

OCCUPATIONAL THERAPY EDUCATION DEPARTMENT



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!

The Occupational Therapy Education Department's faculty and staff welcome you to the University of Kansas Medical Center (KUMC) as the Class of 2022 – our first students to graduate with an entry-level Doctor of Occupational Therapy (OTD)! (not to be confused with UMKC, the University of Missouri at Kansas City, on the other side of the state line).

You soon will have 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 an undergraduate student to being a student in a “professional” program, introduce you to University, School, and Departmental policies and resources, and encourage a spirit of discovery related to studying and training on our campus before going on to become successful and contributing professionals in the field of Occupational Therapy.

Making the Transition

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

The expectations are high! You, as a student, are expected to take responsibility for your learning by attending classes, reading assigned texts, 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, service learning 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. We view each student as being unique and all will be expected to complete the program to the best of his/her individual ability. Students you will meet outside of the Occupational Therapy Curriculum, enrolled in other School of Health Professions, School of Nursing, and School of Medicine programs, also are involved seriously in completing requirements for their own 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 2.0 GPA). In this graduate school curriculum, a student must adhere to higher standards including 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.

Benefits of this Transition ...

Faculty and Staff – Our faculty demonstrate high dedication to the advancement of the occupational therapy profession through facilitating the growth of students in our program. Soon you will be our colleagues, professionals, and independent problem solvers. With this in mind, much effort is put forth to provide quality learning experiences and current information using the most efficient and effective teaching methods possible. The OT faculty gladly serve

as role models demonstrating professional traits while still maintaining unique personal philosophies and characteristics.

Personal Growth and Development. In this curriculum, a transition from an undergraduate college student to professional occupational therapist takes place with and is facilitated by your faculty. Emphasis is placed on approaching complex situations with a growth mindset approach to your personal and professional development. A personal commitment to your education and professional growth will sharpen your skills and you will develop the professional attitude necessary to succeed in your chosen field. Many students find this a time to become more independent, take on more responsibility for personal actions, and determine the direction of their future career and professional pursuits.

“Marketability”. The marketability of an occupational therapy education is high. The [Federal Bureau of Labor](#) documents you can expect a variety of job opportunities once you’ve completed the requirements to become an occupational therapist.

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) and their families.
- to individuals, populations, and communities.

Occupational Therapists may work –

- in work settings of varying size (as few as one therapist to a department with as many as 60),
- for starting salaries that typically range from \$50,000 to \$80,000
- 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 feel good about your career choice, your school selection, and the value of the education you will obtain from our OT Curriculum. The faculty and staff are glad YOU decided to attend the Clinical Doctorate OT program at KUMC!

Professional Behavioral Expectations

As faculty and students associated with 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. Our curriculum has been designed to facilitate development and practice of professional behaviors for students while in our program and which will support their life-long learning and professional practice.

We expect students to express a concern and respect for the rights, dignity, and contributions of the other individual(s), regardless of differences, in all interactions with others – including peers, faculty, and recipients of occupational therapy services. Indeed, an ability to understand the beliefs, attitudes, and values of other individuals and to value their contributions is crucial.

As Occupational Therapists, we expect to share with you a learning environment that is mutually stimulating and engaging. We appreciate and anticipate your active participation and enthusiastic contributions.

Class Expectations

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

Attendance – Regular attendance is expected. Attendance requirements and student responsibilities are outlined in each course syllabus given to you at the beginning of each semester. If you miss a class you will miss important information – much of which will not be in your textbook or other course materials. It is to your advantage to attend scheduled class. Those you serve in the future count on you to be invested and present in your professional learning and training experiences.

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

Leaving the Class if the Teacher is Late – Students will be notified promptly if an instructor cannot attend a class. Do not assume you are free to leave if the instructor is 5-10 minutes late.

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.

Communication with Faculty: OTDE faculty try to be accessible to our students, even if they may not be immediately available. You are welcome to approach faculty in person, send an email, or leave a telephone message with your call-back information.

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, a decision has carefully been made about how to best support your learning. Also, the text/materials may be required for additional classes in the curriculum and/or 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 a resource for you on your fieldworks and in practice. AOTA Student membership is required in order to access professional materials and establish membership in our national organization.

Studying – Due to the intensity of the occupational therapy curriculum, most students find they must study more for each class than they have in the past. A general rule of thumb regarding study time is to anticipate spending approximately two hours of study for each hour spent in class. Many students find maintaining a high GPA in this curriculum requires a consistent, higher, and different type of effort than they have previously needed.

KU Identification Badges – You will receive a KU ID at the beginning of your first semester. The OTED Department and the Executive Vice Chancellor require that you wear your KU ID at all times while on campus. In addition to accessing many campus facilities during regular class times, your KU ID 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. Remember, you are wearing a badge that identifies you as a representative of our Occupational Therapy Education Department and the University of Kansas Medical Center community.

All about the Department of Occupational Therapy Education

Vision, Mission, and Philosophy of the OTDE 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

Our Beliefs about Occupational Therapy:

- Adjustments to context and activities support participation in occupations in everyday life
- Best practice promotes participation in authentic contexts
- Best practice entails producing and using evidence

Our Beliefs about Human Beings:

- People have the right and capacity to direct their own lives
- People's characteristics are strengths which support participation in everyday life
- Participation in everyday life involves interaction between the person, task, and context
- Quality of life depends on engagement in occupation

Our beliefs about Human Learning:

- Interprofessional collaboration enriches education and practice
- Learning is enhanced through supported discovery and reflection
- Learning is gained through life, education, and work experiences

Faculty Roles

Faculty members have 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 the occupational therapy 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 and consultation in assigned settings, both in and out of the Medical Center. Another aspect of service is being involved in professional and community activities and participating on local, state, and national committees and boards.

