622 Analysis and Adaptation of Occupations I</td>
<td>(4) OCH662 Physical Considerations in Facilitating Occupational Performance</td>
<td>(1) OCH710 Service Management: Delivery Systems</td>
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<td>(3) OCH602 Orientation to the Occupational Therapy Profession</td>
<td>(2) OCH630 Practicum I</td>
<td>(3) OCH720 Occupational Therapy Practice Models</td>
<td>(7) OCH770 LEVEL II Fieldwork Part 1</td>
<td>(3) Elective Course (required)</td>
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<td>(4) OCH635 Lifespan Development from an Occupational Perspective</td>
<td>(2) OCH672 Psychiatric Considerations in Facilitating Occupational Performance</td>
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<td>(3) OCH655 Neuroscience Analysis of Occupational Performance</td>
<td>(2) OCH690 Evidence-Based Practice</td>
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**Special Projects Options:** OCH680 (1-6)

**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.

Master of OT completed (83 hrs)
**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 from academic activities during the entire week of Thanksgiving (and not during KU’s Fall Break in October).

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 – Entry Level Occupational Therapy Program**

The Department of Occupational Therapy Education has approved the following policies in compliance with requirements of the School of Health Professions at the 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 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.

**Curriculum Features**

- All academic courses included in the Entry Level OT program are offered through 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.
- 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 and consult with the academic advisor if needing to consider this option.

**Enrollment and Class Schedules**

- All students are enrolled as full-time students.
Because this is the final time the MOT program will be offered, all students entering the MOT program in June of 2018 must complete the program requirements by summer of 2021.

Upon admission to the MOT 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.

Course 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 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 this may jeopardize your ability to complete the MOT program and you must meet with the academic advisor to discuss implications of this decision.

All academic preparation and fieldwork in the professional MOT program must be completed by summer of 2021.

Student will receive a Master of Occupational Therapy degree upon successful completion of the entire three-year program.

All MOT students are required to attend the School of Health Professions Recognition ceremony upon graduation.

Tracking Student Academic Performance

Students are responsible for keeping track of their academic performance.

- Whenever student performance in one course falls below 3.0 (on a 4.0 scale), 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, 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 three-year program of study.
Eligibility to Sit for the National Certification Examination for Occupational Therapists

- Students must possess an entry-level Occupational Therapy degree from an accredited OT program 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.
- Graduates also will have to complete state registration/certification requirements related to their places of employment.

Technical Standards and Essential Functions for Occupational Therapy Students

Because an entry-level 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 MOT 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, material development 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 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.

- **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.**
- 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)
- 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.

- 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.
- 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.
- Faculty will honor the recommendation for accommodation once formal notification is provided by Academic Accommodations Services.
- Results of student evaluation completed prior to determination of disability and notification of accommodation needs cannot be changed retroactively.

Attendance
- Prompt, regular attendance at all scheduled class sessions, laboratory experiences, and fieldwork assignments are required 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 significant event the student is to notify the instructor of record before the class begins. A written explanation for absences may be requested by the instructor from an external authority (e.g., physician, obituary) to document the event officially.
- Students are expected to arrive promptly to both class and fieldwork experiences. Excessive or habitual tardiness will be discussed with the student and may be brought the Chairperson’s attention by the instructor. This behavior may preclude successful completion of the academic or fieldwork course.
- Excessive or habitual absence from class or other activities 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 a sum of absences greater than the number of credit hours assigned to the course shall be considered excessive. Excessive absence may result in non-academic probation and preclude successful completion of any academic or fieldwork course.

Extended Absence Guidelines
- All coursework is provided as a part of minimum expectations for competent therapy practice. For this reason, attendance and participation 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.

- An accommodation policy exists on the KU Medical Center campus to support welcoming the birth of a child, the adoption of a child, or the placement of a child for adoption or foster care. A six-week accommodation period may be granted as a leave, a revised academic, research, or clinical schedule, or a combination of the above. A discussion about the impending event should take place with the student’s advisor and with course instructors as early as is feasible to allow for thoughtful planning of how to approach the accommodation most effectively. The Program Director and/or OTE Department Chair must then approve the final plan.

- For extended absences of less than three weeks, it is a professional behavior expectation 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.

- Extended absences of three weeks or more may require a student to withdraw from that semester’s coursework and jeopardizing that student’s completion of the MOT degree program. Exceptions to this guideline may be considered at the discretion of the Program Director and/or OTE Department Chair.

**Compliance Training for Students**


All KUMC students are required to complete compliance training annually during the June 1 to September 30 training window for students. Failure to complete the training will result in a hold being placed on your student account that will prevent future enrollment until the training is completed. The training programs are accessed on-line using your KUMC login credentials (username & password) and the my.kumc.edu intranet portal. You will be provided with more details during your initial orientation to the campus, but please ask questions if details are unclear!

