

Student Handbook Entry-Level Doctor of Occupational Therapy Program



<https://www.mvotsonot.com/occupational-therapy-definition/>

**Department of Occupational Therapy Education
School of Health Professions, University of Kansas Medical Center**

This publication is available in an alternate format upon request. Contact the OTE Department by email (OTprog@kumc.edu).

- KUMC** *University of Kansas Medical Center (academic campus)*
- UKHS** *University of Kansas Health System (hospital & clinics; sometimes a.k.a. TUKHS)*
- OTE** *Department of OTE*
- OT** *either the OT profession generally or OT Services in the KU Health System*
- OTDE** *entry-level Doctorate in Occupational Therapy program (your program!)*
- OTD** *post-professional Doctorate in Occupational Therapy*

**Entry-Level Doctor of Occupational Therapy Program
STUDENT HANDBOOK**

Table of Contents

Welcome!..... 3

Our Vision, Mission, and Philosophy 3

Making the Transition to Graduate School..... 4

Professionalism 5

Class Expectations..... 5

Faculty Roles 7

Places I should know:..... 8

Where to Study: 9

KU Medical Center Policies 10

Academic Supports 10

Compliance Training for Students 10

Equal Opportunity/Title IX Policy..... 11

Academic Accommodation Policy..... 11

Religious Accommodation Policy 11

Childbirth Accommodation Policy 11

Relationship Policy 11

Social Media Policy 12

Weapons on Campus policy..... 12

Notification of Student Expectations and Activities 12

General Safety and Emergency Procedures 12

Communication is a key to success! 14

Problems and Solutions 16

Student Representatives & Organizations..... 20

Fieldwork Experiences 20

Level I Fieldwork 20

Level II Fieldwork 21

Professionalism In the Classroom, on Fieldwork, and During Capstone 22

Professional Appearance 22

Behavior and Social Attributes 24

Entry-Level OTD Curriculum..... 24

 KU Medical Center Academic Calendar 24

 Program Policies 25

 Curriculum..... 25

 Enrollment and Class Schedules 25

 Progression through the Program 25

 Tracking Student Academic Performance 26

 Eligibility to Sit for the National Certification Examination for Occupational Therapists (NBCOT)..... 26

 Technical Standards for Occupational Therapy Students..... 27

 Accommodations for Individuals with Disabilities..... **Error! Bookmark not defined.**

 Attendance..... 27

Extended Absences and Leave of Absence from Program 28

 Extended Absences Guidelines 28

Course and/or Program Progress changes 28

 Incomplete Courses 28

 Withdrawal from a Course..... 30

 Withdrawal from the Program 30

Course/Progress changes during Level I or Level II Fieldwork 31

 Prior to or Mid-Term Difficulties..... 31

 Withdrawal from Level II Fieldwork..... 31

 Receiving an Incomplete for a Level II Fieldwork Experience 32

 Failure of, termination of, or withdrawal from any Fieldwork placements 32

Academic & Non-Academic expectations..... 33

 Academic Performance..... 33

 Academic and Non-Academic Probation 34

 Dismissal **Error! Bookmark not defined.**

Appeals Procedure for Academic and Non-Academic Misconduct..... 34

Policy 35

STUDENT HANDBOOK ACKNOWLEDGMENT 36

Welcome!

The Department of Occupational Therapy Education faculty and staff welcome you to the University of Kansas Medical Center (KUMC)!

The purpose of this handbook is to help ease your transition from an undergraduate student to being a graduate 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.

Why are you Here?

You chose the University of Kansas Medical Center Occupational Therapy Entry-Level Doctoral Program for a reason. We have a strong commitment to our state of Kansas and beyond based on the following:

Our Vision, Mission, and Philosophy

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 occupational therapy and influence other health professions through leadership, education and discovery.

Mission Statement

To develop learners who will impact the health and occupations of people and their communities through innovative and collaborative practice, education, research, and leadership.

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

Making the Transition to Graduate School

What does this transition mean?

The expectations are high! You will be expected to take personal responsibility for your learning by completing pre-work and readings, attending classes, participating in group activities, making good use of the many resources available to you, and asking for help when you need it. Good time management, planning ahead, and setting goals will be traits to leverage for your success.

The demands are high! The actual time spent in lectures, labs, service learning and fieldwork will mean consistently busy days. Completing your various assignments to the program's high standards also can 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. And don't forget what was said above about making use of resources ([Counseling and Educational Support Services](#)).

The composition of your class was carefully selected based on a diverse but rigorous set of criteria. We view each student as being unique and all of you will be expected to complete the program to the best of your 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, will also be serious in their completion of their own professional programs. Your chosen profession has a focus that compliments other health professions, and we encourage you to share insights from your background and your profession as you explore what interprofessional teamwork looks like across a variety of practice settings.

The focus of your curriculum is on becoming an occupational therapy professional! In this graduate school curriculum, a student must adhere to high standards including maintaining a minimum of a 3.0 GPA. These high 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 dedication to advancing the occupational therapy profession by facilitating the growth of students in our program. You soon will be professionals and independent problem solvers – and our colleagues! With this in mind, your faculty are diligent in providing you with quality learning experiences and current information using evidence-based teaching methods. 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, your transition from an undergraduate college student to a professional occupational therapist will be facilitated by your faculty. We purposely place emphasis on having you approach complex situations with a growth mindset to encourage your personal and professional development. Your personal commitment to education and professional growth will sharpen your skills as you develop a professional perspective necessary to succeed in your chosen field. Many students find this is a time to become more independent, take on more responsibility for personal actions, and to 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](#) reports OT is a growth profession, and you can expect a variety of job opportunities once you've

completed the requirements to become an occupational therapist. KU OT grads are highly respected, which will give you an advantage in the job market.

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 practice settings of varying size (as few as one therapist to a department with as many as 60),
- for starting salaries typically ranging from \$50,000 to \$80,000,
- in a variety of geographic locations (all over the country, and even internationally).

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 KU Medical Center!

Professionalism

As faculty and students associated with a professional program at University of Kansas Medical Center, we endorse the [AOTA standards and ethics policies](#), the OTDE Technical Standards, and the performance standards and policies of both KU Medical Center's [Graduate Studies](#) and [School of Health Professions](#). Our curriculum has been designed to facilitate development and practice of professional behaviors for students, and to support their life-long learning and professional practice.

The University and Medical Center offers frequent opportunities to explore and enhance your understanding of connection, access, respect, empowerment, and success. These opportunities help to foster a sense of belonging, creating a campus where everyone feels comfortable to be themselves, and ultimately benefit your professional practice through establishing a foundation on which you can incorporate these principles. For further information, please visit the [Office of Civil Rights & Title IX](#).

