

UND Department of Occupational Therapy Civility and Core Values

Guiding Principles

Within and beyond *our program*, we pledge to:

Foster acceptance--embracing diversity, cultural competency, and accountability

Seek to understand, have compassion for others, listen and be willing to have challenging conversations with empathy

Contribute with awareness, creativity, and mindfulness

Bring confidence, clarity, advocacy and a duty to stand up for others

Strive for equal and fair treatment, occupational justice, and collaborative environments

Core Statement

As a community of occupational therapy students, staff, and faculty members at the University of North Dakota, we work to promote civility through acceptance, cultural competency, and the ability to embrace diversity in all encounters. We remain accountable by maintaining a program that celebrates the uniqueness of each person and contributes to a positive, flexible environment for growth.

By demonstrating empathy and compassion in our public and private lives, we develop qualities that promote client-centered therapy and the building of healthy professional relationships. We endeavor to understand ourselves in order to better understand others. We embrace, free of judgment, not only the similarities but also the differences among ourselves and of those within our community.

We will uphold our commitment to promote cultural competency among students, staff, faculty, clients and visitors.

We act with awareness and mindfulness of self and others throughout all contexts of the program. We respect the need to understand one's own background, motivations, values, and actions to genuinely grasp those of others. We consider how all words and actions affect others, and therefore, we remain vigilant in creating positive spaces. The practice of mindfulness and awareness of self will serve to enhance our effectiveness as students, staff, faculty, and occupational therapists.

We strive to engage in and encourage difficult conversations, which challenge and grow our beliefs and opinions about diversity and social justice. We seek to respectfully create change, understanding, and acceptance in our program by confidently and assertively advocating for others and ourselves.

It is our responsibility to empower others to engage in meaningful occupations through the application of occupational justice. Occupational justice serves to enable everyone to engage in meaningful occupations based on their own personal beliefs and capabilities. By maintaining both a judgment and discrimination free environment, we will eliminate insensitive factors that may decrease opportunities for individuals to engage in meaningful occupations and educational endeavors.

We aim to challenge each other to engage in competent and compassionate practice by encouraging and promoting civility. By actively transforming the message of civility into actions of character, both inside and outside of the program, we model a standard that can flourish in every community in which we live, learn, work and serve, thus resulting in universal access and engagement in meaningful occupations.

TO: Students Entering the Occupational Therapy Program

FROM: Janet S. Jedlicka, Ph.D., OTR/L, FAOTA
Chairperson and Professor
Occupational Therapy Department

On behalf of the Department of Occupational Therapy faculty and staff, welcome to the Entry-level Doctorate Program in Occupational Therapy! We are confident that your efforts, combined with ours, will prepare you to become an entry-level therapist upon graduation. The first page of the manual is our core values and civility statement. This document was developed by a team of students and faculty and represents the collective expectations of our values and provides guidance in enhancing our professional and personal interactions. It is expected that all students, faculty, and staff will embrace these principles and adhere to them throughout the program. In addition you will find, the University of North Dakota Land Acknowledgement recognizing the importance of the land and Native American ancestors. This statement is found following this letter.

We will be in communication with you regarding specific schedules and activities as we approach the program's start date. Meanwhile, we strongly encourage you to become acquainted with the contents of this student manual. It contains departmental policies that may affect you, and other important topics such as the philosophy of occupational therapy, curriculum design and sequence, course content, fieldwork information, etc.

This manual provides you with information related specifically to the program. In addition, as a member of the UND student body, it is important to be aware of, read, and periodically refer to other resources available to you, especially the UND Code of Student Life, available through the UND web site. All these resources together will allow you to smoothly navigate through the program.

Have a good year!

University of North Dakota Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota.

We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

TABLE OF CONTENTS

DEPARTMENT OF OCCUPATIONAL THERAPY	8
ACCREDITATION AND CERTIFICATION	8
<i>Statement of Accreditation</i>	8
<i>Certification</i>	8
OCCUPATIONAL THERAPY DOCTORATE DEGREE PROGRAM	9
MISSION STATEMENT	9
VISION STATEMENT	9
OCCUPATIONAL THERAPY AS A PROFESSION	9
<i>Philosophy of the Occupational Therapy Program</i>	10
UND OTD Curriculum Design Statement	14
<i>Overview of Course Sequence</i>	15
Occupational Therapy Doctorate Curriculum Sequence	21
<i>Professional Year 1</i>	21
<i>Professional Year 2</i>	21
<i>Professional Year 3</i>	22
<i>Course Descriptions</i>	23
<i>Electives in Occupational Therapy</i>	25
<i>Description of Fieldwork</i>	25
<i>Doctoral Experience Description</i>	29
<i>Recognitions and Celebrations</i>	30
Technical and Academic Standards for Matriculation, Progression, and Graduation	31
<i>WEB SITE REFERENCES</i>	31
OT DEPARTMENT POLICIES FOR MATRICULATION, PROGRESSION, AND GRADUATION	37
<i>Overview</i>	37
DEGREES AWARDED	38
<i>Bachelor of General Studies Degree with Health Studies Option</i>	38
<i>Academic Honors and Minors</i>	38
<i>Occupational Therapy Doctorate Degree</i>	38
SCHOOL OF MEDICINE AND HEALTH SCIENCES POLICIES	41
SCHOOL AND UNIVERSITY POLICIES	41
<i>Notice of Nondiscrimination</i>	41
<i>Learner Mistreatment</i>	41
<i>Reporting Sexual Violence</i>	41

<i>Faculty Reporting Obligations Regarding Sexual Violence</i>	41
<i>UND Care Response Team</i>	42
<i>Drug Testing</i>	42
DEPARTMENTAL POLICIES	42
<i>Appointments with Faculty Members</i>	42
<i>Academic Advisor</i>	42
<i>Health Insurance Requirements</i>	42
<i>UND OT Distance Technology and Classes</i>	42
<i>Line of Communication</i>	43
<i>Addressing Faculty</i>	43
<i>Attendance</i>	43
<i>Student Leave of Absence</i>	44
<i>Conduct</i>	45
<i>Social Networking</i>	46
<i>Dress Code</i>	47
<i>Allergen Reminder</i>	49
<i>Student with Disabilities: Accommodation Request</i>	49
<i>Personal Computer</i>	49
<i>Examination Policies:</i>	49
<i>Examination Day Policies</i>	51
<i>Course Assignments</i>	52
<i>Equipment and Assessment Check Out Policy</i>	53
<i>Course Evaluations</i>	53
<i>Guidelines for Videoconferencing in Classes and Meetings</i>	54
<i>Zoom Classroom Guidelines</i>	55
<i>Grading and Evaluations</i>	56
<i>Student Probation and Dismissal</i>	57
<i>Formal Student Appeals</i>	59
<i>Scholastic Dishonesty</i>	60
<i>Transfer Between Campuses</i>	60
<i>Student Class Representatives and Faculty Class Advisor</i>	60
<i>References and Temporary License Information</i>	61
<i>National Board for Certification in Occupational Therapy (NBCOT) Exam & Degree Verification Form: (please note that requirements and information regarding the NBCOT exam may change, so it is best practice to review the website for specific details and updates.)</i>	61

<i>Official Transcript</i>	62
RESEARCH INVOLVING HUMAN SUBJECTS	64
SAFETY POLICIES AND PROCEDURES	64
<i>Emergency, Evacuation, and University Closures</i>	64
<i>General Lab Safety Policy and Procedures</i>	65
<i>Wheel Chair Safety Policies and Procedures</i>	66
<i>Assistive Technology Lab Safety Policies and Procedures</i>	67
<i>Splinting and Sewing Safety Policies and Procedures</i>	69
<i>Gross Motor Activity Labs Safety Policies and Procedures</i>	70
<i>Physical Agent Modalities Lab Policies and Procedures</i>	71
FIELDWORK POLICIES AND PROCEDURES	73
<i>General Fieldwork Policies</i>	73
<i>Level I Fieldwork Policies and Procedures</i>	75
<i>Level II Fieldwork Policies and Procedures</i>	76
FIELDWORK RESPONSIBILITIES:	81
DEPARTMENT, FIELDWORK FACILITIES, AND STUDENT	81
<i>UND Occupational Therapy Department Responsibilities</i>	81
<i>Fieldwork Facility Responsibilities</i>	82
<i>Student Responsibilities</i>	83
DOCTORAL EXPERIENCE POLICIES AND PROCEDURES	85
<i>Overview</i>	85
<i>Financial Obligations and Doctoral Experience:</i>	87
<i>Doctoral Experience Petition Process outside of Geographic Region</i>	88
PROFESSIONAL ORGANIZATIONS	89
<i>The American Occupational Therapy Association (AOTA) http://www.aota.org/</i>	89
<i>State Organizations</i>	89
• The North Dakota Occupational Therapy Association (NDOTA)	89
• The Wyoming Occupational Therapy Association (WYOTA)	89
<i>Pi Theta Epsilon</i>	89
<i>UND Student Occupational Therapy Association (SOTA)</i>	90
APPENDICES	91
<i>Occupational Therapy Professional Documents</i>	91
STUDENT EVALUATION IN OCCUPATIONAL THERAPY	92
<i>Threading the Professional Development Portfolio Through the OTD Curriculum</i>	92
<i>Goal Setting Template</i>	96

<i>Professional Development Plan Rubric</i>	101
Semester-by-Semester Self-Evaluation	103
Student Fieldwork Readiness Form	121
Request for Examination Date Change.....	123
Occupational Therapy Writing Tips	124
Technical Writing in the Profession	126
INFORMATION AVAILABLE IN THE UND ACADEMIC CATALOG.....	127
<i>General Information</i>	127
<i>New Student Information</i>	127
<i>Academic Information</i>	127
<i>University Services</i>	128

DEPARTMENT OF OCCUPATIONAL THERAPY

Faculty: Dr. Jedlicka (Chair), Dr. Carrlson, Dr. Dornbier, Dr. Grabanski, Dr. Graves, Dr. Harris, Dr. Haskins, Dr. Hulteng, Dr. Iseminger, Dr. Janssen, Dr. Lamborn, Dr. Lauer, Dr. Loscheider, Dr. Meyer, Dr. Nielsen, Professor Roed, and Dr. Young

ACCREDITATION AND CERTIFICATION

Only students who have successfully matriculated through an accredited entry-level program in occupational therapy are eligible to sit for the certification exam.