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. Most faculty members can be reached by email to schedule an appointment. If email is unsuccessful you may call and leave a voicemail for the faculty member you are trying to reach.

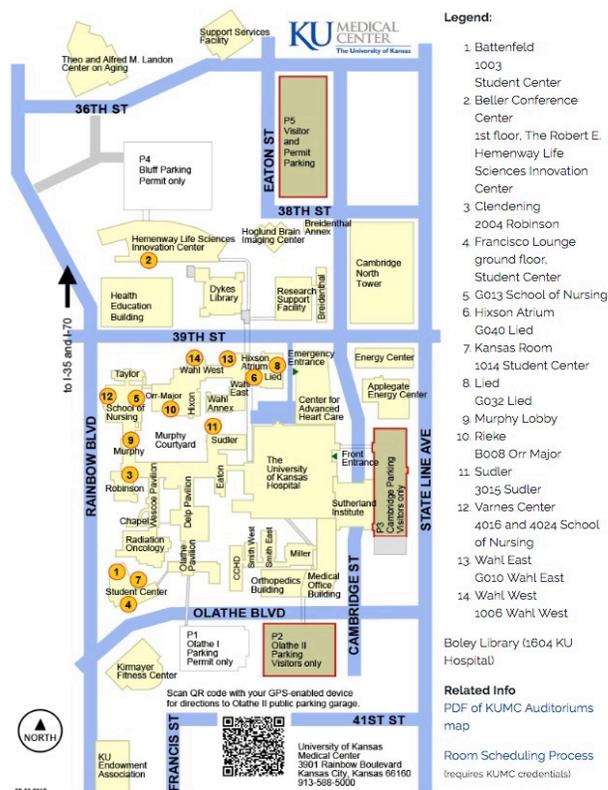
While faculty do have other responsibilities, we have chosen to work in academia because we enjoy teaching and helping our students become OT professionals. Seek out your faculty – whether for answers to questions about course content, for guidance for your professional development, or simply just to get to know us better! The OTDE website has short biographies for the faculty and staff that provide some information about each of us.

Class Advisor: Your class will have one faculty member serving as the class advisor throughout your entry program. The advisor is the first person you may consider speaking with if problems arise, but also should be someone to turn to when you need answers to questions, for networking with other people on campus, or to be a resource generally. Make a point of meeting your advisor early and then keeping in touch as time goes by.

Service Learning liaison: Students will participate at service learning sites throughout your first year of classes. OTDE faculty members serve as liaisons with these service learning sites, so you will have regular contact with the faculty member at your site. This is a good opportunity to get to know that faculty member outside of class, and is another opportunity to ask questions and gain insights.

Becoming Oriented:

Campus map with major auditoriums and public meeting locations



For more maps visit:

<http://www.kumc.edu/about-us/maps-and-contact-information.html>

Places I should know

KU Medical Center and KU Health Services: These entities share the same campus and are deeply intertwined, but they are administratively distinct. “KU Medical Center” (KUMC) refers to the professional and graduate academic programs in the School of Health Professions, School of Medicine, School of Nursing, and School of Pharmacy. The “University of Kansas Health System” (UKHS) refers to the hospital and associated clinics, both those in the 39th & Rainbow neighborhood as well as satellite clinics such as those at Med West and at Indian Creek.

OTDE and OT: Faculty and students often refer to our program as “OT,” although this risks confusion with OT Clinical Services in the KU Health System. Be careful in your phrasing!

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
- 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)
- Health Education Building – most of the teaching classrooms, simulation labs
- Nursing Education Building – Rooms B018 (classroom) and B016 (lab) on the basement level
- Orr-Major (OM) – Bookstore, some classrooms, gross anatomy lab
- Clendening Amphitheater – 2nd floor of Robinson

Locations of other important resources:

- Student Counseling Services, ground floor the Student Center, next to Francisco Lounge and Battenfeld Auditorium, corner of Olathe Blvd. & Rainbow Blvd
- Student Health Clinic is located on 1st floor of the Student Center, corner of Olathe Blvd. & Rainbow Blvd
- Student Educational Support Service office, ground floor of Dykes Library, room G012
- 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 on the 2nd floor of the Orr-Major building, room 1006
- Center for Child Health and Development
- Kirmayer Fitness Center, at the corner of Olathe Blvd. and Rainbow Blvd.

Where to Study at KUMC

HEB: **Health Education Building (HEB)** houses classrooms, study spaces, and areas for student gatherings. The HEB is a timely academic resource for new and continuing students. Please observe signage indicating those rooms dedicated for special use (e.g., small rooms on 1st floor perimeter).

Dykes Library: [Dykes Library](#) is another 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. You should take time to become familiar with the Dykes computer testing labs. The library is open to KUMC students 7 days a week, from 7 or 8am until 10 or 11pm (details: <http://library.kumc.edu/about-the-library/hours-and-access.xml>) although you will need to use your KU ID to access the building after 6pm M-F and on the weekends.

Orr-Major: An under-recognized study area, Orr-Major is open 24 hours a day. The first floor classrooms in O-M may be used anytime for studying, group discussions, or practicing presentations except when classes are scheduled in that room. The 2nd floor of Orr-Major also has a number of study spaces that seldom are used, and many of the hallways in this building have couches, as well as other nooks and crannies in secluded locations. O-M also has spaces suited for studying on the ground floor in Stoland lounge, and around the corner from Stoland lounge at the south end of the building. FYI – that long tunnel you'll see to the east will take you to the basement floor of the Hospital (a quick and dry way to get to the cafeteria on rainy days) while the tunnel to the west will take you to B018 of the SON (one of your regular classrooms).