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

Class Expectations

A professional curriculum has a specific focus, with only a short time to learn and understand vast amounts of information, and to then engage in practicing this knowledge. The OTE Department is concerned not only with teaching knowledge, but also the clinical reasoning, behaviors, and attitudes necessary for success in the OT profession.

Virtual learning – The pandemic that began in 2020 forced all educators to re-evaluate delivery of course content and other learning experiences. In the healthcare environment, we were further challenged by needing direct in-person contact for many learning activities while also modeling best practices for limiting spread of disease. These are not new concepts - handwashing has been a common

health care practice since 1847 when Semmelweis proposed it to prevent spread of puerperal fever. *{get a head start on understanding how our curriculum works - if you don't know this story or something else said in class, look it up!}* A principle reason our program is so successful is the flexibility with which our faculty and student approach learning. Our program remains flexible in the event of further changes to the social health landscape. This means we may combine virtual and in-person learning in our curriculum, and ask students to join in experiences outside of the stated class schedule. Join with the faculty in being diligent, patient, and willing to adapt to that changing landscape.

Attendance – Regular attendance is expected. Attendance requirements and student responsibilities are outlined in each course syllabus. 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 classes and activities. Those you will serve in the future count on you to be invested and present in your professional learning and training experiences.

Absences – 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, assignments, or other activities is not required, but may occur at the discretion of the individual faculty member.

Coming Late to Class and Leaving Early – Each student is expected to arrive on time and stay for the entire class or laboratory period. Consider this as a behavior all professionals must exhibit on the job. In the event a student must be late or leave early, promptly notify the instructor.

Leaving the Class if the Instructor 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. Contact the OTE Department for guidance if it appears the instructor will be more than 10 minutes late.

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

Purchasing and Keeping Textbooks and other important resources – You are beginning the process of building a “professional reference” library that will be a resource for you on your fieldwork experiences and in practice. Students may feel it is not really necessary to purchase a textbook or other materials required for a class. This is unwise! Materials may be used across several semesters as well as for your professional career. Instructors consider carefully the materials they will require for class, thoughtfully weighing the merits of the material with factors such as cost, frequency it will be used in this and in other classes, or as a reference in future practice.

Sources other than textbooks also are important – **AOTA Student membership** is required for all students in the OTDE program as this allows you access to professional materials and establishes your membership in our national organization. Students are also required to purchase a membership to a software package that supports fieldwork experiences. Students may also be expected to purchase a other course supplies or membership (e.g. **Simucase**) for teaching and learning.

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 is to anticipate spending approximately two hours of study for each hour spent in class.

KU Identification Badges – You will receive a KU ID at the beginning of your first semester. The OTE 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. Always 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.

Work – Life Balance – The increased expectations and workload inherent in pursuing a professional graduate degree often require students to reassess how they spend their time. Time management of academic activities and obligations is an important trait contributing to success. On the other hand, our high-achieving students tend to become focused on grades. As a faculty, we remind you that an OT should have a professional and personal understanding of the importance for striking a healthy balance of work and non-work occupations. As you study about occupations important for a good quality of life, consider how these insights apply to your own activities. The [Counseling and Educational Support Services](#) staff are particularly skilled in supporting students in developing skills for time management and achieving a healthy balance of work and play.

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 and evidence supporting occupational therapy practice. You may participate with faculty on aspects of their research as part of your curriculum; if you have an interest in research you are welcome to seek out faculty at any time to discuss the possibility of taking part in on-going research activities. Service activities are varied and include administrative tasks, involvement in department, school, and university committees, and treatment or consultation in clinical settings at KU Medical Center and in the community. Other aspects of service include being involved in professional activities, participating on local, state, and national committees and boards, and supporting community organizations.

When you cannot locate a faculty member it may be because they are attending a committee meeting, providing OT intervention, working in our community, or collecting and analyzing research data! While faculty may welcome a drop-in conversation, scheduling an appointment is a more certain way 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 interacting with students and supporting them to 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 OT Department 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 entire program. The class 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.

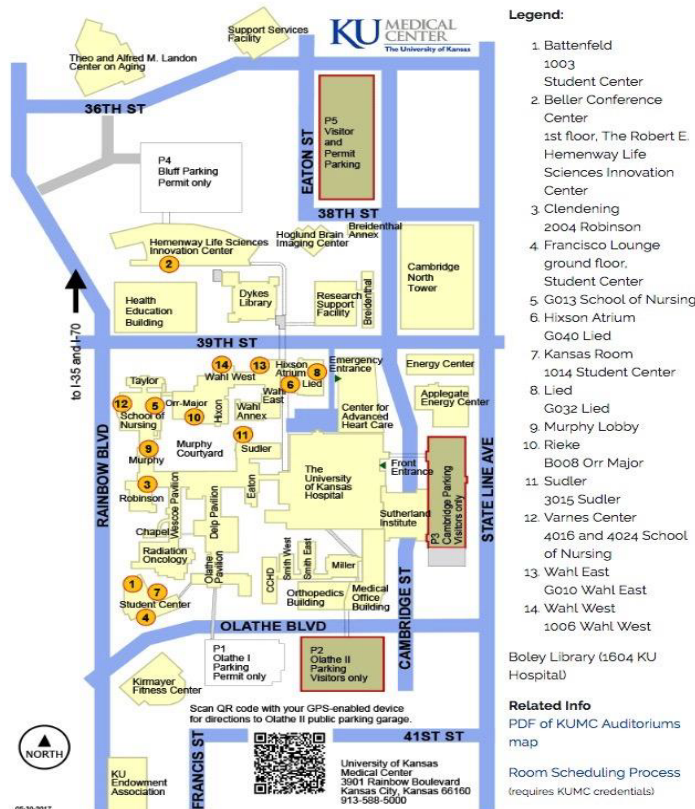
Service Learning liaison: Students will participate at service learning sites throughout your first year of classes. OT Department faculty serve as liaisons with these service learning sites, so you will have regular contact with the faculty member at your site. This is a good opportunity to get to know that faculty member outside of class, and to ask questions and gain insights about the curriculum, the profession, or living in Kansas City.

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 offered by the University of Kansas through 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.

Campus map with major auditoriums and public meeting locations



intertwined, but they are administratively distinct. “KU Medical Center” (KUMC) refers to the professional and graduate academic programs offered by the University of Kansas through 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.

OTE Department and OT Clinical Services: 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:

- OTE 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 (HEB) – most of the teaching classrooms, simulation labs
- Nursing Education Building – Rooms B018 (classroom) and B016 (lab) on the basement level
- Orr-Major (OM) Building – Bookstore, classrooms

Locations of other important resources:

- [Student Counseling Services](#), ground floor the Student Center, next to Francisco Lounge and Battenfeld Auditorium, northeast corner of Olathe Blvd. & Rainbow Blvd
- [Student Health Services](#) is located on 1st floor of the Student Center, northeast corner of Olathe Blvd. & Rainbow Blvd
- [Academic Accommodation Services](#), 2nd 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](#), on Olathe Blvd. on the south side of campus, just west of the Medical Office Building (MOB)
- [Kirmayer Fitness Center](#), at the southeast corner of Olathe Blvd. and Rainbow Blvd.