Statement of Accreditation

The Occupational Therapy Program has been granted full accreditation for the entry-level Occupational Therapy Doctorate by the Accreditation Council for Occupational Therapy Education (ACOTE). For information regarding accreditation, contact ACOTE at (301) 652-2682, or ACOTE, 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The web address is www.acoteonline.org. All entry level professional programs must comply with the *Standards for an Accredited Educational Program for the Occupational Therapist, 2018*.

Certification

Graduates of the program will be able to sit for the national entry-level certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, INC. (NBCOT, One Bank Street, Suite 300, Gaithersburg, MD 20878; phone 301-990-7979). After successful completion of this examination the graduate will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; state licenses may be based on the results of the NBCOT certification examination.

It is important to be aware that a felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain state licensure as an Occupational Therapist. You will be asked to respond to the following questions when registering for the NBCOT exam:

Have you ever been charged with or convicted of a felony? Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board? Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct, which resulted in harm to another?

Information regarding NBCOT's process of screening applicants for Character Review may be found at: <http://www.nbcot.org>. If you have any questions, the department will assist you in this process.

OCCUPATIONAL THERAPY DOCTORATE DEGREE PROGRAM

The **Department of Occupational Therapy** at the **University of North Dakota** offers an eight-semester entry level Occupational Therapy Doctorate (OTD) degree. We think you will agree with us that occupational therapy is a rewarding career choice because of the opportunity it affords to make a positive difference in people's lives. Occupational therapists are experts in helping people perform the occupations they need and want to do every day.

MISSION STATEMENT

The Department of Occupational Therapy shares the mission of the University of North Dakota and the School of Medicine and Health Sciences to serve the public through: 1) teaching and preparation of highly skilled entry-level occupational therapists, 2) scholarly and creative activity, and 3) service. The mission is accomplished through integration of scholarly inquiry and application of occupation in teaching/learning and OT practice contexts. Best practices in the profession will reflect the exemplars of client-centeredness, occupation-centered, evidence-based, and culturally relevant practice. The skills for lifelong learning and ethical and effective leadership will be promoted to enhance the quality of life of all people with whom we engage.

VISION STATEMENT

To prepare occupational therapists who engage in occupation-based, evidence-based and culturally relevant practice supporting client-centered participation in meaningful occupation that promotes health and well-being.

OCCUPATIONAL THERAPY AS A PROFESSION

Occupational therapy is a comprehensive health care profession, requiring a diverse set of skills and abilities that are utilized in varying degrees within OT careers. This variety within practice lends itself to the employment of individuals with many different interests and abilities. Occupational therapists, as a professional group, have a deep commitment to providing competent and ethical interventions in collaboration with clients who have many different occupational challenges due to health status, state of well-being, and development.

The Department of Occupational Therapy is dedicated to the education of students as generalist practitioners and has received candidacy status from the Accreditation Council for Occupational Therapy Education (ACOTE). Students are prepared for an occupational therapy career in all areas of practice, equipped with the skills needed to succeed in fieldwork experiences and in eventual practice. After the successful completion of academic preparation, and fieldwork experiences, passing a national certification exam is required prior to practicing as an occupational therapist.

Philosophy of the Occupational Therapy Program

Beliefs about Occupation, Occupational Therapy, and Humanity

Occupational therapy helps people of all ages engage in day-to-day activities through therapeutic use of occupations (AOTA, 2020). The word occupation refers to all of the activities that occupy the individual's time, meet personal needs, enable participation in family and community life, and sustain health and well-being (AOTA, 2017; Wilcock, 2006). Occupational therapists believe that humans need occupation to grow and thrive; as humans participate in occupation, the union of the mind, body, and spirit is expressed. Occupations are embedded in the everyday life of each person and are best understood in the context of the environment(s) in which they occur (Hooper & Wood, 2019). Occupational therapists believe that occupations, and especially occupational participation, have the power to impact humans' state of personal health. Restricted opportunity for participation in personally valued occupations is believed to result in states of dysfunction, dissatisfaction, and an overall diminished well-being (Hasselkus, 2011). Occupational therapists believe in occupational justice – the right to access occupational participation and meet basic occupational needs regardless of life circumstances and/or disability (Wilcock & Townsend, 2019).

The primary goal of occupational therapy is to promote engagement and participation in personally valued occupations to improve health and well-being. To meet this goal, contemporary occupational therapy practice is characterized by four principles: 1) client-centered practice; 2) occupation-based practice; 3) evidence-based practice; and 4) culturally relevant practice (Boyt Schell, et al., 2019).

Client-centered practice reflects the occupational therapist's desire to understand the uniqueness of each individual and developing a profile descriptive of the individual's occupations. The client-centered therapist fosters development of a therapeutic relationship where the responsibility for decision-making, including goals and objectives of therapy, is shared with the individual (Law, 1998). The client is recognized as either a person, group, or population (AOTA, 2020).

At the core of client-centered practice is occupation. *Occupation-based practice* is firmly centered on the individual's desire for satisfactory occupational performance. The occupational therapist seeks to address the personally valued occupations of the individual in contexts most closely approximating the natural environment(s) of the individual (Boyt Schell & Gillen, 2019).

Evidence-based practice involves incorporating research evidence into the professional reasoning process to develop rationales supporting occupational therapy evaluation and intervention practices. The therapist evaluates relevant research, synthesizes the evidence to support intervention, and communicates the predicted outcomes to the individual who is encouraged to be a part of the decision-making in therapy (Law & MacDermid, 2008).

Culturally-relevant practice recognizes that occupations are shaped by culture and that effective occupational therapy must attend to the social, political, and cultural milieu of the individual served (WFOT, 2010). Occupational therapists are challenged to reflect upon the assumptions embedded in their own culture in order to remain open to new understandings present in other cultures.

We believe the therapist whose practice reflects client-centered, occupation-based, evidence-based, and culturally competent objectives is able to facilitate engagement and participation in occupations to meet personal and societal needs.

Beliefs About Teaching and Learning

Reflecting our beliefs about the value of occupation to human beings, our philosophy of teaching and learning begins with the core subject of occupation. Subject-centered learning enables educators and their students to keep the profession's core subject at the center of learning (Hooper et al., 2014; Palmer, 1998). We believe maintaining occupation as our central focus is fundamental to students' development of sound professional reasoning and ultimately, professional identity (Bilics, 2014; Hooper et al., 2014).

Keeping occupation at the center, experiential learning philosophy guides our conceptualization of the learner, the educator, and methods utilized to facilitate learning. We believe that learning occurs when practical experiences are paired with methods that facilitate connection between these experiences and understanding occupation (Hooper et al., 2014; Merriam et al., 2007a). As students come to understand occupation, we intentionally provide opportunities for critical reflection in order to prepare students for self-authorship (Brookfield 1987; Fink, 2003; Hooper, 2010; Merriam et al., 2007b). Therefore, we complement our experiential learning philosophy with transformational learning methods. The outcome is students are capable of self-authorship where they can use their internalized understanding of occupation and their identity as an occupational therapist to solve novel problems and aspire to become agents of change in the profession (Hooper, 2010). With this in mind, we set forth our view of the learner, educator, context, and process of learning.

View of the Learner

Learners will come with previous experiences which are used to connect to new learning about the occupational therapy profession (Merriam et al., 2007a; Hooper et al., 2014). Learners are motivated by the perceived necessity to learn the information (Merriam et al., 2007a). Learners are invested in their learning. With this motivation comes the ability to initiate and engage in self-directed inquiry. The learner takes responsibility for being an active participant—able to transfer knowledge and skills into both the professional and personal arenas of his or her life (Sell, 2008). The learner is curious and tolerates ambiguity as they engage in the learning process. The learner collaborates with others in an array of dynamic learning strategies as implored by environmental and situational demands (Merriam, et al., 2007a, 2007b).

Learning Process

We believe learning how to reason like an occupational therapist is critical to the learning process. Initially, learning requires an individual to have some underlying foundational concepts (Fink, 2003; Sell, 2008), with attention being given to the learner being self-directed in acquiring foundational knowledge. Foundational concepts include an understanding and knowing of the profession's core, human occupation, in which all additional concepts and knowledge should be situated within (Hooper, et al., 2014). Once the learner has an understanding of the conceptual foundation, the next stage in the progression of learning is "learning how to think like an OT," where emphasis is given to mastering critical thinking within the domain of occupational therapy. Rather than an emphasis on content alone, learning involves mastering more complex ways of knowing through critical thinking processes (Boyt Schell & Schell, 2008; Schon, 1987). To facilitate the process of learning, it is believed that learning occurs when learners are provided opportunities to readily engage with knowledge through application, evaluation, and synthesis. The final stage is the ability to synthesize learning or engage in self-authorship (Fink, 2003; Hooper, 2010). The ultimate outcome is when the learner has acquired the skills and attitude to be a life-long learner and change agent.