Dining services: ***Paletterias Tropicana*** is a family-owned café (menu here), located on the ground floor of the HEB building, is open M-F 6:30am to 6pm. ***Bell Café*** (ground floor, Bell Hospital; [menu here](#)) is open 6:30 a.m.-8 p.m. M-F and 7 a.m.-6:30 p.m. weekends and holidays, with an adjacent vending area open 24/7. ***D&G Café*** (1st floor, Cambridge North Tower) is open 24/7. A variety of restaurants also are located west of campus along Rainbow Blvd, and east of campus, along 39th St.

Coffee shops: In addition to obtaining coffee from the dining service locations, there are coffee shops in the Hospital complex (Cambridge Tower, Heart Hospital, Medical Pavilion), several more in walking distance (east on 39th St), with others south on Rainbow Blvd (Espresso Viale, at 47th St) and on State Line Road (Hi Hat, at 51st St), and even more in Westport and the Country Club Plaza.

Other libraries: If you want a change of scenery but still need to study, or you need to put some distance between you and the campus, there are nearby branches of the KC Public Library in the Plaza (with a coffeeshop) and in Westport, and just east of Plaza are the Linda Hall Library of Technology, the UMKC, and the Rockhurst University libraries. Both the Kansas City, Missouri and Johnson County public library systems have multiple branches throughout the metro area. You really should “checkout” the [Central branch](#) of the KCMO library system, as well as the various lecture series sponsored by these libraries.

Other places? Let us know! There are many unexpected and hidden areas to sequester yourself scattered about at the medical center, where you can find coffee, 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. These [Student Handbooks are available to you on-line.](#)

General Safety and Emergency Procedures

Occupational Therapy students are expected to become familiar with each and every emergency procedure adopted by KU Medical Center. Each year, the Department of Occupational Therapy Education will conduct a review of these procedures with each student class.

Emergency communication protocols:

<http://www.kumc.edu/emergency-management/campus-emergency-communications.html>

Alertus beacons: These yellow wall-mounted beacons will siren, strobe, and 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 download the app and 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.

Tornado : [Code Gray procedures](#)

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

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

Termination of Code Gray: an all clear will be called when the tornado or severe weather no longer poses an immediate threat,. 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.

Communication is a key to success

(or, How do I know what is going on?)

Faculty-Student Communication

Faculty-student communication is vital to our program. Both the instructor and the student must be open to speaking together 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, and the same is true for faculty members initiating discussions with students.

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!

Faculty member – The faculty members 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 faculty member .

Program Director – Our program director is available to meet with students individually or as groups. On occasion “lunch with the program director” is scheduled to allow each class to meet informally with the program director to share new ideas or voice concerns.

Course Evaluations – At the end of each course, we ask each student to fill out an anonymous course evaluation. This provides an opportunity for each student to give feedback to the instructor about content and teaching strategies – both the good points and those that need improvement. This feedback is important for maintaining the consistently high quality of our courses and for improving how that content 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 – Appointments can be made by e-mailing faculty to request a time.

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

Enrollment – Courses required for the OTDE curriculum are predetermined. Students are notified by email by the OT Department what classes they are to enroll in per semester. Students will self-enroll using the ‘Enroll and Pay’ website (<https://sa.ku.edu/>) during the enrollment windows for lecture and lab courses. Payment for tuition is done online and deadline for payment is determined 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 and will prevent your access to campus resources (including email and other electronic educational supports). 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 advisor.

Computer Resources

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. The personal computers are located in Dykes Library and elsewhere on campus. WiFi access to the internet is available throughout the campus and is accessible by all students using your KUMC username & password. Our IT Security experts recommend you access the “kumc-secure” WiFi network.

Support is available to students through the Jayhawk Tech Clinic/IT Help Desk if you have questions, problems, or a malfunctioning computer. You can visit in person (Taylor 3021), call 913-945-9999, option 2, or [submit a support ticket online](#).

I Need Copies

If you need handouts or other information duplicated, photocopy machines and printers are available in the library and other locations across campus, with access both through campus WiFi and as direct connections. 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. Students should not use the OT department’s photocopier without first obtaining permission from a member of the OT staff.

I Need Evaluation Kits/Equipment to Practice OT Procedures

As you move through this curriculum, 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. Please speak with a OT Education staff member to check-out any materials you need.

The assessment and 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.

Access to Medical Care

In the event of an emergency, call 9-1-1 or go directly to the nearest emergency room.

[Student Health Services](#) (1012 Student Center) offers primary care services. Please visit the [Student Health Services website](#) for a full listing of services, hours and contact information.

All on-campus students are required to have some form of health insurance and to submit proof of their insurance each semester. Health insurance is available to eligible students through [United Healthcare Student Resources](#). Please visit the [Student Health Insurance webpage](#) for details

I Don’t Feel Well

If you don’t feel well, consider the implications of passing an illness along to your peers, patients, or clients. Telephone the main number for the OT Education Office (913-588-7195) as soon as possible when you are unable to attend class due to illness. 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. You should review the other sections in this document regarding [excused vs. unexcused absences](#). Make-up assignments and/or tests may be offered at the discretion of the instructor.

I Need Information About Financial Assistance

Students should contact the [Financial Aid Office](#) (ground floor, Dykes Library; 913-588-5170) directly to inquire about eligibility for assistance. The Financial Aid Office administers

disbursement of all university scholarship awards as well as federal loan assistance, and Veterans benefits.