Where to Study:

HEB: [Health Education Building \(HEB\)](#) is a resource for new and continuing students, and houses classrooms, study spaces, and areas for student gatherings. Scheduled class activities have precedence over out-of-class study. Please also observe signage indicating 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 served basis. Individual computer 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, although you will need to use your KU ID to access the building after 6pm M-F and on the weekends. Dykes Library also houses the Registrar's Office and Office of Student Financial Aid (1st floor) and the Office of Graduate Studies and the Academic Accommodation Services (2nd floor).

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 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 Student lounge, and around the corner from the Student lounge at the south end of the building. FYI – that long tunnel you'll find at the southeast corner of the building on the basement floor 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 on the southwest corner of the basement floor will take you to B018 of the SON (one of your regular classrooms). Orr-Major also houses the Office of Student Life (2nd floor south of the elevators) and the [Thrive Food Pantry](#).

Dining [Bell Café](#) (ground floor, Bell Hospital) is open 6:30 am-8pm M-F and 7 am-6:30pm weekends and holidays, with an adjacent vending area open 24/7.

[D&G Café](#) (Level 1, 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.

[Spokes](#), on the ground floor of HEB, is a full-service shop serving breakfast items and lunch as well as artisanal-roasted coffees and espressos from Kansas City-based Messenger Coffee. Teas and blended drinks are also available. Spokes is open on the ground floor of HEB from 6:30 a.m. to 3:00 p.m.

Coffee

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

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 coffee shop) and in Westport. Just east of the Country Club Plaza are the Linda Hall Library of Technology, the UMKC Library, and the Rockhurst University library. Both the Kansas City, Missouri and Johnson County public library systems have multiple branches throughout the metro area and a shared borrowing program. You really should “checkout” the [Central branch](#) of the KCMO library system, as well as the various lecture series sponsored by these libraries.

More 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. An off the beaten path hint: The [Nelson-Atkins Museum of Art](#) is a great place to study and relax, not only having quiet spots for studying but great art and traveling exhibitions as distractions, free WIFI, free admission, a restaurant ([Rozelle Court](#)) and a coffee shop ([Thou Mayest at Nelson-Atkins](#)) – and free on-street parking (along Oak St.) or in the lot at the northwest corner of E. 45th St. and Rockhill Road).

KU Medical Center Policies

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 on-line](#).

[Academic Supports](#)

Learning assistance, academic performance enhancement and psychological services at KUMC are free, confidential, and available at [Student Counseling & Educational Support Services](#) by calling 913-588-6580 or visiting G116 Student Center.

[Compliance Training for Students](#)

All KU Medical Center 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.

Equal Opportunity/Title IX Policy

As a premier international research university, the University of Kansas is committed to fostering a sense of belonging, that nurtures growth and development for all Jayhawks learning and working across all KU campuses. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace.

The promotion of and support for success, access, and mutual respect requires the engagement of the entire university. The Office of Civil Rights & Title IX has an institutional responsibility to enhance, strengthen, and help create a safe and supportive campus environment. Full Policy is available here:

<https://civilrights.ku.edu/policies>

Academic Accommodation Policy

Any student who needs an accommodation because of a disability in order to complete the course requirements should contact the Academic Accommodations Services office as soon as they are admitted to the program. The office is in 1040 Dykes Library; the phone number is (913) 945-7035 and the email is ada-kumc@kumc.edu. For online information about academic accommodations, please go to [Academic Accommodation Services](#) .

Religious Accommodation Policy

KU Medical Center respects the religious diversity of its students and will make good faith efforts to provide reasonable religious accommodations for the sincerely held religious beliefs, practices or observances of its students when they conflict with university policy or procedure. Such accommodations must not fundamentally affect the University's mission or commitment to patient care or otherwise create an undue hardship. If you wish to submit a request for religious accommodations, please complete this online form with as much lead time as possible to allow time to consider the request and plan alternative learning options: <https://form.jotform.us/71005615090142> . The Religious Accommodation Policy is available here: [Viewing Religious Accommodations Policy](#)

Childbirth Accommodation 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.

Relationship Policy

KU Medical Center's policy on relationships supports the integrity and excellence of our academic and working environments. It is KU Medical Center's position that consensual romantic or sexual relationships between individuals of unequal power are unwise, often contrary to professional ethics and create a conflict of interest even if the relationship is consensual. Questions of fairness, bias, and conflict also arise when members of the same family supervise one another. The policy is available here: [Viewing Relationships Policy](#)

In the event that a consensual relationship prohibited by this policy exists or develops, the individual in the position of authority has a duty to report such relationship and cooperate in removing the conflict. Employees also must report existence of any familial relationship that may pose a conflict of interest at the time of application, employment, or when the relationship or conflict develops.

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.

The following actions are strictly forbidden:

- You may not disclose the personal health information of other individuals with whom you interact with and/or are involving in providing care for as a student trainee. 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.

Weapons on Campus policy

KU Medical Center prohibits faculty, staff, students, and visitors from carrying weapons of any type on its Kansas City, KS campus. For additional information, please see the [KUMC Procedures for Implementing University-Wide Weapons Policy](#). Students who conceal carry on the Lawrence or Edwards campuses are responsible for making alternative arrangements when attending classes in Kansas City. Students can transfer a handgun from a backpack or purse to a secure location such as the trunk of their locked vehicle. Individuals who violate the weapons policy or procedures may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct

Notification of Student Expectations and Activities

At the beginning of each course, students will receive course syllabi, each containing a description for that course 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 each course. Every instructor 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.

General Safety and Emergency Procedures

Occupational Therapy students are expected to become familiar with 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. As a reminder, any doors having a magnetic lock or magnetic doorstop should never be propped open!

Fire Safety: *(Code Red)*

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)*

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 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!

Faculty-Student Communication

Faculty-student communication is vital to our program although students may be hesitant to approach faculty, and faculty may not realize a student wishes to talk. A genuine two-way dialogue between an instructor and the student is essential so they may speak together to optimize the learning environment. All students should feel free to initiate discussions with any faculty member, while knowing faculty members also may take the initiative to open discussions with students.

Avenues of Communication

There are many ways to discover and influence what is happening around you. Some of the avenues of communication include.

Email – Department staff, faculty and students use email as a primary mode of communication. Students can send or receive email messages using Outlook/Exchange included with the MS Office suite of software (available to you free of charge while enrolled in your program). Outlook also can be used to schedule appointments and meetings with faculty and other students. All incoming 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. Your KUMC account (xxx@kumc.edu) is the means used by KU Medical Center and your faculty to convey official notices, announcements, and other important information (such as financial aid, enrollment, etc.). **It is important to check your KUMC email account regularly – preferably daily.** You should communicate with faculty and staff using only your KUMC email. Personal email addresses get caught in spam and are not considered official email while you are enrolled in your program.