View of the Educator

Educators establish a classroom culture that facilitates development of the inquisitive nature of the student to further enable them to ask the critical questions of themselves, of the occupational therapy profession and of the society in the future (Merriam et al., 2007a; Hooper et al., 2014). This includes understanding current practice, posing missing elements, and developing solutions for future practice (Hooper, 2010). The educator fosters positive relationships among the community of learners (student, educator, practitioner, researchers, and consumers). Educators carefully construct learning experiences from a repertoire of contextualized instructional methods based on where students are in the learning process (Merriam et al., 2007a, 2007b).

Context

The context of learning should encompass a variety of learning activities to address both the needs of the learner and the learning outcomes. The best learning opportunities are those that provide authentic experiences to promote active engagement in higher order thinking and problem solving to prepare students for self-authorship (Boyt Schell & Schell, 2008; Hooper 2010; Merriam et al., 2007a). Students are likely to learn more when they learn in collaboration with a community of learners (Boyt Schell & Schell, 2008). Collaborative learning enhances cooperation, discourse, teamwork, and heightens the individual's learning through self-reflection (Boyt Schell & Schell, 2008). The community of learners takes equal responsibility to create a positive climate for learning. Assessment and feedback are fostered through a supportive environment and enable understanding of what learners bring to the classroom and aid in adjusting the context to promote effective learning (Angelo & Cross, 1993).

References

- American Occupational Therapy Association (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74 (Supplement 2).
- American Occupational Therapy Association Commission on Education (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl.2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). Jossey-Bass.
- Bilics, A. (2014). Philosophy of occupational therapy education. AOTA: Commission on Education.
- Boyt Schell, B. A., & Schell, J. W. (2008). *Clinical and professional reasoning in occupational therapy*. Lippincott & Williams & Wilkins.
- Boyt Schell, B. A., Gillen, G., & Coppola. (2019). Contemporary occupational therapy practice. In B.A. Boyt Schell & G. Gillen (Eds), *Willard and Spackman's Occupational Therapy* (13th ed., pp. 56-70). Lippincott, Williams & Wilkins.
- Brookfield, S. D. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. Jossey-Bass.
- Fink, L. D. (2003). *Creating significant learning experiences*. Jossey-Bass.
- Hasselkus, B. R. (2011). *The meaning of everyday occupation*. SLACK, Inc.
- Hooper, B. (2010). On arriving at the destination of the centennial vision: Navigational landmarks to guide occupational therapy education. *Occupational Therapy in Health Care*, 24(1), 97-106.

- Hooper, B., Krishnagiri, S., Price, M. P., Bilics, A. R., Taff, S. D., & Mitcham, M. (2014). Value and challenges of research on health professions' core subjects in education. *Journal of Allied Health*, 43(4), 187-193.
- Hooper, B., & Wood, W. (2019). The philosophy of occupational therapy: A framework for practice. In B.A. Boyt Schell & G. Gillen (Eds). *Willard and Spackman's Occupational Therapy*, (13th ed., pp.43-55). Lippincott, Williams & Wilkins.
- Law, M. (Ed.). (1998). *Client-centered occupational therapy*. SLACK, Inc.
- Law, M. & MacDermid, J. (2008). *Evidenced-based rehabilitation*. SLACK, Inc.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007a). Experience and learning (pp. 159-186). *Learning in adulthood*. Jossey-Bass.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007b). Transformational learning (pp. 130-158). *Learning in adulthood*. Jossey-Bass.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. Jossey-Bass.
- Schön, D. A. (1987). *Educating the reflective practitioner*. Jossey-Bass
- Sell, R. G. (2008). Meeting the needs of adult learners. In R.M Diamond (Ed). *Designing and assessing courses and curricula: A practical guide* (pp. 257-270). John Wiley & Sons.
- Wilcock, A. A. (2006). *An occupational perspective of health*. SLACK, Inc.
- Wilcock, A. A., & Townsend, E. A. (2019). Occupational Justice. In B. A. Boyt Schell & G. Gillen (Eds), *Willard and Spackman's Occupational Therapy* (13th ed., pp. 643-660). Lippincott, Williams & Wilkins.
- World Federation of Occupational Therapists (2009). *Position statement on diversity and culture*. <http://www.wfot.org>

UND OTD Curriculum Design Statement

Occupation is the center of our curriculum (See Figure 1 Curriculum Design). This fulfills our vision, mission and philosophy to develop therapists who promote engagement and participation in personally valued occupations to improve health and well-being for a diverse society. Occupation at the core is fundamental to the development of sound professional reasoning and professional identity (Bilics, 2014; Hooper et al., 2014). Consequently, ***four curriculum threads are connected to occupation and are integrated throughout courses in the program***: 1) Art and Science of Occupational Therapy); 2) Professional Identity and Collaboration, 3) Innovative and Intentional Leadership, and 4) Diversity and Inclusive Participation. These four threads organize our curriculum outcomes (see Table 1) and reflect those concepts inherent to understanding our profession (Giddens, Caputi, & Rodgers, 2015).

Integral to the ***context of learning*** is the community of learners, learning strategies, and learning process. Community of learners have equal responsibility in creating a positive and supportive learning environment. Context is particularly important in experiential and transformational philosophies where student engagement in ***authentic experiences*** is critical to the learning process. Consistent with our beliefs, learning occurs through ***dynamic and interactive strategies***. These strategies function to connect threads to occupation throughout the curriculum. Faculty and fieldwork educators are experts at utilizing contextualized learning strategies. Our students equally contribute by building on ***previous experience through critical reflection***, actively engaging in ***self-directed inquiry and collaborative learning***.

The ***learning process*** occurs in ***three stages*** and is critical to how we sequence our curriculum (See Figure 1). During the first stage, students engage in understanding ***foundational concepts*** inherent to the profession and reflected in each of our curricular threads. Emphasis is placed on understanding occupation, occupational therapy, cultural competence, and leadership. Once students have the foundational concepts, they enter the second stage where facilitation of ***critical thinking*** about occupation begins. For example, students will apply reasoning in the occupational therapy process, use research for best practice, apply occupational therapy models during intervention, utilize management principles, and begin work on justice and policy. During stage three, students are able to ***synthesize*** learning and engage in the highest level of learning where students utilize critical thinking for innovative practice and are capable of initiating action steps to becoming agents of change.

Semester 1: Stage 1: Foundational Concepts

Semester 2: Transition from Stage 1: Foundational Concepts to Stage 2: Critical Thinking

Semester 3: Stage 2: Critical thinking

Semester 4: Stage 2: Critical thinking

Semester 5: Stage 2: Critical thinking

Semester 6: Stage 2: Critical thinking (Level IIA)

Semester 7: Transition from Stage 2: Critical thinking to Stage 3: Synthesis (Level IIB)

Semester 8: Stage 3: Synthesis (Experiential)

Overview of Course Sequence:

Semester 1 encompasses Stage 1: Foundational Concepts where students are learning those skills foundational to occupational therapy practice regardless of practice context. OT 500 Culture and Occupation emphasizes understanding culture and its influence on occupational performance. OT 501 OT Process and Practice Contexts provides students with an understanding of the OT process, strategies for professional reasoning, and an understanding of practice contexts. OT 502 Research Foundations in OT students understand qualitative and quantitative research methodology as used in the occupational therapy profession and applies principles of evidenced-based practice investigation, critiques and the process of presentation and publication of research projects. OT 504 Occupation and Analysis emphasizes understanding the occupational nature of humans, theories of practice and analysis of occupation. OT 505 Forming Your Professional Identity addresses the history of OT, values and ethics, and the distinct value of occupational therapy along with the beginning of professional development. Lastly, OT 506 Integration and Fieldwork emphasizes safety in occupational therapy practice and provides hands-on opportunities in level I fieldwork to apply concepts learned across courses in the semester.

Semester 2 involves the transition from Stage 1: Foundational Concepts to Stage 2: Critical Thinking. During this semester, the primary emphasis is placed on critically thinking about occupation by applying foundational concepts as students begin to engage in the OT process with the primary emphasis being evaluation. Specifically, in OT 503 Research Methods in Occupational Therapy, students design qualitative and quantitative methodology and engage in analysis. In addition, students learn to apply evidence to practical clinical scenarios and develop further their identity as occupational therapy clinician-researchers. In OT 539 Health and Disease Affecting Occupational Performance, students understand normal development and disruptions of occupational performance by analyzing impacts on occupational performance. Concurrently, students are enrolled in OT 540 Evaluation of Occupational Performance where they begin to analyze occupational performance in the evaluation process across the lifespan and across practice contexts. OT 542 Integration and Fieldwork 2 provides opportunity to bring together concepts across courses in problem-based cases, hands-on learning in level I fieldwork and through exposure to consumers. OT 541 Leadership Foundations in OT students apply leadership theories and models, understand OT leaders, and analyze their own leadership skills in regard to professional development in preparation for Level II Fieldwork and the Doctoral Experience.

During semester 3, students are engaged in Stage 2: Critical Thinking as they continue to critically think about occupational performance. In OT 543 Movement and Occupational Performance, students study human anatomy and kinesiology in order to gain competence in the evaluation of and intervention planning for the occupational performance of human beings. Included are human body dissection, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion. The emphasis of this semester is completing the evaluation process and beginning to engage in intervention; thus, students are enrolled in OT 544 Introduction to OT Intervention where students are applying intervention approaches and types, health literacy concepts, client/teaching/learning process approaches, and group process with opportunities to function as a group facilitator.