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. Descriptions of [scholarships and awards for OT students](#) and for [SHP students generally](#) are described on-line. Students also may access the [Academic Works Scholarships & Awards portal](#) to search for support opportunities; you should consider consulting with your academic advisor to refine your strategy to seek such support.

I Need Information About Academic Supports

Students often hesitate to seek support, but this is an important aspect of a student's accurate self-assessment. This also is an important part of a faculty member's role – and is an option used more frequently than most students realize! 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 enrolled in either in-person or on-line classes may also receive academic assistance through different offices of the Student Center, particularly the [Counseling and Educational Support Services](#). This resource is staffed by highly experienced and insightful counselors, and has been especially helpful to students in establishing or adjusting study habits, and improving test taking or writing skills. Their phone number is (913) 588-4688.

In some cases, peer or more senior OT students have volunteered 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.

Course instructors are important resources for students in need of academic assistance! The instructor may not recognize a student is in need of assistance until after a pivotal exam or other evaluation. It therefore is imperative that you assume responsibility to try and identify the problems you're having in a particular course, outline topics or develop a list of questions that you can discuss with the instructor, and then approach the instructor before you fall behind in your coursework. A proactive approach 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 you should consider meeting 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 across the curriculum. It particularly is important to meet with your advisor prior to when academic problems accumulate if there are extenuating circumstances that influence your academic performance (*i.e.*, serious illness, personal/family crisis). Remember that most faculty also once were stressed-out students, and are likely to be sympathetic when asked for insights and support.

Extenuating Circumstances are Interfering with My Academic Performance

You have been admitted to the full-time program in the occupational therapy curriculum. If you feel you are struggling 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 is offered at no additional cost to students, is accessing the [student services counseling](#) program. Professionals 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. The [Kirmayer fitness center](#) regularly offered stress management and group exercise programs.

I Need to Work

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. 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 however. **Class attendance and fieldwork appointments are top priorities.** With this understanding, full-time work is not realistic and can lead to decreased performance in the classroom, and/or health problems. Reasonable work hours can, 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 class advisor to discuss what may be a feasible work schedule.

Student Representatives & Organizations

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. Please visit these websites for more information or contact the faculty member serving as a liaison for that group.

- **American Occupational Therapy Association (AOTA):** <https://www.aota.org/>
- **Assembly of Student Delegates (ASD) organization:** <https://www.aota.org/AboutAOTA/Get-Involved/ASD.aspx>
- **Student Occupational Therapy Association (SOTA) ALL STUDENTS ARE ENCOURAGED TO BECOME ACTIVE MEMBERS!** <https://kumc.campuslabs.com/engage/organization/sota/roster>
- **Kansas Occupational Therapy Association (KOTA):** <https://kotaonline.org/>
- **School of Health Professions (SHP).** Students serve on various School of Health Professions and University committees, including the SHP Student Senate and the Graduate Student Council. These committees are listed in the [SHP Student Handbook](#). <http://www.kumc.edu/school-of-health-professions/student-handbook.html>

- **The Beat@KUMC:** Connects KUMC students with student organizations, campus events, and university programs.
<https://kumc.campuslabs.com/engage/organization/thebeat>

Scholarships & Awards

Numerous state, federal and private agencies and groups offer scholarships to occupational therapy students. The types of scholarships are varied. A scholarship may be an outright financial gift with no obligation or may require you to gradually pay back the money after graduation. Some organizations offer financial scholarships if the recipient agrees to work for a specified period of time for the sponsor after graduation. Students should investigate carefully to determine the potential impact of any additional funding may have on the level of current financial aid being received.

In addition to speaking with your academic advisor, information about these opportunities can be found in several places online:

- [OT Department Scholarship webpage](#)
- [School of Health Professions webpage](#)
- [Academic Works scholarship database](#)
 - Sign in with your KUMC username & password
 - First time users will need to complete the “general application”
 - You will then be auto-matched opportunities, or you may search more broadly. Be sure to read the qualifying details carefully before beginning any application process to be sure you really do meet the qualifying criteria!

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.

Fieldwork Experiences

Level I Fieldwork

Level I Fieldwork experiences involve Service-Learning activities with community partners during the first year of course work. Students will engage in applied learning activities connected to assignments from courses that will be completed at service-learning sites. 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.

Students will select their top three choices for Service-Learning Sites and the Fieldwork Team will determine the final placement. Meeting times for Service Learning is scheduled during times students are not required to be in regularly scheduled class. Students are not allowed to miss class or required class activities to participate in Service-Learning Activities.

Students need to make arrangements at the beginning of each semester for the dates for Service Learning activities so that work and life responsibilities can be adjusted to allow time to meet fieldwork requirements. Dates and times for Service Learning 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 Academic Fieldwork Coordinator and fieldwork team. 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 will complete the application for 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 May and August through December.

Areas of Interest

Students should consider their areas of interest 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: Topeka, Leavenworth, Gardner, Paola, North Kansas City, Independence, Lee's Summit and Lawrence.

Fieldwork in Other States

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

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

Students with Special Needs

Special scheduling considerations for fieldwork placements (e.g., needing to stay in Kansas City for all fieldworks) may be given to students in the following categories:

- Students who have dependent children.
- Students with disabilities that require accommodations.
- Students who are caretakers of an immediate family member who is ill and/or disabled.