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!

Virtual learning – Educators recognize the importance of using virtual technology to facilitate effective learning. Faculty in your program take great care to match the course content with the format used to deliver that content, and most classes have a mix of in-person, virtual, and experiential formats.

Faculty member – The faculty members of courses in which you are enrolled want to help you learn. We encourage you to meet personally with your faculty, whether to ask questions, discuss course content, or to hear that person’s perspective on OT practice.

Department Chair – The Chairperson has oversight of all degree programs offered by the OTE Department including the OTDE program, has final responsibility as approver and arbitrator for all Department-level activities, and participates in School- and University-level administrative activities. As a faculty member, the Chair participates in teaching, research, and clinical service, while also having a greater administrative role than do most faculty.

Program Director – The Program Director is the person having principal responsibility for interacting with ACOTE (the national accreditation body for entry-level OT programs) to assure compliance with ACOTE standards. As such, this person is required to be an occupational therapist. The Program Director is available to meet with students individually or as groups.

Faculty Scheduled Time to Meet with Students – Appointments can be made by emailing faculty to request a meeting 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 email. 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 OTE Department about the classes they are to enroll in each semester. Students will self-enroll using the ‘Enroll and Pay’ website (<https://sa.ku.edu/index.html>) during the enrollment periods prior to the start of each semester. Payment for tuition is done online and the deadline for payment is determined when you enroll. The KU Medical Center Registrar distributes the bill for

tuition via the student's KUMC email account. Holds by various University departments will be imposed on a student's enrollment and will prevent your access to campus resources (including email and other electronic educational supports) should tuition not be paid in timely manner. 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 prior to the start of each semester by the OTE Department.

Instructor & Course Evaluations – An important part of all learning and teaching is regular evaluation. Your evaluation of instructors and course content is very important in continually improving classroom experience, and both are required for the continued accreditation of the entry-level OTDE program. Student evaluations are particularly helpful in gauging the quality of a course and its content. Your evaluations are taken seriously, and they deserve your careful thought. As each semester progresses, take time occasionally to summarize strengths of a particular assignment and to make suggestions for improvement. This way you won't lose track of these valuable observations and can simply copy your accumulated comments onto the evaluation forms provided at the end of the semester. Even though your suggestions may be focused on a specific class, your input will help to influence other courses in the future. The OTE Department will provide information about how the evaluations will be conducted as the semester draws to a close. Students can be assured, however, all evaluations and feedback will be kept anonymous.

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.

I Need Computer Resources

The student fee you paid includes the use of computer services and labs at KU Medical Center. During the first week of school you will be oriented to the computer resources available on campus. There are personal computer work stations 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 internet using 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. Please call 913-945-9999, option 2, or [submit a support ticket online](#).

I Need Copies

If you need to print assignments, handouts or have 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., flash drive, etc.) and printing paper with you. Students must obtain permission from an OT faculty or staff member before printing materials on the OT department's photocopier.

I Need Evaluation Kits/Equipment to Practice OT Procedures

As you move through this curriculum, you will be responsible for learning many assessments used in occupational therapy. Sometimes you will be required to practice and administer these assessments on each other and in the community. Instructors will inform you about the specific OTE staff member to contact to check-out the materials you'll need.

Assessments and equipment on reserve are expensive! The student who checks out the materials is liable for any damage or loss and will be responsible for all necessary reimbursements(s) to the OTE Department.

I Need 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 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

Do not to attend classes or campus events with any of the following symptoms: fever (100° or greater), sore throat, aching muscles/joints, chills, vomiting, or diarrhea. Students and employees should not return to activities until 5 days after symptoms onset and should be symptom free for 24 hours. This is in alignment with TUKHS HCW Infectious and Communicable Disease Work Restrictions policy

If you have had a positive covid test, we expect you will follow the CDC's guidelines for isolation and wearing a mask:

[Link to CDC Isolation and Precautions for People with COVID-19](#)

If you need care or have any questions, please contact Student Health Services at 913-588-1941.

I Need to Tell the OTE Department

If you don't feel well, do not come to class and consider the implications of passing an illness along to your peers, patients, or clients. Email your instructor and if appropriate telephone the OTE 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. 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.

Emergency funds at the University of Kansas are grants provided to students who are experiencing an unexpected or unforeseen expense due to circumstances beyond their control. Please use this link to find out more about acquiring one of these grants. <https://help.ku.edu/emergency-funds>

I Want to Know About Scholarships & Awards

Numerous states, 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 - Kansas Board of Regents and 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.

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 can be a helpful supplement to the strategy of studying independently.

Students enrolled in either in-person or on-line classes may receive academic assistance through [Counseling and Educational Support Services](#). This resource is staffed by highly experienced and insightful counselors who have 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. You may wish to consider this option yourself – teaching others is the best way to understand content yourself!

Your Course instructors are important resources for students in need of academic assistance. The instructor may not recognize a student needs 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 and 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 occur 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.

There are Extenuating Circumstances that 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 KU Medical Center Occupational Therapy Education program are, however, expected to prioritize their responsibilities. **Class attendance and fieldwork appointments must be 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>
- **Coalition of Occupational Therapy Advocates for Diversity (COTAD):** <https://www.cotad.org/>
- **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](https://www.kumc.edu/school-of-health-professions/academics/student-handbook.html). <https://www.kumc.edu/school-of-health-professions/academics/student-handbook.html>
- **The Beat@KUMC:** Connects KUMC students with student organizations, campus events, and university programs. <https://kumc.campuslabs.com/engage/organization/sota>

Fieldwork Experiences

Level I Fieldwork

Level I Fieldwork, or what we call “Service Learning,” involves collaborative work with community partners, individuals living in the community, and interprofessional teams. Service Learning occurs over the duration of the first year of course work (i.e., Fall and Spring semesters). Students connect class content to real life (and vice versa) by engaging in applied learning activities in the classroom and the community. Service Learning has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations. (ACOTE C.1.6)

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.”*

Level I Fieldwork can be supervised by a range of professionals including occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physical therapists, and more.

Students develop and are formally assessed on professional behaviors, attitudes, and skills during Level I Fieldwork. Service learning days and times are specifically worked into the academic course schedule, so they will never conflict with classes. Students engage in Service Learning for 3-5 hours per week. Generally, student experiences and expectations progress from participating in observations to administering reevaluations, developing intervention plans, and assisting with interventions at the individual, group, and population level.