The student continues in Stage 2: Critical Thinking, as the focus of study transitions from evaluation to the intervention component of the OT process in semester 4. In OT 500 Interventions

for Mental Functions Applied to Occupational Performance, students use evaluation data to plan interventions, intervention planning, implementation, review, and outcomes with specific emphasis for populations across the lifespan where occupational performance is affected by mental functions. In OT 601 Interventions for Neuro-musculoskeletal and Movement Functions Applied to Occupational Performance, students utilize critical thinking skills necessary to understand interventions across the lifespan for neuro-musculoskeletal and movement functions specific to occupational performance. In OT 602 Management and Advocacy for Occupational Therapy Practice, students will understand the role of the occupational therapy manager and be able to analyze public policy and apply leadership skills through advocacy efforts. OT 603 Integration and Fieldwork 3 is an opportunity for synthesis of content covered in this semester and students apply learning through integrated case studies, consumers, and level I fieldwork. In OT 610 Experiential 1, students will review expectations of the Doctoral Experiential Placement and process, IS/SP culminating project guidelines, samples of potential sites, procedures for contacting sites, and the Background/Purpose section of the Doctoral Experiential Memorandum of Understanding. Additionally, half of the students are enrolled in OT 469 Inter-professional Health Care course.

During Semester 5 students continue in Stage 2: Critical Thinking when they plan intervention in OT 512 Interventions for Sensory Functions Applied to Occupational Performance and OT 513 Community-based Practice Interventions. Concurrently, students are enrolled in OT 514 Innovative Practitioner where they critically think as they engage in needs assessment and program planning which brings together evaluation and intervention planning for populations or agencies. OT 516 Integration and Fieldwork 4 continues to provide an opportunity for integration of concepts learned across the semester as students learn through cases, consumers, and level I fieldwork. Students are also enrolled in OT 617 Education in OT where the primary emphasis is on understanding the role of OT as a fieldwork educator and as an academic educator. The remaining half of the students are enrolled in OT 569 Inter-professional Health Care. In OT 611 Experiential 2 students will develop a draft of the Memorandum of Understanding (MOU) for the Doctoral Experiential placement. The MOU will include an individualized learning plan, a schedule, and documentation of roles and responsibilities of all parties involved with the Doctoral Experiential Placement IS/SP. In addition, the experiential site will be secured with the Doctoral Experiential placement MOU signed and dated by the student, site and faculty mentors. Students are unable to begin the experience until all signatures have been obtained.

Semester 6 includes OT 683 Level II Fieldwork A, OT 518 Advanced Integration 1, and OT 689 Readings. Students are at the end of Stage 2: Critical Thinking. They are engaged in the first Level II experience and Advanced Integration 1 provides opportunities for students to apply their learning in occupational therapy clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities. OT 689 Readings is focused on literature review and related work for the Doctoral Experiential Placement and Scholarly Project of Independent Study to be completed in Semester 8.

During Semester 7 students Transition from Stage 2: Critical thinking to Stage 3: Synthesis. During this semester, Students are enrolled in OT 684 Level II Fieldwork B, OT 620 Advanced Integration 2, and OT 689 Readings. The emphasis becomes focused on transitioning to synthesis where students are independent, innovative, and ready to become agents of change. OT 620 Advanced Integration provides opportunities as it challenges students to apply critical thinking in action. Students prepare for and take the department's competency exam. Students continue to refine and

prepare for the Doctoral Experiential Placement in OT 689 Readings.

During Semester 8 students continue to engage in Stage 3: Synthesis. During this semester students are enrolled in OT 694 Doctoral Experiential Placement to develop advanced skills beyond the generalist level in one of the following areas: 1) clinical practice skills, 2) research/theory development, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the Doctoral Experiential Placement, students complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area as they complete either OT 995 Scholarly Project (SP) or OT 997 Independent Study (IS). The culminating project will be consistent with the student's individualized learning objectives noted on the Doctoral Experiential memorandum of Understanding. The IS/SP culminating project can take one of the following forms: 1) Case study; 2) Program development/modification; 3) Course development; 4) Advocacy via professional journal or agency level, or 5) Research Report. The IS/SP culminating projects can be completed in groups, however must still reflect each student's individualized goals and objectives indicated on the Doctoral Experiential Memorandum of Understanding.

References

Bilics, A. (2014). Philosophy of occupational therapy education. AOTA: Commission on Education.

Giddens, J. F., Caputi, L., & Rodgers, B. (2015). *Mastering Concept-Based Teaching: A guide for nurse educators*. Elsevier

Hooper, B., Krishnagiri, S., Price, M. P., Bilics, A. R., Taff, S. D., & Mitcham, M. (2014). Value and challenges of research on health professions' core subjects in education. *Journal of Allied Health*, 43(4), 187-193.

Figure 1: Curriculum Design

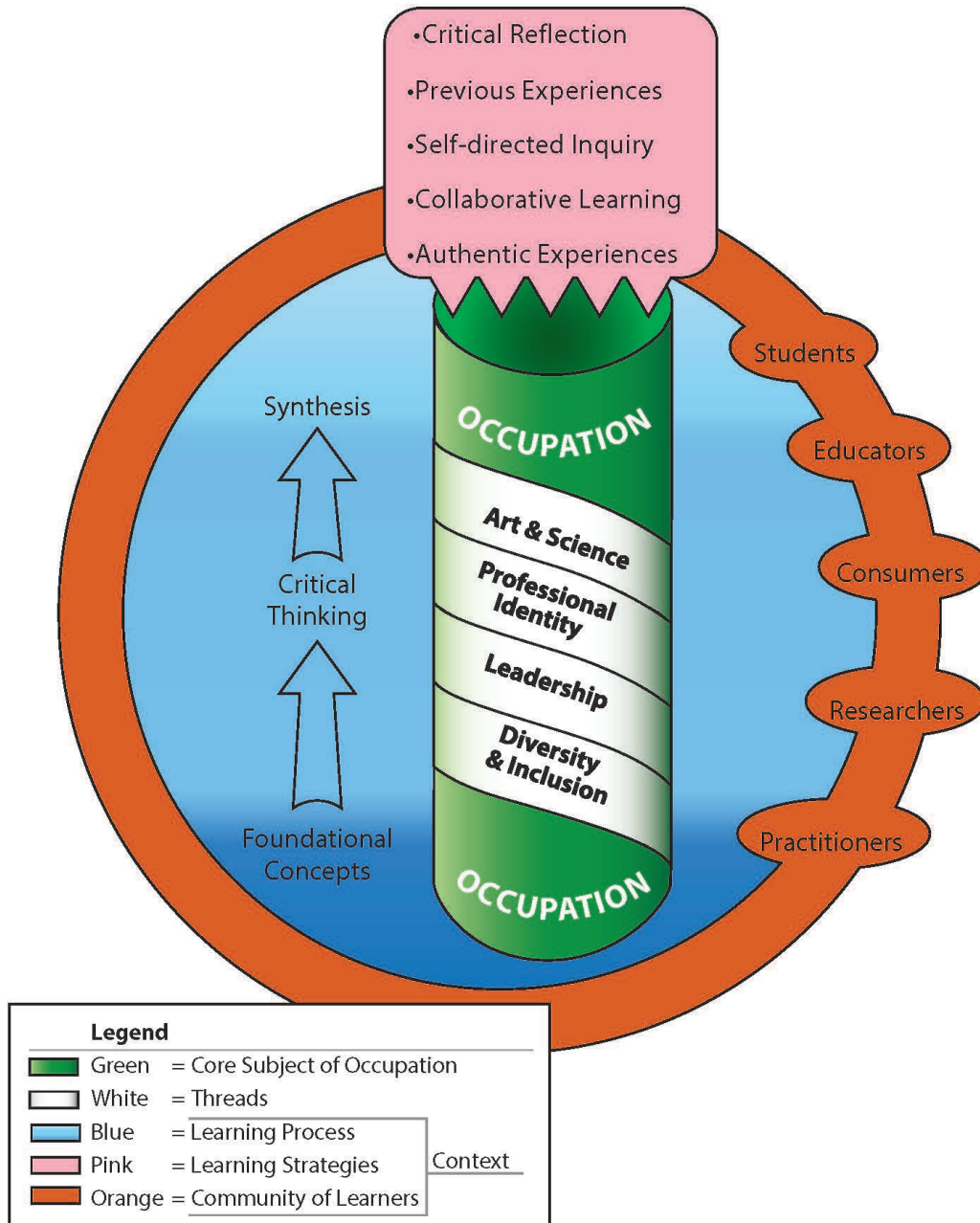


Table 1: Curriculum Outcomes

<p>Art and Science of Occupational Therapy: Emphasis on student’s development of professional reasoning, capacity to engage in the occupational therapy process including the therapeutic relationship, and becoming a research user and builder.</p> <ol style="list-style-type: none">1. The student will use professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.2. The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.3. The student will develop and maintain a therapeutic relationship with clients in order to collaborate during the OT process that would benefit the client’s health and well-being.4. The student will act as a research user in planning and modifying intervention in light of evidence5. The student will design, construct, and implement the process for building evidence to act as a research builder.
<p>Professional Identity and Collaboration: Emphasis on student understanding of the occupational nature of humans, the Occupational Therapy profession, application and synthesis of occupation performance theories of practice throughout the OT process, participation and understanding of professional engagement, and understanding in thought and practice of intra-professionalism and interprofessionalism.</p> <ol style="list-style-type: none">6. The student will analyze and articulate the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.7. The student will articulate an understanding of the history, values, and ethics of occupational therapy and advocate with confidence what occupational therapy can offer society8. The student will apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.9. The student will actively participate in profession-specific and formal educational activities in a variety of context that enhance the role and awareness of occupational therapy demonstrating professional engagement.10. The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.
<p>Innovative and Intentional Leadership: Emphasis on student knowledge and understanding of public policy in acting to improve access to OT services, student implementation of effective management skills in creating OT services, and student utilization of leadership skills/strategies for innovative practice.</p>

11. The student will evaluate factors influencing **public policy** and create a course of action for improving access to occupational therapy services.
12. The student will make use of **management** skills to create occupational therapy services for individuals and organizations.
13. The student will use **leadership** skills and strategies in preparation for innovative practice.