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

Placement in Sites Where Students Have Had Previous Experience

As a general policy, the Fieldwork Team will not assign a student to a fieldwork site where he/she:

- Has been previously employed and/or has volunteered extensively. Such a placement could put the clinical educator in a difficult situation during evaluation of the student's performance. The level of familiarity may also provide the student with an unfair advantage, and may restrict that student's opportunity to gain new experience from a number of different settings.
- Has a family member working in, or collaborating with, a particular site. Such a placement could put the clinical educator in a difficult situation and/or provide the student with an unfair advantage.

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

Changes in Fieldwork Placements

Fieldwork centers may find it necessary to cancel a fieldwork reservation or placement due to unpredictable circumstances (i.e., unexpected staff shortage). When fieldwork placements are canceled it is important for students to maintain a sense of flexibility and optimism. The Fieldwork Team makes every effort to reschedule the student quickly in a fieldwork setting that is of interest to the student and meets the student's educational needs.

Required Health Insurance for Fieldwork

The University of Kansas and all fieldwork centers require students to provide proof of current personal health insurance coverage. A student would be removed from a fieldwork experience if his/her health insurance is not current.

Professional Liability Insurance for Fieldwork

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

Doctoral Capstone

The doctoral capstone is an integral part of the curriculum. All students will begin formulating the capstone plan in the second semester of the first year of coursework. Following successful completion of all academic coursework and two, level II fieldwork experiences, you will participate in a 14-week doctoral experiential placement which aligns with your professional goals. During the 14-week placement, you will complete a capstone project, and develop advanced professional skills while gaining in depth knowledge related to one or more of the following areas: advanced clinical practice, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Throughout the doctoral capstone placement, you will be mentored by an onsite content expert and KUMC faculty. At the completion of the doctoral experience and capstone project, you will participate in dissemination activities that advance professional practice.

The students must complete the full-time experiential component within a 14-week time frame. The weekly schedule for attendance must be equal to a full-time equivalent position at the assigned facility. If the student has a part-time experiential component it must be completed within a 27 week time frame. The weekly schedule for attendance for the part-time experience must be equal to 50% of a full-time equivalent for the practice setting.

Health Requirements

Immunizations

You are expected to maintain current immunizations from the time you enter the OTED program until you graduate, and you will need to provide documentation of these immunization in order to enroll in classes. Being delinquent in providing this documentation can result in termination of your access to campus resources. TB tests must be updated annually. Note that some fieldwork sites have additional health requirements. You will be notified as to your sites particular immunization and health requirements.

CPR & BLS

CPR certification must be maintained while you are a student. In order to participate in any practicum or fieldwork experiences, we require students to complete the American Heart Association's [Basic Life Support \(BLS\) for Healthcare Providers](#) training.

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, however, store background check reports. The background check you completed during application to the OTDE program is confidential and can be found at <https://www.validityacademics.com/> (a username and password are required)

Professional Liability letter

Your fieldwork sites require professional liability coverage for students to participate in activities. The current version of the letter for OTDE students is available through TYPHON, or by speaking with a member of the OTED Department's Academic Fieldwork team.

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.

OTDE Curriculum

THEMES	Fall I	Spring I	Summer I	Fall II	Spring II	Summer II	Fall III	Spring III
Professionalism: <i>ties to outcome of Progressive Leader</i>	(2) OTDE 710 Professionalism in Context I	(4) OTDE 711 Professionalism in Context II		(2) OTDE 850 Professionalism in Education	(3) OTDE 860 Professionalism in Practice I	(3) OTDE 915 Professionalism in Leadership and Administration	(3) OTDE 861 Professionalism in Practice II	
Practice: <i>ties to outcome of authentic practitioner</i>	(2) OTDE 700 Foundations in OT							
	(3) OTDE 705 Funct Anatomy & Kinesiology to Support Occupational Performance	(3) OTDE 740 Applied Neuroscience to Support Occupational Performance			(12) OTDE 900 OT Fieldwork Level II, Part I		(12) OTDE 900 OT Fieldwork Level II, Part II	
	(2) OTDE 720 Occupational Therapy Theories to Guide Practice		(5) OTDE 755 Occupational Performance and Participation Across the Lifespan I	(5) OTDE 756 Occupational Performance and Participation Across the Lifespan II				
	(3) OTDE 725 Fundamentals of Occupation (Analysis & Adaptation I)	(4) OTDE 726 OTDE Analysis and Adaptation II		(3) OTDE 815 Psychosocial Considerations in Occupational Performance		(3) OTDE 950 Capstone (planning)		(14) OTDE 990 Capstone Experience
	(3) OTDE 730 Population Health & Wellness							
Research & Scholarly Practice: <i>ties to outcome of Scholarly Practitioner</i>	(2) OTDE 715 OT Scholarship I	(2) OTDE 795 Research Discovery for OT	(3) OTDE 716 OT Scholarship II	(4) OTDE 845 Research Implementation in OT				(3) OTDE 980 Capstone Dissemination
Policy & Advocacy: <i>ties to outcome of Change Agent</i>		(2) OTDE 760 Policy and Advocacy I		(3) OTDE 761 Policy and Advocacy II		(2) OTDE 870 Contemporary Community Engagement		
Total credit hours: 112	17 hours	15 hours	8 hours	17 hours	15 hours	8 hours	15 hours	17 hours

KUMC Academic Calendar

The Department of Occupational Therapy Education follows [the KU academic calendar](#) with the exception that OT Education does not observe a fall break in October but does excuse students for during the entire week of Thanksgiving.

Program Policies

The Department of Occupational Therapy Education has approved the following policies for the entry-level professional Occupational Therapy Doctoral Program (OTDE) 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 OTDE program.

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.