The OTDE 710 and 711 Professionalism courses house and support Service Learning. These courses are designed to expose occupational therapy students to direct observation and participation in select therapeutic activities within a supervised setting. In-class activities complement mental health, behavioral health, and/or psychosocial topics and experiences that occur in off-site locations, supporting client occupational performance and engagement (ACOTE C.1.6). Passing Level I Fieldwork (Service Learning) is a requirement for passing OTDE 710 and OTDE 711 and is also a degree requirement. See Service Learning Manual for more specific information.

Level II Fieldwork

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 includes the Academic Fieldwork Coordinator (AFWC) and any faculty/staff designated to support that role, and 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 KU Medical Center’s OTE 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.” (ACOTE, 2023)

The selection of fieldwork for an individual student is a collaborative process. Each student’s needs and preferences are considered, and 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. For those students interested in international experiences, you may contact the Office of International Programs to investigate possible independent study opportunities.

Fieldwork Team members are responsible for scheduling all Level II experiences and for confirming the beginning and ending dates for each fieldwork experience. Students will complete the application for Level II Fieldwork during the Spring 1 semester and are informed of their placements of the two separate 12-week placements in the Fall 2 semester. Fieldwork placements will generally follow the 12-week long rotations for AOTA recommended dates from January through May and August through December.

Fieldwork Expenses

Students should plan ahead to meet all financial obligations during fieldwork, including tuition, travel, housing, commuting, and daily living expenses, which may exceed typical academic semester costs. While some sites offer housing or stipends, students should not base their placement request solely on these benefits, as they can change with little notice.

All students should be prepared to complete at least one Level II Fieldwork in Kansas, including areas outside of the greater Kansas City region, such as Topeka, Leavenworth, and Lawrence. Students may also pursue placements in other states, but they are responsible for arranging travel, housing, and expenses and should carefully consider financial, logistical, and emotional factors before making such requests.

Doctoral Capstone

The doctoral capstone is an integral part of the OTDE curriculum. The process begins with students exploring potential sites and formulating a plan during the fall and summer semesters of the second year. Successful completion of all academic coursework and all required level II fieldwork experiences is required before approval to start the 14-week doctoral capstone experience (DCE). Students will participate in an immersive, onsite, full-time DCE that aligns with the students' individual learning objectives. During the DCE, students will complete the mutually beneficial capstone project collaboratively developed to meet a specific need of the site identified from the needs assessment. Throughout all phases of the DCE, students will develop advanced professional skills and gain in-depth knowledge related to one or more of the following areas: clinical skills (beyond generalist knowledge & skills), research skills, administration, program development & evaluation, policy development, advocacy, education, and leadership. Throughout the DCE, students will be mentored by an onsite content expert and faculty from the OTE Department. To advance professional practice, students will participate in dissemination activities at the site and for the OTE department upon completion of the DCE.

OTDE students must complete the full-time experiential component within a 14-week time frame that begins the first full week of January of the final semester. The weekly schedule for onsite attendance must be equal to a full-time equivalent position at the facility. In specific circumstances, a DCE may be adjusted to become a part-time experience with approval from the organization and equivalent in length to 14 full-time weeks.

Professionalism In the Classroom, on Fieldwork, and During Capstone

The following sections relate to professionalism policies and procedures as they apply to both the KUMC OT classroom and community. It is our job as instructors and staff to support your academic learning as well as your professional and personal development. During your time in the OTDE program, we expect that you practice professionalism in all interactions. Our greatest expectation is that you are open to and active in a growth mindset and represent KUMC with excellence.

Professional Appearance

The Department of Occupational Therapy Education and KUMC's School of Health Professions, expects all students to exercise appropriate professional judgment regarding personal appearance, dress, and grooming to be most effective in performing your role and responsibilities. We recognize personal appearance is an important element of self-expression and strive not to dictate appropriate appearance, specifically regarding jewelry or tattoos worn as a matter of personal choice.

In keeping with this approach, OTE acknowledges reasonable self-expression through personal appearance, unless it represents a danger to self or others (e.g., jewelry that can be grabbed or cause skin tears), it conflicts with a student's ability to perform effectively in a specific setting (e.g., is distracting), or it is regarded as offensive or harassing toward others. While participating in service-learning or other community settings, on fieldwork, and during your capstone experience, you will be expected to consider guidelines for personal expression published by AOTA or other professional organizations. Be advised your fieldwork site may have additional expectations, and it is your obligation to abide by these. Some assignments in courses will mandate specific professional appearance standards and will be identified in assignment descriptions and rubrics. Initial concerns for professional appearance will be brought to the attention of the student in a one-on-one conversation between the faculty member and student. The faculty member and student will collaborate on developing a formal action plan to correct the behavior.

The focus should be on learning while you are in class or engaging in clinical experiences. Appearance should not detract from your learning experience or the care you are providing to others. You will be expected to adhere to the following guidelines for professional dress code. **Campus ID tags should be worn daily.**

Jewelry:

Keep jewelry to a minimum. No big bracelets or necklaces that are distracting to others. Any body piercings other than ear piercings should be concealed and not visible. Avoid jewelry that could pose a safety risk in clinical settings.

Clothing:

The following are acceptable in the classroom but not limited to:

Slacks, khaki pants, chinos, knee-length skirts, or dark jeans without holes
Blouses, sweaters, button-downs, henleys, or polo shirts
Knee-length or maxi dresses
Optional hosiery or tights, especially for added warmth during colder months
Optional cardigans, blazers, or jackets
Student organizations/KU t-shirts
Tennis shoes
Scrubs

Reference: <https://www.indeed.com/career-advice/starting-new-job/guide-to-business-casual-attire>

Avoid the following:

Low-cut tops/blouses showing midriff.
T-shirts with words or sayings related to alcohol, drugs, etc.
Tank tops and spaghetti straps are not permitted.
Revealing clothing or visible undergarments.
Pants and shirts that are excessively tight-fitting.
Sweatpants and leggings worn as pants without a long shirt or skirt covering one's buttocks.
Make sure that when you bend over or stretch your arms overhead, you don't reveal chest, stomach, or buttocks.

Hair & Facial:

Should be neat and clean.
Facial hair shall be trimmed and neatly groomed.

Only mild fragrances. Should not be overpowering.

Fingernails:

Should be clean.

For hospital or clinic settings do not wear artificial nails and natural nails should be less than one quarter inch long when working with patients at high risk of acquiring infections.

Tattoos:

Use discretion with any tattoos on your body being visible. E.g. a small tattoo on your ankle is probably okay but a large tattoo on your arm should be covered, and when in doubt, cover it.

Shoes:

Shoes should be comfortable, supportive, and professional looking. (Tennis shoes are acceptable).

Wear appropriate footwear in clinical settings, e.g., closed-toe, closed-heel, non-slip.

Please be aware that some facilities may have dress codes and policies which are more stringent than what is listed here. In that case you should follow the dress code policies of your facility.