Diversity and Inclusive Participation: Emphasis on student's ability to engage in culturally relevant practice and to promote justice through advocacy for occupational engagement for all beings.

14. The student will develop and practice relevant and culturally sensitive strategies and skills when interacting with consumers across occupational therapy practice to demonstrate **cultural competence**.
15. The student will analyze the effects of health disparities and inequalities and will advocate to increase occupational engagement for all occupational beings to promote **justice**.

Occupational Therapy Doctorate Curriculum Sequence

Professional Year 1

Fall		Credits
OT 500	Culture & Occupation	3
OT 501	OT Process & Practice Contexts	2
OT 502	Research Methods in OT 1: Qualitative to Quantitative Designs	3
OT 504	Occupation & Analysis	4
OT 505	Forming Your Professional Identity	2
OT 506	Integration & Fieldwork 1	3
Total Credits		17
Spring		Credits
OT 503	Research Methods in OT 2: Outcomes to Translation to Practice	4
OT 539	Health & Disease Affecting Occupational Performance	5
OT 540	Evaluation of Occupational Performance	5
OT 541	Developing Leadership Skills in OT	2
OT 542	Integration & Fieldwork 2	3
Total Credits		19
Summer		Credits
OT 544	Introduction to OT Intervention	2
OT 543	Movement & Occupational Performance	6
Total Credits		8

Professional Year 2

Fall		Credits
OT 600	Interventions for Mental Functions to Support Occupation	5
OT 601	Interventions for Neuromusculoskeletal Functions to Support Occupation	5
OT 602	Management & Advocacy for Occupational Therapy Practice	3
OT 603	Integration & Fieldwork 3	2
OT 569	Interprofessional HealthCare *students take either F/S	1
OT 610	Experiential 1	1
Total Credits		16 or 17*

Spring		Credits
OT 612	Interventions for Sensory Functions to Support Occupation	4
OT 613	Interventions to Support Occupation in Community-Based Practice	4
OT 614	Innovative Practitioner	3
OT 616	Integration & Fieldwork 4	2
OT 617	Education in OT	2
OT 569	Interprofessional HealthCare *students take either F/S	1
OT 611	Experiential 2	2
Total Credits		17 or 18*

Summer		Credits
OT 683	Level II Fieldwork A	12
OT 618	Advanced Integration 1	1
OT 689	Readings in Occupational Therapy	1
Total Credits		14

Professional Year 3

Fall		Credits
OT 684	Level II Fieldwork B	12
OT 620	Advanced Integration 2	1
OT 689	Readings in Occupational Therapy	1
Total Credits		14

Spring		Credits
OT 694	Doctoral Experience	16
OT 995	Scholarly Project in Occupational Therapy	2
or		
OT 997	Independent Study in Occupational Therapy	2
Total Credits		18

Minimum Total Credits Required		124
---------------------------------------	--	------------

Course Descriptions

OT 200. Introduction to Occupational Therapy. 2 credits. History, scope, objectives, and functions of Occupational Therapy. F, S

OT 500. Culture & Occupation. 3 Credits. Students learn to recognize the influence of culture and diversity across the domains of occupational therapy and begin to develop cultural humility in support of clients as occupational beings. Students investigate, analyze, and apply credible sources that reflect diverse experiences and worldviews in preparation for client collaboration. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 501. OT Process & Practice Contexts. 2 Credits. Students develop foundational understanding of occupational therapy including occupational therapy process, types of professional reasoning, and contexts where occupational therapy occurs. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 502. Research Methods in OT 1: Qualitative to Quantitative Designs. 3 Credits. The student engages in the concepts of scientific inquiry through the continuum of qualitative and quantitative research designs and methodology used in the occupational therapy profession. The student applies principles of evidenced-based practice investigation, learns to both critique and design research studies as an ethical clinician-researcher, engages in understanding and interpreting qualitative and quantitative data analyses and outcomes, and is introduced to the process of dissemination of scholarly work. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 503. Research Methods in OT 2: Outcomes to Translation to Practice. 4 Credits. The student selects, analyzes, and interprets qualitative and quantitative data, and advances their knowledge of research designs, evidence types, copyright, and publication processes. The student engages in scholarly writing, understanding interprofessional collaboration as well as the diverse roles an occupational therapy practitioner may fulfill, and translating research outcomes for dissemination and implementation for practice. Prerequisites: OT 502; Admission to Occupational Therapy Doctorate Program. S

OT 504. Occupation & Analysis. 4 Credits. Introduction to the concepts of occupation, relation to health and wellness, occupation-based models, and analysis. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 505. Forming Your Professional Identity. 2 Credits. Students are introduced to foundational concepts of the occupational therapy profession and exemplars of personal and professional growth. Topics include historical development of the occupational therapy profession, occupational therapy philosophy, ethics, and distinct value of occupational therapy. The course includes personal application of professional exemplars. Prerequisite: Admission to the Occupational Therapy Doctorate Program.

OT 506. Integration & Fieldwork 1. 3 Credits.

Integration courses are intended to apply content in the semester. Topics include application of occupational therapy process, professional reasoning, cultural competence, justice, therapeutic relationship, and occupation analysis. Prerequisite: Admission to the Occupational Therapy Doctoral Program. F

OT 517. Education in OT. 2 Credits. Explores the methods and strategies used to develop, implement and assess education programs for students in academia and fieldwork settings, for patients/clients, businesses and professional staff. Information and discussion focus on the theory and research relevant to education in a variety of settings. Prerequisite: Admission to the Occupational Therapy Doctorate Program. S.

OT 539. Health & Disease Affecting Occupational Performance. 5 Credits. Students gain foundational understanding of typical development throughout the lifespan. The course addresses the impact of disruptions in typical development on occupational performance. Prerequisite: Admission to the Occupational Therapy Doctorate Program. S.

OT 540. Evaluation of Occupational Performance. 5 Credits. This course engages the student in the critical thinking necessary to understand evaluation concepts and apply the OT process in the art and science of evaluation. Students will encounter diversity of OT practice and professional identity concepts through assessing occupational performance and underlying factors (i.e., client factors and body functions). Prerequisite: Admission to the Occupational Therapy Doctorate Program. S.

OT 541. Developing Leadership Skills in OT. 2 Credits. Students gain knowledge of leadership theories and models, explore their leadership talents, and develop strategies to strengthen their leadership as they progress through the occupational therapy program and prepare for occupational therapy practice. Prerequisite: Admission to the Occupational Therapy Doctorate Program. S.

OT 542. Integration & Fieldwork 2. 3 Credits. Integration courses are intended to apply content in the semester. Topics include application of occupational therapy process with specific emphasis on professional reasoning in the evaluation process. Prerequisite: Admission to the Occupational Therapy Doctorate program. S.

OT 543. Movement & Occupational Performance. 6 Credits. Students combine the study of human anatomy and kinesiology to allow the student to grow competence in the evaluation of and intervention planning for the occupational

performance of human beings. Included are human anatomical structures, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion as the foundations of intervention planning as an occupational therapy practitioner. Prerequisite: Admission to the Occupational Therapy Doctorate Program. SS.

OT 544. Introduction to OT Intervention. 2 Credits. Students are provided with an introduction to intervention approaches and types, selecting and developing interventions, health literacy, client/teaching/ learning process, and individual and group processes. Prerequisite: Admission to the Occupational Therapy Doctorate program. SS

OT 569. Interprofessional Health Care. 1 Credit. A process-learning course intended to provide experience in building a team of health professionals from different professions. The focus is on learning to work effectively with an interprofessional health care team. Emphasis is placed on effective teamwork, the unique contributions of different professions, patient or family centered approach in health care delivery, and awareness of potential medical errors. S/U grading. F, S.

OT 600. Interventions for Mental Functions to Support Occupation. 5 Credits. Students develop skill for intervention planning, implementation, review, and outcomes with specific emphasis for populations where occupational performance is affected by mental functions. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F

OT 601. Interventions for Neuromusculoskeletal Functions to Support Occupation. 5 Credits. Students utilize critical thinking skills necessary to understand interventions for neuromusculoskeletal and movement related functions specific to occupational performance. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 602. Management & Advocacy for OT Practice. 3 Credits. Students think critically about various factors and policies. Students consider how these factors and policies impact occupational therapy services and the ability to address societal needs. Students gain an understanding of the diverse duties and tasks required in the management of occupational therapy services. Using the knowledge gained and their leadership skills, students will employ various advocacy efforts during the semester. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 603. Integration & Fieldwork 3. 2 Credits. Integration courses are intended to apply content in the semester. Topics include application of occupational therapy process with specific emphasis on professional reasoning in the intervention process. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 610. Experiential 1. 1 Credit. Students begin developing the Doctoral Experience and the capstone (IS/SP). Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 612. Interventions for Sensory Functions to Support Occupation. 4 Credits.

Students use critical thinking skills necessary to understand interventions for sensory functions specific to occupational performance across the lifespan. Concepts are applied to the occupational therapy process through intervention planning, implementation, review, and outcomes. Prerequisite: Admission to the Occupational Therapy Doctorate Program. S.

OT 613. Interventions to Support Occupation in Community-Based Practice. 4 Credits. Students prepare to engage in occupational therapy intervention in community- based practice settings. Special attention is given to individual, group, and population approaches. Prerequisite: Admission to the Occupational Therapy Doctorate program. S.

OT 614. Innovative Practitioner. 3 Credits. Students develop skills needed to develop innovative programming for populations. Students develop entrepreneurial skills along with applying previously learned management and leadership skills. Prerequisite: Admission to the Occupational Therapy Doctorate Program. S.