General Program Policies

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 courses in the semester that follows. Students may not take courses out of sequence unless the Curriculum Program Manager has given prior approval in response to a petition.
- It is unusual for the Department to allow course exceptions. However, a student may petition the Curriculum Program Manager and ask for an exemption from a course if the student can document proof of successful completion of that course's content.
- The Department offers most courses 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 [Handbook section describing petitions](#) and consult with your academic advisor if considering this option.

Enrollment and Class Schedules

- All students are enrolled as full time students. Students must submit a [written petition](#) to the Curriculum Program Manager to request an exception to this policy.
- Upon admission to the program, students are assigned an academic advisor whose role is to serve as a resource and guide for the students in reference to enrollment and other issues of academic performance.
- The [Curricular sequence](#) is pre-determined and student enrollment in all required classes is assured. Each semester students will be notified via e-mail of when and how to self-enroll on line through the [Enroll & Pay portal](#). 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 he/she must meet with the academic advisor and seek approval for this action (see section on [withdrawing from a course](#)). Dropping a course will jeopardize the student's ability to progress in the curriculum.
- Time Frames for completion of program.
 - Students normally complete the entry-level Occupational Therapy Doctorate program in 8 consecutive semesters over a 3 years period.
 - If unusual or extenuating circumstances arise a student may petition that a variation in the amount of time required to complete the program (*i.e.* more than 3 years) be allowed. The Curriculum Program Manager and/or Fieldwork Team will review the petition. Petitions must be submitted in writing. See policy on "[Petitioning Proactively](#)."

- All academic preparation and fieldwork in the professional program for full-time students must be completed within 4.5 years of initial matriculation into the program.
- Degree
 - The student receives an Occupational Therapy Doctorate degree upon successful completion of the entire three-year program.

Tracking Student Academic Performance

- Students are responsible for keeping track of their academic performance.
 - Whenever student performance in one course falls below a B (3.0 on a 4-point 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 the academic advisor and each relevant course instructor in a timely manner to seek guidance.
- At the end of each semester the Department will notify students who are at [academic risk](#) (GPA<3.0), who have been placed on [academic probation](#), or who 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 successfully graduate with an Occupational Therapy Doctorate degree from our 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 will have to complete state registration/ certification requirements related to their places of employment.

[Technical Standards 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 is prepared for entry into the profession of occupational therapy, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical, community or school based situations and to render a wide spectrum of occupational therapy services. Therefore, all students admitted to the program must meet specific expectations. These [Technical Standards are published on-line](#) and provided to students as part of the process of applying to the entry-level OTD program. A statement of the student's ability to meet these technical standards is required upon matriculation into the program. Students should speak with the academic advisor if there later is a change in the student's ability to meet these Technical Standards.

- **It is the students' responsibility to notify the Department if there is any reason why they cannot meet the [Technical Standards](#) for occupational therapy students.**
- Students who cannot meet one or more of the expectations listed will be referred to [Academic Accommodation Services](#).

- 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 KU Medical Center's Academic Accommodation Services.

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

Attendance

In addition to the [statements about attendance and absences earlier in this Handbook](#), students should consider:

- o Prompt, regular attendance at all scheduled class sessions and fieldwork assignments are expected as part of the professional education process for occupational therapy students. More specific guidelines for attendance may be established by the instructor of record for each academic or fieldwork course.
- o If a student must miss a class, the student is to notify the instructor of record **before** the class begins.
- o Excessive absences or tardiness will be brought to the attention of the student by the instructor as the problem becomes evident. The academic advisor and department Chairperson will also be informed of the problem. If specific attendance guidelines have not been established by the instructor, students may expect that absences greater than the number of credit hours assigned to the course shall be considered excessive. Excessive absence or persistent tardiness may preclude successful completion of any academic or fieldwork course.

Extended Absences Guidelines

- o All coursework is provided as a part of minimum expectations for competent therapy practice. For this reason, attendance is critical to the student's learning and professional development. While the possibility of extraordinary life and/or crisis circumstances is acknowledged, extended absence from the classroom and/or experiential learning environment causes significant concern regarding skill development and knowledge acquisition as it relates to the integration and utilization of occupational therapy theory and best practice. To better ensure

- efficient learning within the University of Kansas Medical Center Occupational Therapy Education curriculum, extended leave from program participation will not be recommended or supported beyond three consecutive scheduled weeks of coursework.
- o For extended absences of less than three weeks, it is a professional behavior expectation that the student will:
 - Assume responsibility for prior discussion of reasons for the absence (or as able, in the case of emergency),
 - Assume responsibility for collaborative participation in the planning process to make up missed tests, assignments, and learning experiences.
 - Assume responsibility for thoughtful review and discussion regarding the appropriateness of return to the occupational therapy curriculum.
 - o For extended absences of three weeks or more, the student must withdraw from that semester's coursework. The student remains in good standing in the program, and returns the next year when those courses are offered again (each course offered once a year; each semester is prerequisite for subsequent courses). Adherence to this guideline is necessary so as not to jeopardize the quality of education preparation required and/or the professional competence of the graduates of the occupational therapy program. Exceptions to this guideline can be made at the discretion of individual instructors.

Professional Appearance

As a student in a professional program, OT students are expected to present a neat, clean, well-groomed and professional appearance which reflects well on the School and the OT profession as you interact with other students, faculty, professionals, patients, and families at the Medical Center and in our community. Always take this into consideration while attending classes and while on any fieldwork-, community-, or research-related experiences.

While participating in service learning or other community settings, on fieldwork, and during your capstone experience you will be expected to adhere to these guidelines for professional dress code. Be advised your site may have additional expectations.

Personal adornments:

Keep jewelry to a minimum.