**Religious Accommodations**

http://www.kumc.edu/religious-accomm

KU Medical Center respects the religious diversity of its students and will make good faith efforts to provide reasonable religious accommodations for the sincerely held religious beliefs, practices or observances of its students when they conflict with University policy or procedure. Such accommodations must not fundamentally affect the University’s mission or commitment to patient care or otherwise create an undue hardship. If you wish to submit a request for religious accommodations, please complete the online form with as much lead time as possible to allow time to consider the request and plan alternative learning options.
Childbirth Policy
https://catalog.ku.edu/graduate-studies/kumc/#ChildbirthAccomodation

The University of Kansas Medical Center acknowledges the years spent in graduate and professional degree programs can be prime childbearing years for students. KUMC wishes to assert itself as an institution valuing family-friendly policies by adopting a student-specific childbirth accommodation policy. This policy illustrates a commitment by KUMC to diversity and inclusion that allows 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.

Social Media Policy
https://kumc-publicpoliciesandprocedures.policystat.com/policy/4519441/latest/

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. Such offenses are taken seriously, may be considered non-academic misconduct, and be subject to sanctions according to appropriate policies and procedures. Review the full policy at the link provided above.

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, fieldwork performance 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. For instance, do not use your KUMC email account to post endorsements or other views related to political or business endeavors.
- 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 and non-academic probation.
• Display of vulgar language.
• Display of language or photographs that imply disrespect for any individual or group because of age, race, gender identity, 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.
• Any behavior that could be interpreted as harassing, bullying or negative about another student or faculty of KUMC.

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.

**Use of Social Networking Sites by Student Organizations**
Student organizations using social media also are required to conform to KUMC’s Social Media Policy. For continuity purposes, registered student organizations using social networking sites are required to include access to the site for their advisor and the Director of Student Life. 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 of Kansas identity standards. Violation of this policy may be considered non-academic misconduct, and risks having the student organization be denied official registration status with the university.

**Weapons Policy**


Issues surrounding weapons on campus have been featured in the media over the past several years. Although the weapons policy at KU Medical Center remains unchanged, our campus differs from other campuses in Kansas and elsewhere across the country. We believe the potential for confusion has been increased by media coverage, and it is our students’ best interests to provide clarity about this important issue.

The Main Campus for KU Medical Center (3901 Rainbow Blvd) has been exempted from the Kansas concealed-carry law by legislative amendment (e.g., weapons may not be openly displayed or conceal-carried on this campus). This exemption does not necessarily apply to other facilities operated by KU Medical Center or the University of Kansas, so please review the FAQs page for details related to the KU Medical Center and the list of Weapons Policy Resources for more information.

**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, 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.

Students, in turn, assume responsibility to review the information presented in these syllabi carefully and completely. Questions and clarification should be sought early rather than retrospectively later in your progress through the course.

**Course/Progress changes during didactic coursework**

**Incomplete Courses**

- MOT students must complete all courses and other program requirements within the designated 3-year time frame (e.g., by summer of 2021).
- 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, thus jeopardizing successful completion of the MOT program.
- 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 advisor to discuss the situation. The advisor's role is to assist the student in making a decision about how to proceed, and to discuss fully all implications of the decision.
- 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.
  o 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.
        o After all of the above steps are completed, the instructor will submit a grade of incomplete.
        o 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.
        o 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 unfinished work remains at the end of a course's grading period (e.g., (end of semester or term):
      • An “incomplete” is awarded as a course grade and entered in Enroll & Pay
      • If the work expectations are met after the end of the term, the instructor of record will convert the “incomplete” course grade to a letter grade suited to the quality of the work.
      • An “incomplete” grade defaults to an “F” after 12 months unless the grace period is adjusted at the time the initial “incomplete” course grade is entered.
      • A student may not graduate with an “incomplete” on the official transcript for any required course for that degree.
  o 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
  o MOT students must complete all courses and other program requirements within the designated 3-year time frame (e.g., by summer of 2021).
  o Withdrawal from a course therefore may jeopardize a student's ability to complete the MOT program.
  o Students who are considering withdrawing from one or more courses must contact their advisor. The role of the advisor is to assist the student in making a
decision about how to proceed, and to discuss fully all implications of the decision.

- If the student decides to proceed with a withdrawal request, he/she must submit this request in writing to the Program Director. 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 Program Director 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 Registrar's enrollment webpage (http://registrar.ku.edu/enrollment) 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:**
  - The student must inform his/her advisor that he/she is withdrawing from the program.
  - The student must inform Student Records that he/she is withdrawing from the program.
  - The student must submit a letter to the Department stating he/she is withdrawing and stating the reasons leading to this action.
  - The student must complete and submit a withdrawal notice to the Office of the KUMC 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.

**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 of this Handbook.

- 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.

**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.

**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: summer 1, fall 1, and spring 1 semesters.
- **Semester GPA**: the GPA earned based on grades in one semester.
- **Cumulative graduate GPA**: the GPA earned based on all graduate coursework.