OT 616. Integration & Fieldwork 4. 2 Credits. Integration courses are intended to apply content in the semester. Topics include application of occupational therapy process with specific emphasis on professional reasoning in the intervention process. Prerequisite: Admission to the Occupational Therapy Doctorate Program. S.

OT 617: Education in Occupational Therapy: 2 credits. Explores the methods and strategies used to develop, implement and assess education programs for students in academia and fieldwork settings, for patients/clients, businesses and professional staff. Information and discussion focus on the theory and research relevant to education in a variety of settings.

OT 611. Experiential 2. 2 Credits. Students continue developing the Doctoral Experience and the capstone (IS/ SP). Prerequisites: OT 510; Admission to the Professional Program. S.

OT 618. Advanced Integration 1. 1 Credit. Students apply occupational therapy skills in a clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities. Prerequisite: Admission to the Occupational Therapy Doctorate Program. SS.

OT 683. Level II Fieldwork A. 12 Credits. Students apply occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings. Prerequisites: Admission to the OT Doctorate Program; OT 500, OT 501, OT 502, OT 504, OT 505, OT 506, OT 503, OT 539, OT 540, OT 541, OT 542, OT 544, OT 543, OT 600, OT 601, OT 602, OT 603, OT 569, OT 612, OT 613, OT 614, OT 616, and OT 617. S/U grading. SS.

OT 620. Advanced Integration 2. 1 Credit. Students analyze contextual elements that influence occupational justice and identify organizational policy or culturally sensitive client care practices during level II fieldwork. Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

OT 684. Level II Fieldwork B. 12 Credits. Students apply occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings. Prerequisites: Admission to the OTD Program and OT 500, OT 501, OT 502, OT 504, OT 505, OT 506, OT 503, OT 539, OT 540, OT 541, OT 542, OT 544, OT 543, OT 600, OT 601, OT 502, OT 503, OT 569, OT 612, OT 613, OT 614, OT 616, OT 617, and OT 683. S/U grading. F.

OT 689. Readings in Occupational Therapy. 1-2 Credits.

Students select and critique readings to support a literature review in the student's area of interest. Prerequisite: Occupational Therapy majors only. Repeatable to 6.00 credits. F, S, SS.

OT 694. Doctoral Experience. 16 Credits. Students develop in depth knowledge to one or more of the following areas: advanced clinical practice skills, research/theory development, administration/ policy, program development, advocacy, or education. Prerequisites: Admission to the Occupational Therapy Doctorate Program; students must have successfully completed the Professional Program Semester 1-7 prior to enrolling in OT 694. S/U grading. S.

OT 995. Scholarly Project in Occupational Therapy. 2 Credits. Students engage in the scholarship of discovery, integration, teaching and learning, or practice as they create a scholarly work that serves a need within a given context and is grounded in the concepts of evidence-based practice and the profession of occupational therapy. Supervised by faculty advisor. Prerequisite: Occupational Therapy majors only. F, S, SS.

OT 997. Independent Study in Occupational Therapy. 2 Credits. Students engage in the scholarship of discovery as they design and completes a research study (includes institutional review board approval) that serves a need within a given context. The scholarly work is in the form of a manuscript suitable for publication. Supervised by faculty advisor. Prerequisite: Occupational Therapy majors only. F, S, SS.

Electives in Occupational Therapy

OT 496. Community Experience. 1-4 Credits. Student initiates and participates in off-campus professional learning activities related to OT under joint faculty and on-site professional supervision. Prerequisite: Permission of Department. Repeatable to 12.00 credits. S/U grading. F, S, SS.

OT 589. Independent Projects. 1-3 Credits. Individual study and/or research in a particular area of interest for the students with approval of a supervising faculty member. Elective for OT majors. Prerequisite: Occupational Therapy majors only. Repeatable to 12.00 credits. F, S, SS.

OT 593. Teaching Experience in Occupational Therapy. 1-3 Credits. Supervised experience in higher education teaching in OT. Projects in course/ curriculum development, writing course objectives, writing and delivering lectures and learning activities, and developing assessment tools for the classroom. Prerequisite: Occupational Therapy majors only. Repeatable to 12.00 credits. F, S, SS

OT 594. Directed Study in Occupational Therapy. 1 Credit. Development of a proposal in an area of interest to the student approved and supervised by faculty. Prerequisite: Occupational Therapy majors only. S/U grading. F, S, SS.

OT 599. Special Topics in Occupational Therapy. 1-2 Credits. A series of lectures, discussions, and/or laboratory experiences developed around one or more specific topics in occupational therapy. Prerequisite: Occupational Therapy majors only. Repeatable to 6.00 credits. F, S, SS.

OT 608. Therapeutic Procedures and Modalities in Occupational Therapy. 2 Credits. Occupational therapy theory and application of specific neuromuscular techniques and modalities to promote musculoskeletal function. Laboratory included. Prerequisite: Occupational Therapy majors only. F, S, SS.

OT 996. Continuing Enrollment. 1-12 Credits. Repeatable. S/U grading.

Description of Fieldwork

Level I Fieldwork

The goal of Level I fieldwork 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 is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance.

Students are supervised by qualified competent personnel, who may or may not be an occupational therapy practitioner. Students are assigned in both semester-long community-based experiences and in block placements of five (5) day periods.

Semester-long community-based placements allow students to work with clients over a period-of-time, and therefore, experience the entire occupational therapy process, including assessment, treatment planning, treatment implementation and outcome measurement. Through this process students document their progress and gain valuable clinical reasoning skills. Block assignments of one-week periods allow students to experience the delivery of services to at-risk populations in community-based, non-community, and settings that offer both. Students can consider the role of occupational therapy in service delivery and benefit from the direct mentorship of seasoned professionals, who may or may not be occupational therapists.

Level I Fieldwork Descriptions by Semester:

Semester 1

OT 506 – Integration and Fieldwork 1

Structure: Students are matched with participants living in the community. The fieldwork will take place over the course of the semester.

Focus: Students learn about the normative process of occupational participation within a cultural context and learn to recognize each component of the OT Process.

Objective: Students will develop an occupational profile for their participant, learn to analyze their interpersonal reasoning, and will analyze their participants' performance through the lens of an occupation-based model.

Semester 2

OT 542 – Integration and Fieldwork 2

Structure: This fieldwork will occur as a one-week block placement (40 hours) in a community, non-community, or setting that offers both.

Focus: Students learn about evaluation (formative and summative), including aspects of selecting evaluation tools, administering evaluation, interpreting results in view of therapy needs, and writing an evaluation report.

Objective: Students will develop an occupational profile, select, administer, and interpret assessment results. They will utilize occupation-based analysis to evaluate occupational performance and utilize occupation-based theory to guide evaluation. Students will write up an evaluation report and demonstrate the ability to use report findings to make therapy modifications and to recognize indicators for referral to other disciplines.

Semester 4

OT 603 – Integration and Fieldwork 3

Structure: This fieldwork may occur as a one-week block placement or as a semester-long experience. These placements may occur in a community, non-community, or setting that offers both.

Focus: The focus of this fieldwork experience is on Interventions for Neuromusculoskeletal and Movement-Related Functions or Interventions for Mental Functions.

Objective: Students will utilize occupation-based theory to guide the intervention process, apply rationale for intervention selection, intervention approach, and intervention type, use research

evidence to support intervention choice, document the intervention process, and utilize professional reasoning throughout the intervention process.

Semester 5

OT 616 – Integration and Fieldwork 4

Structure: This fieldwork may occur as a one-week block placement or as a semester-long experience. These placements may occur in a community, non-community, or setting that offers both.

Focus: The focus of this fieldwork experience is again on Interventions for Neuromusculoskeletal and Movement-Related Functions or Interventions for Mental Functions. Students will complete the opposite fieldwork experience as they did in Semester 4.

Objective: Students will utilize occupation-based theory to guide the intervention process, apply rationale for intervention selection, intervention approach, and intervention type, use research evidence to support intervention choice, document the intervention process, and utilize professional reasoning throughout the intervention process.

Level II Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is integral to the program's curriculum design and includes in-depth experiences in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, research, administration, and management of occupational therapy services. At minimum, the equivalent of 24 weeks of full-time Level II fieldwork is required. This may be completed on a full-time or part time basis but may not be less than half-time as defined by the fieldwork site.

In collaboration with on-site fieldwork coordinators, all fieldwork settings will be categorized similarly to coursework and Level I fieldwork, into one of the following categories: Neuromusculoskeletal and Movement-Related Functions and Mental Functions. They will also be categorized as community-based, non-community, or a setting that offers both. Students will be required to complete one placement in a setting categorized as Mental Functions and one placement in a setting categorized as Neuromusculoskeletal and Movement-Related Functions. Students are likely to address Sensory Functions in both previously mentioned fieldwork categories. Students will be required to complete one of their Level II placements with the adult population and the other placement will be determined based on students' interest and placement availability.

Level II Fieldwork Descriptions by Semester:

Semester 6

OT 683 – Level IIA Fieldwork

Structure: This Level II fieldwork experience will occur as a 12 – week placement in a community-based, non-community, or a setting that offers both.

Focus: The focus will be either on Neuromusculoskeletal and Movement-Related Functions or Mental Functions. The placement will be either with the adult population or other population based on students' interest and placement availability.

Objective: Students will apply their academic learning to the occupational therapy clinical/healthcare setting with an emphasis on development of clinical reasoning, reflective practice, professionalism, and competence in developing skills to meet career responsibilities.

Semester 7

OT 684 – Level IIB Fieldwork

Structure: This Level II fieldwork experience will occur as a 12 – week placement in a community-based, non-community, or a setting that offers both.

Focus: The focus will be either on Neuromusculoskeletal and Movement-Related Functions or Mental Functions. Students will complete the opposite fieldwork experience as they did in Semester 6. The placement will be either with the adult population or other population based on students' interest and placement availability.