Behavior and Social Attributes

The entry-level occupational therapy student is always expected to behave in a professional manner as this supports successful completion of the curriculum and FW experiences. This includes but is not limited to: effectively representing the School, Department, and the profession both on-campus and off-campus; interacting appropriately with peers, academic/clinical faculty, supervisors, and clients/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 with, 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 unprofessional, and which will interfere with fieldwork, capstone, 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 OTDE Program Director, who monitors performance issues and patterns to determine the need for future actions. The OTDE Program Director may notify the Department Chair on a case-by-case basis.

Students should be aware that non-academic misconduct may subject the student to disciplinary action, disciplinary probation, suspension or expulsion. Refer to [School of Health Professions Policies for the description of non-academic misconduct](#).

Entry-Level OTD Curriculum**KU Medical Center Academic Calendar**

The Department of Occupational Therapy Education follows the [KU Medical Center academic calendar](#) and **NOT** the KU-Lawrence calendar. Orientation will take place on August 13-14 and classes will begin on August 18. As has been the case in the past, the OTE programs do not participate in a fall break in October and instead there will not be classes or other activities during the entire week of Thanksgiving (Nov 26-30). Classes will resume on December 1st with finals week taking place from December 8th-12th.

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 entry-level OTDE program.

Curriculum

- All academic courses included in the Entry Level OTD 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 without prior approval in response to a petition. The Department typically offers OTDE 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 Program Director to request an exception to this policy.
- Upon admission to the program, cohorts are assigned a class advisor (sometimes also called *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 by an e-mail to your kumc.edu account of when and how to self-enroll online 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 sent via email for review and to assist with enrolling in subsequent semester.

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, they must meet with the class 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-year 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 Program Director 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
 - Students completing the requirements of the entry-level program successfully will receive an Occupational Therapy Doctorate degree.
- Dual OTD/MBA Degree
 - OTDE students who wish to graduate with a dual OTD/MBA degree may do so in this program and will complete both degrees in four years. Once the second year in the OTDE program is complete, including one Level II Fieldwork, the student will take a one year leave of absence (summer, fall, and spring semesters) and enter the MBA program. Once the MBA program is complete, you will re-enter the OTDE program and complete OT fieldwork and the OTDE capstone. Please contact Anna Abernathy, Director of MBA/MS Recruiting: agabernathy@ku.edu; 785-864-8974. Visit <https://www.kumc.edu/school-of-health-professions/academics/departments/occupational-therapy-education/academics/entry-level-otd/dual-otd/mba.html> for more information.

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 class advisor and each relevant course instructor in a timely manner to seek guidance.
- At the end of each semester students will be notified if they are at [academic risk](#) (GPA<3.0), have been placed on [academic probation](#), or have been [dismissed](#).
- Note that a [GPA of at least 3.0 is required to enter and remain in Graduate School](#), and this criterion will be applied throughout the OTDE program.

Eligibility to Sit for the National Certification Examination for Occupational Therapists (NBCOT)

- Graduates of the OTDE program will be eligible to sit for the national certification exam for the occupational therapist, administered by the [National Board for Certification in Occupational Therapy \(NBCOT\)](#).
- All program requirements must be completed before students are eligible to take the NBCOT certification exam.
- After successful completion of the NBCOT exam, the graduate will be designated as an Occupational Therapist, Registered (OTR).

- o An OTR may then apply for licensure in all States, the District of Columbia, and Puerto Rico.
- o A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage.

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.

The OTDE program maintains a strong commitment to equal educational opportunities for qualified students with disabilities who apply for admission to the program or who are already enrolled. The technical standards are not intended to deter any student for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Students with disabilities are encouraged to contact the Academic Accommodations Office at (913) 945- 7035 or ada-kumc@kumc.edu early in the application process to begin a confidential conversation about what accommodations they may need to meet these standards. This process is informed by the knowledge that students with varied types of disabilities have the ability to become successful health professionals.

Students must meet the requirements set forth in the Technical Standards with or without accommodation. These and provided to students as part of the process of applying to the entry-level OTDE program. It is the responsibility of students needing accommodation to register with and provide documentation of their disability and specific functional limitations to the Academic Accommodations Office, (913) 945-7035 or ada-kumc@kumc.edu. The Students with Disabilities Policies and Procedures Manual contains additional information related to academic accommodations and is available at: <https://kumc-publicpoliciesandprocedures.policystat.com/policy/6321369/latest/>.

Attendance

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

- All coursework is provided as a part of minimum expectations for competent occupational therapy practice. For this reason, attendance is critical to the student's learning and professional development. While the possibility of extenuating 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 application of occupational therapy theory for best practices.
- Class attendance is necessary in order to benefit fully from the learning experience provided. If you miss a class, you are responsible for obtaining all materials and information related to the session from a classmate. Absences for good cause should be cleared in advance with the instructors. The instructors have the discretion of placing a penalty on makeup tests and assignments that are late.

Extended Absences and Leave of Absence from Program

There may be times when a student needs to step out of courses or even the program for personal reasons. The student can withdraw from a course, from all courses, or the OTDE program. Students may also take a Leave of Absence (LOA) if they need to step out but want to return to the program at a later date. There are rules around when a student is allowed to return to the OTDE curriculum and this student Handbook and the Registrar's office have information the student will find useful for this at: [Change Enrollment](#)

Extended Absences Guidelines

- **For extended absences of one to two weeks**, it is a professional behavior expectation that the student will:
 - Assume responsibility for communication with class advisor and development of an action plan that meets their needs and the policies of the program.
 - Assume responsibility for collaborative participation in the planning process to make up missed tests, assignments, and learning experiences.
 - Assume responsibility for thoughtful review and discussion regarding the appropriateness of return to the occupational therapy curriculum.
- **For extended absences from didactic courses of three weeks or more**, the student must withdraw from that semester's coursework. **Students should first meet with their class advisor or department to discuss how this will impact their academic progress.**
- **A withdrawal** means that the student dropped the class after the first 15 days of the semester. Please see the KUMC Academic Calendar for the last day to withdraw from a class at the University.
- **A Leave of Absence** means that the student remains in good standing in the program and returns to the program when those courses are offered again (each course offered once a year; each semester is a 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 by the Program Director with the Department Chair's approval.
- **For students on fieldwork who need to take an extended absence**, arrangements must be made with the Academic Fieldwork Coordinator (AFWC) to complete fieldwork in a timely manner. This would not necessarily mean a leave of absence is necessary. Students must initiate a meeting with the AFWC to make these arrangements. For Level II Fieldwork, the Fieldwork Team cannot guarantee that a student will be able to return to their original fieldwork site in the case that an extended absence is necessary. Therefore, the Fieldwork Team also cannot guarantee that an extended absence will not disrupt progression through the program (e.g., transitioning from Level II Fieldwork to Capstone). Extended absences from Level I Fieldwork/Service Learning will require a make-up plan in collaboration with the AFWC.