Avoid jewelry that may be grabbed, a danger to clients (e.g., skin tears) or that may be distracting to others

All readily coverable tattoos should be covered

Clothing:

Clothing should be comfortable and professional

Clothing and shoes should conform to the expectations and demands of your setting

No revealing clothing or visible undergarments.

No t-shirts with words or sayings on them

No scrubs, sweat pants, or leggings (unless permitted by the facility)

Closed-toe, closed-heel shoes with a nonskid sole must be worn in medical settings

Grooming:

Hair should be neat and clean

Facial hair shall be trimmed and neatly groomed

No fragrances

Cosmetic use suited to the setting and client population

Nails must be clean and cut to an appropriate length

Behavior and Social Attributes

- The occupational therapy student is expected to behave in a professional manner at all times. This includes, but is not limited to: effectively representing the school and the profession; interacting appropriately with peers, academic/clinical faculty and supervisors, and patients/families; respecting lines of communication and using channels of authority appropriately; and handling personal and professional frustrations in a mature manner. The student is referred to, and is expected to conform to, the [Code of Ethics adopted by the American Occupational Therapy Association](#).
- Faculty members will observe professional behaviors and attitudes and may choose to meet with students to discuss concerns about behaviors and performance that are not professional and which will interfere with fieldwork and in a professional career. Faculty members will document behaviors that are of concern using the Professional Behavior Report. The report is filed with the Department Chair, who monitors performance issues and patterns to determine the need for future actions.
- Students should be informed that non-academic misconduct may subject the student to disciplinary action, disciplinary probation, suspension or expulsion. Refer to [School of Health Professions Policies for description of non-academic misconduct](#).

Compliance Training for Students

All KUMC students are required to complete annual compliance training prior to and annually thereafter during the fall training window for students. Failure to complete the training will result in a hold placed on your student account that will prevent future enrollment until the training is completed. Students will receive instructions by email about how to access the Compliance training modules based on access granted by using your username and password.

Childbirth Policy

The University of Kansas Medical Center acknowledges the years spent in graduate and professional degree programs can be prime childbearing years for students. KU Medical Center wishes to assert itself as an institution valuing family-friendly policies and has adopted a student-specific [Childbirth Accommodation policy](#). This policy illustrates a commitment by KU Medical Center to diversity and inclusion that allows the institution to recruit and retain the highest quality students.

Social Media Policy

The University of Kansas Medical Center recognizes that social networking websites and applications are an important and timely means of communication. Students are reminded that they should have no expectation of privacy on social networking sites. Students must also be aware that posting certain information is illegal. Violation may expose the offender to criminal and civil liability. Offenses may be considered non-academic misconduct and be subject to the appropriate policies and procedures. Review the [Social Media policy here](#).

The following actions are strictly forbidden:

- You may not disclose 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 academic information of another student or trainee. Such information is covered by the Family Educational Rights and Privacy Act of 1974 (FERPA) and includes, but is not limited to course grades, narrative evaluations, examination scores, or adverse academic actions.
- You may not present yourself as an official representative or spokesperson for the University of Kansas, affiliate organizations, the OT Education Department, or individual faculty or staff members when posting information on social networking sites. Although you have the right to express political or other views publicly, do not use an email or other account that identifies you as a member of the KU Medical Center community.
- 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 strongly are discouraged. Violations of these suggested guidelines may be considered unprofessional behavior and may form a basis for disciplinary action.

- Use of vulgar or profane language.
- Display of language or photographs that implies disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
- Presentation of personal engagement in illegal activities, including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual's website or social media platform.

When using any social networking websites/applications, students are strongly encouraged to use a personal e-mail address, one that is separate from 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 grant access to the site for the organization's faculty advisor and/or the Director of Student Engagement. Student organizations are not to represent themselves as official representatives or spokespersons for the University of Kansas or affiliate organizations and are subject to the university's identity standards (e.g., restricted use of logos). Violation of this policy may be considered non-academic misconduct, and may result in the student organization losing official registration status with the university.

Felony Convictions and OT Certification

The National Board of Certification in Occupational Therapy administers a national certification examination to graduates of this and other accredited programs. All states also require licensure to practice. All program requirements must be completed before students are eligible to take the certification exam.

If you have been convicted of a felony, you should be aware that your application for certification or licensure 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 description 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.

A timetable of class meetings, activities, assignment deadlines, etc. also will be provided at the start of the course. Every instructor also will make clear the rules for the preparation of classroom assignments, collateral reading, notebooks, or other outside work so that students may not, through ignorance, subject themselves to the charge of academic misconduct.

Course/Progress changes during didactic coursework

Incomplete Courses

- o OT students must complete all courses within the curriculum's designated time frame. Due to the sequential structure of the curriculum, and the fact that each semester's coursework is prerequisite to subsequent semester courses, incomplete coursework from one semester must be completed before the beginning of the next semester in which the student is enrolled. If a student has incomplete coursework, he/she is not eligible to continue with the next semester's work.
- o 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; there is no guarantee a student's request will be granted.
- o A student who is considering taking an incomplete in a course must first meet with his/her academic advisor to discuss the situation. The advisor's role is to assist the student in making a decision about how to proceed. If the student decides to request an incomplete, he/she must complete the following steps:
 - The student must submit the request for an incomplete to the course instructor(s) formally in writing, stating the reason for the request. The student must sign and date the written request and submit it to the course instructor. An email message is not sufficient.
 - The student must arrange to meet with the course instructor within one week of submitting this written request to discuss details of the request.
 - The course instructor will review the circumstances and determine whether to grant the incomplete. The course instructor will notify the