Objective: Development of clinical reasoning, reflective practice, professionalism, and competence in developing skills to meet career responsibilities will be the initial focus of this experience. Students will recognize and reflect upon application of best-practice ideals within the therapy context and demonstrate ability to collaborate with others to introduce change as appropriate to the practice setting.

Doctoral Experience Description

During semester 8 students are enrolled in OT 694 Doctoral Experience to provide in depth exposure to one or more of the following areas: 1) advanced clinical practice skills, 2) research/theory development, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the Doctoral Experience, students will create a scholarly work in which they demonstrate knowledge and skills of research and evidence-based practice, relate theory to practice, and demonstrate in-depth advanced knowledge in a practice area. The UND School of Graduate Studies refers to occupational therapy doctoral graduate projects that are formal research studies as a non-thesis independent studies and projects that demonstrate the skills of scientific inquiry and application (but are not formal research studies) as non-thesis scholarly projects. The Accreditation Council of Occupational Therapy Education (ACOTE) refers to such projects as capstones. In this manual, these scholarly works are referred to a scholarly work. The scholarly work will be consistent with the student's individualized learning objectives noted on the Doctoral Experience Memorandum of Understanding. The scholarly work can take one of the following dissemination types: 1) case study, 2) program development/modification, 3) course development, 4) advocacy via professional journal or agency level, and 5) research report.

The scholarly work can be completed in groups, however must still reflect each student's individualized goals and objectives indicated on the Doctoral Experience Memorandum of Understanding. Students are supervised by a site mentor and faculty mentor. Students must have successfully completed all didactic graduate level courses, pass Level I and II fieldwork experiences, and complete all preparatory activities prior to the experience. Students receive the Doctoral Experience Manual in Semester 4 of the program. Please see the Doctoral Experience Manual for details, policies and procedures.

Recognitions and Celebrations

The University of North Dakota Occupational Therapy Department understands the importance of celebrating professional achievements. As part of our program, we have a pinning ceremony during orientation to welcome the students into the profession and upon the successful completion of academic requirements, an Occupational Therapy Doctoral Hooding Ceremony to celebrate their successes within the program.

Many health sciences programs have a white coat ceremony as part of a tradition to recognize a student's transition from the classroom to their fieldwork experience. This tradition was started in the medical profession for physicians or medical doctors. It has since been adopted by other providers and/or those graduating with a doctoral degree in a health science profession.

The white coat is symbol of professions within a medical model of practice. Occupational therapy practitioners currently deliver services in the community and medical model; however, our historical roots are grounded in holistic practices beyond the medical model. Our distinct value is in our approach to each client, their context and the occupations that are important to them. Occupational therapist work in a variety of settings beyond the traditional continuum of healthcare. These settings include but are not limited to schools, homeless shelters, community agencies, and private homes/clinics.

At the University of North Dakota, we feel a white coat does not fully represent the scope of our profession or the curricular model of our program.

Technical and Academic Standards for Matriculation, Progression, and Graduation

For all SMHS students

Section: 3

Policy number: 3.11

Responsible Office: Student Affairs and Admissions

Issued: 08.04.14

Latest Review (Bylaws): 07.28.22

Latest Approval (Faculty Council): 08.01.2022

Policy Statement

This policy describes the broadly defined technical standards essential for UND SMHS students. All graduates of this institution must use professional knowledge, skills, and attitudes to function in a wide variety of settings. All graduates of the health professions must be able to function in a variety of healthcare settings and render a wide spectrum of patient care. Thus, all students, with or without accommodations, must meet the academic and technical standards to matriculate, to progress through the curriculum, and to complete the graduation requirements.

Reason for POLICY

The technical standards are designed to ensure the graduation of capable, well-rounded, and appropriately trained scientists and healthcare providers. Each program within the UND SMHS may have additional technical standards specific to the requirements of the program. The following standards attempt to ensure that graduates of the school possess the background to pursue specialties.

SCOPE of POLICY

This policy applies to:

√Deans, Directors, and Department Heads

√Faculty

√Managers and supervisors

√Staff

√Students

Others:

WEB SITE REFERENCES

Policy Office: <http://www.med.und.edu/policies/index.cfm>

Responsible Office: <https://med.und.edu/student-affairs-admissions/index.html>

DEFINITIONS

Matriculate	The enrollment status of a student at the UND SMHS.
Academic Standards	<i>Academic standards</i> refers to acceptable demonstrations of mastery in various disciplines, before and after matriculation, as judged by admissions practices faculty members, examinations, and other measurements of performance.
Technical Standards	<i>Technical standards</i> required for completion of biomedical, clinical and translational sciences, and health professions degrees consist of certain minimum essential abilities and characteristics to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of training, with or without reasonable accommodation. When a student's ability to perform a technical standard is not met, the student must demonstrate alternative means and/or abilities to perform the specified activity.

RELATED INFORMATION

Biomedical Sciences (MS, PhD)	https://med.und.edu/biomedical-sciences/graduate-studies.html
Clinical and Translational Science (MS, PhD)	https://und.edu/programs/clinical-translational-science-phd/index.html
Indigenous Health (PhD)	https://med.und.edu/public-health/phd/index.html
Medicine (MD)	https://med.und.edu/index.html
Medical Laboratory Science (BS, MS, certificate programs)	https://med.und.edu/medical-laboratory-science/index.html
Occupational Therapy (OTD)	https://med.und.edu/occupational-therapy/
Physical Therapy (DPT)	https://med.und.edu/physical-therapy/index.html
Physician Assistant Studies (MPAS)	https://med.und.edu/physician-assistant/index.html
Public Health (MPH)	https://med.und.edu/public-health/masters/index.html
Sports Medicine (BSAT, MSAT)	https://med.und.edu/sports-medicine/index.html

CONTACTS

General questions about this policy can be answered by your department's administrative office. Specific questions should be directed to the following:

Subject	Contact	Telephone/FAX	Email contact
Policy clarification	Student Affairs	777.4221/777.4942	saa@und.edu
Policy format	Dean's Office	777.2514/777.3527	judy.solberg@und.edu

PROCEDURES

1. **Matriculation:** Each academic program within the SMHS maintains admissions standards and procedures that must be fulfilled prior to being accepted into a degree-granting program. Once a student has successfully matriculated into a program, they can enroll and register for classes to begin working toward that degree. To continue to enroll in a program the student must meet or exceed the minimal academic standards and work toward meeting the technical standards and capacities of the academic program. Each program within the SMHS publishes these standards on their websites. These standards are set to describe minimal criteria needed to successfully complete the degree. Students should refer these websites and work with individual academic coordinators to best prepare themselves to matriculate into and throughout their program of interest.
2. **Progression:** Each academic program within the SMHS maintains minimal Technical Standards and Capacity (See table below), and minimal academic standards as judged by faculty members, examinations, and other measurement of performance required for a student to continue to progress towards a degree. Every effort is made to meet the academic needs of the UND SMHS student. It is the student's responsibility to identify and disclose any disabilities if requesting any needed accommodations to progress through a program. When a student's ability to perform a technical or academic standard is not met, the student must demonstrate alternative means and/or abilities to perform the specified activity to continue to matriculate and progress towards earning a degree.
3. **Graduation:** Prior to the award of the degree, health professions and biomedical, and clinical and translational science students must demonstrate the requisite capacities/abilities in the following broad areas: observation, communication, motor function, intellectual, conceptual, integrative and quantitative abilities, behavioral and social abilities, and ethics and professionalism. The broad requirements for each program are described below (Table: Technical Standards and Capacity). Further, a student must be able to engage in personal reflection and self-awareness as a mechanism of effective personal growth, development, and lifelong learning. Each clinical, fieldwork, or practicum site may have additional technical standards that might affect a student's ability to complete clinical placements.

Technical Standards

Standard	Health Professions Students	Biomedical Sciences and Clinical and Translational Science Students
Observation	Students should be able to obtain information from demonstrations and experiments in the basic sciences. These skills require the use of vision, hearing, and touch or the functional equivalent. Students in the health professions programs should be able to assess a patient accurately.	Students should be able to obtain information from demonstrations and experiments in the basic sciences. These skills require the use of vision, hearing, and touch or the functional equivalent.
Communication	Students should be able to communicate with others, including patients, in order to elicit information, detect changes in mood, activity, and to establish a therapeutic relationship. Students should be able to communicate via English effectively and sensitively with others, including patients and all members of the healthcare team, both in person and in writing.	Students should be able to communicate with others in order to elicit information, detect changes in mood, activity, and to establish a collegial relationship. Students should be able to communicate in English effectively and sensitively with others, including all members of the scientific community, both in person and in writing.
Motor Function	Students should, after a reasonable period of time, possess the capacity to perform a physical examination and perform diagnostic maneuvers. Students should be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients. Such actions require some coordination of both gross and fine	Students should, after a reasonable period of time, possess the capacity to perform physical tasks required for experimental procedures in the laboratory setting. Such tasks may require coordination of both gross and fine muscular movements balance and equilibrium. Students should be able to provide or direct the provision of emergency response to unforeseen laboratory

	muscular movements balance and equilibrium.	incidents.
Intellectual, Conceptual, Integrative and Quantitative Abilities	Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework, adapt to different learning environments and modalities, and engage in problem solving. Students are expected to possess the ability to accurately measure, calculate, reason, analyze, synthesize, and transmit information.	Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework, adapt to different learning environments and modalities, and engage in problem solving. Students are expected to possess the ability to accurately measure, calculate, reason, analyze, synthesize, and transmit information.
Behavioral and Social Abilities	Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty, and staff. Students should be able to tolerate physically taxing workloads and to function effectively under stress. They should be adaptable and resilient to changing environments. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education process.	Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, and the development of mature, sensitive, and effective relationships with fellow students, faculty, and staff. Students should be able to tolerate physically taxing workloads and to function effectively under stress. They should be adaptable and resilient to changing environments. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education process.
Ethics and professionalism	Students should demonstrate ethical and	Students should demonstrate ethical and

	moral behaviors commensurate with the role of a healthcare professional and researcher in all interactions with faculty, staff, students, the public, and patients. The student is expected to understand the legal and ethical aspects of their profession and function	moral behaviors commensurate with the role of a scientist in all interactions with faculty, staff, students, the public, and subjects. The student is expected to understand the legal and ethical aspects of their profession and function within the law and ethical
Students must adhere to the policies of the State Board of Higher Education, the University, the School of Medicine and Health Sciences, the program/department, and the clinical/practicum/fieldwork sites. This includes matters ranging from professional dress and behavior to following the program's academic schedule which may differ from the University's academic calendar and be subject to change at any time.		