Course and/or Program Progress changes

Incomplete Courses

- 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 a prerequisite to subsequent semester courses, unfinished coursework from one semester must be completed before the beginning of the next semester in which the student is enrolled. If a

student has unfinished coursework, they are not eligible to continue with the next semester's work. In non-sequential programs, this rule may not apply.

- 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.
- A student who is considering taking an incomplete in a course must first meet with his/her lass advisor to discuss the situation. The advisor's role is to assist the student in deciding how to proceed. If the student decides to request an incomplete, they must complete the following steps:
 1. 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.*
 2. The student must arrange to meet with the course instructor within one week of submitting this written request to discuss details of the request.
 3. The course instructor and Program Director together will review the circumstances and determine whether to grant the incomplete.
 4. The course instructor will notify the student in writing of the decision within one week after the meeting takes place.
 5. The student must continue to complete all coursework as outlined in the syllabus until a formal written response is received from the instructor.
- **If an incomplete is granted:**
 - 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.
 - After all the above steps are completed, the instructor will submit a grade of incomplete.
 - When the student successfully completes the agreement in the time frame established, the instructor will submit a grade change from incomplete to the grade earned.
 - **If the student does not complete the requirements of the agreement in the time frame specified, his/her grade for the unfinished work will be a zero.** The instructor will assign the subsequent final grade as outlined in the syllabus.
- **If the instructor does not grant an incomplete:**
 - The instructor will notify the student in writing within one week of the meeting.
 - The student will be expected to complete the course as outlined in the syllabus.
 - The student will receive the course grade earned at the end of the semester.

Withdrawal from a Course

- *Withdrawal* from a course may jeopardize a student's ability to complete the program due to the sequential and developmental nature of the curriculum (i.e., every semester's coursework is prerequisite to subsequent semester coursework).
- Students who are considering withdrawing from one or more courses must contact their class advisor. The role of the advisor is to assist the student in deciding about how to proceed.
- If the student decides to request a *withdrawal*, they must submit this request in writing to the Program Director. The request must include:
 - The course(s) from which the student is requesting a withdrawal
 - The reason(s) for the withdrawal request, and
 - The student's proposed plan for completing the course and the program.
- The Program Director will consider each request for withdrawal on a case-by-case basis and determine whether and how the student may proceed in the program.
- When a student withdraws from a course, the point of the semester in which the student withdraws will determine the notation on the transcript (i.e., W for withdrawal, letter grade, or no class notation recorded). For specific dates regarding what is noted on the student transcripts please refer to the [University Registrar's enrollment webpage](#) and read about how a withdrawal affects grades recorded on the official transcript.
- Students should be aware a withdrawal may reduce or change eligibility for financial aid.

Withdrawal from the Program

- 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.
- 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.
- Procedures for withdrawal from the OTDE program:
 1. The student must inform their class advisor that they are withdrawing from the program.
 2. The student must submit a letter to the Department Chairperson and Program Director stating that they are withdrawing and why.
 3. The student must inform the KU Medical Center [Registrar's Office](#) that they are withdrawing, and then complete a withdrawal notice.
 4. The Program Director will recommend whether to approve or disapprove the withdrawal.
 5. The Program Manager will notify the Program Director, advisor, and appropriate personnel of the completed withdrawal.
 6. The student must go into Enroll & Pay to withdraw.
 7. The Program Manager will record a copy of the withdrawal in the student's academic file.
- Procedure for a Leave of Absence (LOA)
 1. The student must inform their class advisor that they are requesting a LOA from the program. (An approved LOA does not automatically withdraw a student from classes.)

2. The LOA prevents the student from being deactivated when they do not enroll in a subsequent semester while still on the LOA, and it allows access to student services, including email and library.
3. Students will then need to complete the [Graduate Studies LOA form](#) and meet with the Program Director or Chair to be approved for a LOA in the OTDE program.
4. An approved LOA does not count toward the student's time to degree. Students can be on an LOA for no more than three semesters.

Course/Progress changes during Level I or Level II Fieldwork

Withdrawal From or Remediation for Level I Fieldwork

- Please see your Service Learning (SL) Manual for information on withdrawing from a service learning site, remediation or failure of SL, and the process for receiving a grade in SL and in the professionalism courses.

Prior to or Mid-Term Difficulties

- Notification
 - In the rare instance a student FW placement is canceled due to a circumstance at the site, the student will be notified by the Fieldwork Team and reassigned to another placement in a timely manner and will not be required to make up any time they already completed at the previous site.
 - When student performance on Level I or Level II Fieldwork is unsatisfactory before or 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.
- The student has two options:
 - Continue with the fieldwork written performance plan.
 - Withdraw from the fieldwork with a grade of W. If the student withdraws, they will have to repeat a separate fieldwork experience.
- 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, they might be ineligible to complete the program.
- If the student chooses to withdraw from the fieldwork, they must complete another fieldwork experience before being eligible to enroll in further academic coursework.

Withdrawal from Level II Fieldwork

- **The Occupational Therapy Department does not recommend students withdraw from a Level II Fieldwork experience.** Withdrawal may jeopardize the student's ability to complete the program in a timely manner. See policy on "[Time Frames for Completion of Program](#)" in the General Program Policies section.
- The student must request withdrawal by submitting a written request to the Fieldwork Team for approval and meeting in person with the Academic Fieldwork Coordinator. Each request will be considered on a case-by-case basis.

- If a student chooses to withdraw from a Level II Fieldwork placement without following the above procedure and receiving the approval of the Fieldwork Team, they will Fail the Fieldwork, a grade of an “F” will be recorded in the student’s official transcript, and the student will be dismissed from the program.

Receiving an Incomplete for a Level II Fieldwork Experience

- In unusual and extraordinary circumstances, the Fieldwork Team may assign a grade of “*incomplete*”. Examples of unusual and extraordinary circumstances are:
 - Significant FW site personnel/program changes.
 - The student may be rescheduled at another fieldwork site.
 - Severe student illness or personal/family emergency
 - The student may be rescheduled after providing satisfactory evidence that the issues leading to the incomplete are resolved and the student has developed a plan to address similar situations in the future.
- Incompletes for Level II Fieldwork can also occur when fieldwork extends beyond the academic calendar timeframe. Upon completion of 12-weeks of fieldwork and fieldwork evaluation, Incomplete grades will be updated by the Academic Fieldwork Coordinator.
- The Fieldwork Team will direct these processes and make the decisions required.

Failure of, termination of, or withdrawal from any Fieldwork placements

Key Terms

Failure of Fieldwork

Under certain circumstances, a student may fail a Level I or Level II fieldwork. Level I failure due to professional or academic misconduct may result in a dismissal from the program. Please see your Service Learning Manual for more information. Student scores below a score of 111 on the Fieldwork Performance Evaluation at Week 12 out of 12 or demonstrates behavior inconsistent with the OTDE Student Code of Conduct outlined in their class’s OTDE Student Manual or the Practice Act for the state in which they’re conducting fieldwork.