### Graduate Academic Performance Standards

- Students must enter the MOT program with a cumulative 3.0 GPA (on a 4.0 scale) for undergraduate coursework.
- Students must earn at least a 3.0 semester GPA in each semester to remain in good standing in graduate school.
- 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 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 the final grade for OCTH 470 - Practicum II.
- The 3rd year PGA is separate from any courses but must be passed successfully in order to graduate from the Entry-Level 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 Entry Level OT degree.

### Academic and Non-Academic Probation

- **Professional Behavior Reports**
  - A Professional Behavior Report (PBR) is one action available to faculty for addressing alleged Academic and/or Nonacademic Misconduct in by students. The report provides an opportunity for faculty to document and discuss with students any problematic professional behavior and related concerns that may impact the student’s academic success in the classroom and on fieldwork. The PBR can serve as a “warning” in response to academic and nonacademic misconduct. The report must be
shared with the student and then signed by the student, his/her advisor, the course instructor (if applicable to a course) and the Chair of OTE.

- **Academic Probation**
  - Students will be placed on academic probation automatically by the Office of Graduate Studies if the cumulative graduate GPA drops below 3.0 at the end of any graduate semester.
  - When a graduate student is on academic 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 will again be considered 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.

- **Disciplinary Probation:** may be a consequence of a student's behavior in the program.
  - Students in this 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.
  - The student must complete one full semester (Fall or Spring) without a further instance of disciplinary probation to return to regular (non-probationary) status.
  - The student is allowed one semester on disciplinary probation only. At the onset of a second disciplinary probation, whether consecutive or not, the student will be dismissed.

**Dismissal**

- Students in this 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 in the next full semester.
  - 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 engages in behaviors that require a second instance of disciplinary probation.
  - A student does not successfully pass the oral examination (the Professional Growth Assessment) given during Spring 3.

**Eligibility Standards Within the Program**

- **Eligibility for entry into graduate school in good standing:** To be eligible to enter the entry level program in good standing, students must demonstrate ALL of the following:
  - Have previously received a BS or BA degree,
- Have met all prerequisite coursework requirements
- Have an undergraduate GPA of 3.0

**Probationary status:**
- No applicants to the entry-level Master in OT program are allowed to enter the graduate school on probation.
- A student will be placed on academic probation for one term if their GPA drops below 3.0.
- If a 3.0 GPA is not regained after that term, the OT Education Department may petition the Office of Graduate Studies to request extension of the probation. The final decision will be made by the Office of Graduate Studies.
- A student on disciplinary probation must not engage in behaviors that require a second instance of disciplinary probation.

**Eligibility for the entry-level OT degree:** to be eligible to receive an entry-level OT degree, students must achieve all of the following:
- Earn a cumulative graduate GPA of 3.0 or higher
- Complete all courses with the grade of 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 count toward satisfying this requirement.
- Successfully complete the oral examination (the Professional Growth Assessment) given during the final spring semester.

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**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. Please review carefully the Professional Behavioral Profile for the OTE Department, and speak with your advisor should any clarification be necessary.

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. AIPSS includes a representative committee comprised faculty who share the responsibility for system implementation, evaluation, and action recommendations. The System promotes an environment where students and faculty jointly support mutual 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:
- Exhibition of non-professional behaviors
- 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

Committee composition
- There will be four members of the AIPSS committee
- Three committee members will be appointed by the Chair of the OTE Department, selected from among the OTE faculty. Each of these members will have one vote.
- The student’s advisor, or another faculty member named by the student, also will serve on the committee in a non-voting capacity.
- The Chair of the OTE Department will appoint a replacement member selected from among OTE faculty should a serving member be unavailable or if there may be a potential conflict of interest.
- The Chair of the OT Education Department is not eligible to serve as a member of the AIPSS committee.
- Length of committee service will be for one academic year.

Selection of Chair
- The AIPSS Chair will be designated by committee members
- The AIPSS Chair will be responsible for convening meetings, overseeing voting, reporting outcomes to the OTE Department Chair, and all other procedural tasks.

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

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

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 that has not been resolved with the parties (e.g., faculty and student in a course) 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.

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• 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 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 convene 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. In the case of a conflict of interest, a faculty member will be recused and will be replaced by an alternate faculty member.

### 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.

The student's responsibilities in the proactive petition process are the following:

- 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.

 o 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 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.
   • The student’s responsibilities in the reinstatement petition process are the following:
     • 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:
       o The specific policy that the petitioner is asking to be set aside.
       o Description of the relevant circumstances that led to violation of the cited policy.
       o Evidence that these circumstances were extraordinary, temporary, and are resolved.
       o Explanation of actions taken while the situation was occurring that demonstrate the petitioner's attempt(s) to avoid or resolve the current situation.
       o 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.
       o 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 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.

Petition for Receipt of the Entry Level OT 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 the Entry Level OT degree 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 typically is conferred.

This petition can be filed at only one point in the curriculum:

- 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.

The student’s responsibilities in this process are the following:

- 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.
o 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.

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