- student in writing of the decision within one week after the meeting takes place.
- 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:
- The instructor will develop a written agreement within one week of the meeting between the student and instructor; 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.
- 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 Withdrawal from a course may jeopardize a student's ability to complete the program due to the sequential and developmental nature of the curriculum (i.e., every semester's coursework is prerequisite to subsequent semester coursework).
- o Students who are considering withdrawing from one or more courses must contact their academic advisor. The role of the advisor is to assist the student in making a decision about how to proceed.
- o If the student decides to request a withdrawal, he/she must submit this request in writing to the Curriculum Program Manager. The request must include:
 - The course(s) from which the student is requesting a withdrawal
 - The reason(s) for the withdrawal request, and
 - The student's proposed plan for completing the course and the program.
- o The Curriculum Program Manager will consider each request for withdrawal on a case-by-case basis and determine whether and how the student may proceed in the program.
- o 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](#) and read about how a withdrawal effects grades recorded on the official transcript.

- o Students should be aware a withdrawal may reduce or change eligibility for financial aid.

Withdrawal from the Program

- o Occasionally extraordinary personal or medical circumstances, or a change in career direction, may lead a student to question whether to continue in the program. If this occurs, the student must meet with his or her advisor and develop a plan about whether to continue.
- o 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](#) and read about withdrawal effects on grades recorded on transcript.
- o Procedures for withdrawal from a graduate school program:
 - The student must inform his/her academic advisor that he/she is withdrawing from the program.
 - The student must submit a letter to the Department stating that he/she is withdrawing and why.
 - The student must inform the KUMC [Registrar's Office](#) that he/she is withdrawing, and then complete a withdrawal notice.
 - The department coordinator will electronically approve or disapprove the withdrawal.
 - The department coordinator will 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

- o Notification
 - When student performance on Level II Fieldwork is unsatisfactory at mid-term, 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.
- o The student has two options:
 - Continue with the fieldwork, or
 - Withdraw from the fieldwork with a grade of W. If the student withdraws, he/she will have to repeat a separate fieldwork experience.
- o In both of these two 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.

- o 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

- o 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.
- o 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.
- o 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

- o 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.
 - o The student may be rescheduled at another fieldwork site.
 - Severe student illness or personal/family emergency
 - o 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

- o The following definitions apply to this document:
 - Admission GPA: the GPA calculated based on pre-requisite coursework.
 - Semester GPA: the GPA earned based on grades in one semester.
 - Cumulative graduate GPA: the GPA earned based on all graduate coursework.

Academic Performance Standards

- 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.

Academic and Non-Academic Probation

- **Professional Behavior Reports**
 - A Professional Behavior Report (PBR) is one action available to faculty for documenting alleged Academic and/or Nonacademic Misconduct 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.
- **Academic Probation**
 - Students will be placed on probation 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 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 automatically will return to good academic standing.
 - If a student fails to raise the cumulative graduate GPA to 3.0 or above during a probationary semester, he or she will be dismissed.
- **Non-Academic Disciplinary Probation:** may be a consequence of a student's behavior in the program.
 - Students in 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](#).
 - If 2 or more such incidents occur, the student will be dismissed.
 - The purpose of a disciplinary probation for non-academic misconduct is the rehabilitation of the student, and may include suspension of specified privileges for a definite period not to exceed two years.
 - Disciplinary probation may require the student to participate in specified activities to address individualized needs for additional training or remediation.

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.
 - 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.

- A student on disciplinary probation exhibits the same or other behaviors that require a second disciplinary action.

Eligibility Standards Within the Program

- **Eligibility for the entry-level Occupational Therapy Doctorate degree:** to be eligible to receive this 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.
 - Successful completion of the Doctoral Capstone Experience
- **Probationary status:**
 - A student will be placed on academic probation for one term if their GPA in the OTDE program 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.

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 OTED Department, and speak with your advisor should any clarification be necessary.

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."

The SHP handbook states *"each student will sign and date a statement indicating they have access to and have read the department/program policies, the regulations and conditions related to academic misconduct and nonacademic misconduct, and the School of Health Professions student handbook."* Students must certify they have read these policies, understand them, and agree to abide by them. The OT Education office will maintain this signed verification.

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.

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

Article II, Section 6 of the KU Rules and Regulations of the University Senate

<https://policy.ku.edu/governance/USRR>

Non-academic 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.

Section IV of the KU Code of Student Rights and Responsibilities

<https://policy.ku.edu/code-student-rights-and-responsibilities-student-code>

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 OTED Department in July each year. These committee members will be selected from among the OTED faculty. Each of these members will have one vote.
- The student's advisor, or another faculty member named by the student will serve as the 4th faculty member on this committee in a non-voting capacity.
- The Chair of the OTED Department will appoint a replacement member selected from among OTED 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 year.

Selection of Chair

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

Quorum

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

Scope

- This committee's mandate includes addressing 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 investigator's 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.

- Recognizing the need for both a rapid resolution and the complexity of committee member's schedules, the Hearing Panel may be convened in-person or virtually.
 - 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.** When appropriate, more than one sanction and/or educational measure may be imposed.
- **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.** When appropriate, more than one sanction and/or educational measure may be imposed.
- **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 has adopted procedures to safeguard the student who believes personal circumstances have affected his/her performance in the program, or that his/her rights have been violated. These procedures describe 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

- o 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.
- o 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.
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 - 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.)
- o 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.
 - o 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.
- o 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:
 - 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** 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.
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- 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

- o 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.
- o 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.
- o 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.

~~~~~ the OTDE Student Handbook ends here ~~~~~