Termination of Fieldwork

Fieldwork Educators and/or the Academic Fieldwork Coordinator reserve the right to immediately terminate fieldwork prior to the scheduled end date if a student exhibits inappropriate, unethical, or unprofessional behavior while on the fieldwork experience or if the student is not meeting fieldwork objectives.

Withdrawal from Fieldwork

Students may withdraw from fieldwork at any time for extenuating life circumstances. Depending on the timing of the withdrawal and options for completing fieldwork requirements, the student may or may not be required to withdraw from the associated fieldwork course.

Procedures

If a failure of or termination of fieldwork occurs, the student must:

1. Meet promptly with the Academic Fieldwork Coordinator and OTDE Program Director
2. Engage in establishing and carrying out a Remediation Plan alongside the Fieldwork Team
3. Proficiently meet all objectives outlined in the Remediation Plan

4. Repeat the fieldwork experience in a new site/setting for the designated time ascribed to the level of fieldwork

In the case of withdrawal from a fieldwork placement, the student must:

1. Immediately alert the Academic Fieldwork Coordinator (before doing so)
2. Establish and carry out a professional plan to withdraw from the fieldwork experience
3. Alert the OTDE Program Director of the withdrawal
4. Either withdraw from the OTDE Program per the Withdrawal Policy outlined in the OTDE Student Handbook (in the case of taking an extended absence) or establish a plan with the Fieldwork Team to return to fieldwork in a timely manner with necessary supports in place

*Please note that failure of, termination of, or withdrawal from fieldwork could impact progression through the OTDE Program, including the doctoral capstone project and experience, and may result in dismissal from the program.

Academic & Non-Academic Expectations

Academic Performance

- **Eligibility Standards**
 - Students must earn at least a 3.0 GPA in each semester ("*semester GPA*") to remain in good standing as a graduate student.
 - Students must maintain a GPA of 3.0 or higher in the program ("*cumulative GPA*") to remain in good standing as a graduate student.
 - Students must earn a C or above in all coursework, except:
 - Level II Fieldwork, in which students must earn a B or above.
 - Capstone Experience, in which students must earn a B or above.
- **Academic Probation**
 - Students will be placed on probation by the Office of Graduate Studies if the cumulative graduate GPA in the OTDE program drops below 3.0 at the end of any graduate semester.
 1. When a graduate student is on probation, the student must earn grades the next semester (the probationary semester) to raise the cumulative graduate GPA to 3.0 or higher.
 2. When a graduate student raises the cumulative graduate GPA to 3.0 or above, the student automatically will return to good academic standing.
 3. If a student fails to raise the cumulative graduate GPA to 3.0 or above during a probationary semester, the Office of Graduate Studies will dismiss the student from the program.
 4. The OTE Department may petition the Office of Graduate Studies on behalf of a student to request extension of the probation. The final decision regarding an extension will be made by the Office of Graduate Studies
- **Dismissal**

Students in this program will be dismissed if any of the following occur:

 - 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 course.
 - The student earns a semester GPA during the last semester of the program that causes the student's cumulative graduate GPA to fall below 3.0.

Academic and Non-Academic Misconduct

- **Professional Behavior Report**
 - A Professional Behavior Report is one action available to faculty for documenting alleged Academic and/or Non-Academic Misconduct by students. The report provides an opportunity for faculty to document and discuss with students any problematic behavior or related concerns that may impact the student's academic success in the classroom and on fieldwork. The Professional Behavior Report is intended to serve as a means to document and encourage opportunities for the student's professional growth.
 - Faculty members will meet with the student to discuss concerns about problematic behavior that may interfere with fieldwork or a professional career. The faculty member will document the behavior of concern using the Professional Behavior Report form and describe strategies for remediation as warranted.
 - The report must be shared with the student and signed by the student, their advisor, the course instructor (if applicable to a course) and the Program Director. The completed report is filed with the Department Chair, who monitors performance issues and patterns to determine need for future action.

- **Probation/Sanctions:** may be a consequence of a student's behavior in the program.
 1. A student does not meet [professional behavioral expectations](#).
 2. A student engages in academic or non-academic misconduct as outlined in the [School of Health Professions Policies](#).
 - The School of Health Professions Student Handbook identifies potential sanctions for misconduct: [Student Handbook](#).
 - Probation is one option for addressing misconduct. The purpose of a disciplinary probation for non-academic misconduct is to remediate or retrain 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.

- **Suspension/Dismissal**

Students in this program may be proposed for suspension or dismissal if any of the following occur:

 - A student engages in misconduct as outlined in the School of Health Professions Student Handbook
 - A student on disciplinary probation exhibits recurrent or other behaviors that require a second disciplinary action.
 - A student's behavior is egregious or recurrent after warnings.

Appeals Procedure for Academic and Non-Academic Misconduct

A student proposed for suspension or dismissal in connection with misconduct may appeal the proposal pursuant to the procedures set forth in the School of Health Professions Student Handbook:

<https://www.kumc.edu/school-of-health-professions/academics/student-handbook.html#appealprocedure>.

Policy

Should a grievance arise between a student and a faculty member or other person pertinent to the student's program of study, the student should follow the grievance procedure outlined below. Issues involving grades of a particular class should be resolved between the student and the instructor of the course. Course grades will not be considered grounds for grievance.

Procedure

1. The student (Complainant) must make a good faith effort to resolve the matter with the party involved (Respondent) before proceeding any further with this procedure.
2. If the Complainant is unable to resolve the matter after discussion with the Respondent, and if the Complainant wishes to pursue the grievance further, the Complainant discusses the matter with the OTDE program director or their designee.
3. If the Complainant is unable to resolve the matter after discussion with the OTDE program director, and if the Complainant wishes to pursue the grievance further, the Complainant will bring the issue through the following Grievance process:

A meeting is convened between the involved student/faculty, program director (or designee), and department chair. The involved student/faculty can present written documentation and provide factual information in support of statements. There may be follow up meetings individually or in groups as needed. If the problem cannot be resolved among the involved parties, the Department Chair will decide the issue. The Chair's decision is final..

~OTDE Student Handbook ends here. Proceed to the next page to read and sign the signature page.~

STUDENT HANDBOOK ACKNOWLEDGMENT

I have reviewed, understand, and will abide by the requirements set forth in the Student Handbook for admission to, continuation in, and graduation from the KU School of Health Profession's OTDE Program.

I also acknowledge that, although it is not yet in the catalog, passing Level I Fieldwork (Service Learning), is also a degree requirement of this program.

Signature

Date

Print Name

Please sign and return these forms via email to Hannah Schuh at hschuh@kumc.edu. Please retain a copy of these forms for your own files.