RESPONSIBILITIES

Student	It is the responsibility of the student to request necessary accommodations through university procedures.
---------	--

Community Standards & Accessibility for Students at UND assists qualifying students who have a physical or mental impairment that substantially limits one or more major life activities, such as learning, seeing, hearing, speaking, walking or breathing. Presence of disability alone does not necessarily qualify an individual for accommodations. The individual must experience functional limitation(s) caused by the disability that significantly limit or prevent access to the University's programs, services or facilities.

Determination for accommodations is made on a case-by-case basis and is accomplished through discussion with the student and review of the accessibility documentation. Note that if accommodations are identified, they cannot be provided retroactively. For more information on the process to determine eligibility or to discuss accommodations, applicants or enrolled students in the biomedical sciences, clinical and translational sciences, or health professions programs should contact Accessibility for Students. Community Standards & Accessibility for Students is the campus resource for confidential discussion and support regarding reasonable accommodations:

Community Standards & Accessibility for Students
Memorial Union Room 240
2901 University Ave
Grand Forks, ND 58202-9040

P 701.777.2664

F 701.777.4583

<https://und.edu/student-life/accessibility-for-students/>

<https://und.edu/student-life/community-standards/>

OT DEPARTMENT POLICIES FOR MATRICULATION, PROGRESSION, AND GRADUATION

Overview

Progression, Retention, and Graduation Requirements

The OT Department follows the graduate school policy (see below), requiring that all students maintain a cumulative GPA of 3.0 or higher AND obtain a grade of C or higher in every class in order to progress throughout the program. Any student who receives a D, F or U (unsatisfactory) will be automatically dismissed from the OT program. Please see Student Probation and Dismissal section in student handbook.

Graduate School Policy: A cumulative grade point average (GPA) of at least 3.00 for all work taken as a graduate student (2.75 for M.Eng.) while registered in the UND School of Graduate Studies must be maintained in order to remain in satisfactory academic standing in the School of Graduate Studies. In addition to maintaining the required GPA, satisfactory performance also includes, but is not limited to, satisfactory research performance, a satisfactory GPA in the major, satisfactory performance in examinations, such as the comprehensive examination, or satisfactory performance in other specific program requirements.

The academic standing and progress of degree seeking students will be reviewed by the departments and Faculty Advisory Committee periodically to ensure that appropriate progress is being made toward the degree.

The academic standing of all graduate students whose cumulative GPA falls below 3.00 (2.75 for Master of Engineering program) will be reviewed at the end of each academic term by the Dean of the School of Graduate Studies. Students having accumulated 9 or more credit hours will be placed on academic probation for one semester; students having accumulated fewer than 9 credit hours will be placed on academic probation until either:

1. The GPA is raised to at least 3.00 (2.75 for M. Engr.) or
2. Nine graduate credit hours are accumulated, whichever occurs first.

If, at the end of the probationary period, the GPA is still less than 3.00 (2.75 for M.Engr.), the student will be dismissed.

Students may be dismissed from the School of Graduate Studies for failure to maintain the required academic standing as described in this graduate catalog. Dismissal from the School of Graduate Studies will be noted on the transcript. The Graduate Committee will hear grievances brought by graduate students regarding dismissal decision made by the Dean of the School of Graduate Studies. No decision on dismissal will be reached until a minimum of 9 graduate credits has been

accumulated. A student who has been dismissed from the School of Graduate Studies will not be allowed to take any graduate courses or enter any graduate program at the School of Graduate Studies.

Graduation requirements include successful completion of each segment of the academic coursework, successful completion of all required fieldwork and the experiential capstone component within 36 months of completion of the academic course work, and be in good academic standing. The UND OT program is a full-time program. A student who needs to repeat a course may take longer to complete the program. A student may request a part-time fieldwork due to extenuating circumstances or as a reasonable accommodation. The part-time fieldwork must be in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of a fulltime equivalent at that site.

DEGREES AWARDED

Students accepted into the professional level program are responsible for monitoring their Student Advisement Report to ensure that they are satisfying all requirements for the degree. The Department will notify the students of any missing prerequisite coursework prior to the start of the program.

Bachelor of General Studies Degree with Health Studies Option

Requirements

The Bachelor of General Studies (BGS) Degree with Health Studies Option will be available to occupational therapy students who:

1. Have completed their pre-Occupational Therapy work either at UND or at another institution, and have not earned a previous baccalaureate degree.
2. Have successfully completed the first two semesters of the Occupational Therapy professional sequence. The BGS degree would normally then be awarded at the end of the second semester, if the student has completed all general UND university graduation requirements, including:
 - 120 total credits,
 - A minimum of 30 credits from UND,
 - 36 credits upper-level credits, and
 - All essential studies requirements met (<http://und.edu/academics/essential-studies/>).

Academic Honors and Minors

Please refer to the University Catalog for details.

Occupational Therapy Doctorate Degree

Requirements

1. Students must be formally accepted into the professional education component of the OTD. Acceptance by the UND Office of Admissions or the School for Graduate Studies does not constitute acceptance into the professional program in Occupational Therapy.
2. The professional education component of the OTD will require three academic years (8 consecutive semesters) following completion of the pre-occupational therapy entrance requirements.
3. No student will be allowed to remain in the program or complete fieldwork unless they attain a letter grade of at least “C” in the major courses.
4. Students begin to advance to candidacy in the spring semester of the 2nd year in the occupational therapy program. In order to advance to candidacy, students must have a GPA of 3.0 at the end of the fall semester. Please see probation and dismissal policy. They must have satisfactory scores on the fieldwork readiness by the end of spring semester of the second year. In addition, they must have completed an initial topic proposal and memorandum of understanding for their doctoral experience.
5. After advancement to candidacy, the student is expected to maintain a cumulative GPA of ≥ 3.00 . The School of Graduate Studies will monitor the cumulative GPA, which must be ≥ 3.00 . If the cumulative GPA is not ≥ 3.00 , the School of Graduate Studies policies for probation and dismissal for GPA will govern the student’s status.
6. Students in the professional program should be aware of special requirements for fieldwork, professional liability insurance, medical insurance, immunizations, cardiopulmonary resuscitation (CPR) certification, and completion of a criminal background check. These requirements must be met prior to any fieldwork contact with clients. The student will also be responsible for travel, housing, and food costs in addition to the payment of tuition and fees during the full-time fieldwork and experiential experiences. The majority of these experiences will be completed at a geographical location other than the city of Grand Forks or Casper.
7. Prospective students should be aware that a felony conviction may affect a graduate’s ability to obtain a professional license to practice occupational therapy. Licensure is monitored and directed by occupational therapy licensure boards within each state and requirements vary. Please refer to state licensure board websites to explore state requirements.
8. The faculty reserve the right to place a student on professional probation or to cancel the registration of any student in occupational therapy whose performance in the classroom or clinic is unsatisfactory.
9. Students in the occupational therapy program are required to have a laptop for engaging in learning activities in the classroom and while on level II fieldwork and the Doctoral Experience. It is expected that internet access is available.
10. Final reports, which are evidence that the student has completed all University, Graduate School and Departmental requirements needed for graduation, will be signed by the

Occupational Therapy Department's Graduate Director after the student has completed all requirements.

SCHOOL OF MEDICINE AND HEALTH SCIENCES POLICIES

All students in the School of Medicine and Health Sciences, including occupational therapy students, must know and abide by the policies listed on the website, accessed through the following link: <https://med.und.edu/policies/students.html>

Students are expected to review these policies prior to starting their academic training in the OT program and annually thereafter. Deviation from the policies may result in disciplinary action.

SCHOOL AND UNIVERSITY POLICIES

Notice of Nondiscrimination It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, accessibility, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, Twamley Hall Rm 401, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Learner Mistreatment The SMHS and Department recognizes their obligation to maintain a safe and healthy learning environment. Maintaining a safe and healthy learning environment requires that the faculty, administration, residents, fellows, healthcare professionals, staff and students treat each other with the respect due colleagues. The teacher-learner relationship is a key component of a healthy learning environment and should be based on mutual trust, respect, and responsibility. This relationship should be carried out in a professional manner in a learning environment that places strong focus on education, high quality patient care, and ethical conduct. Any learner who feels that they may have been subjected to non-protected class mistreatment of any kind by residents, fellows, faculty, graduate assistants, or staff may select several options for addressing the mistreatment depending on the situation as described in the SMHS Learner Mistreatment Policy (https://med.und.edu/policies/_files/docs/3.12-and-2.5-learner-mistreatment-approved-2021.pdf)

Reporting Sexual Violence If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; <mailto:donna.smith@UND.edu>; or go to <http://und.edu/affirmative-action/title-ix>.

Faculty Reporting Obligations Regarding Sexual Violence It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.

UND Care Response Team A network of campus colleagues, the UND Cares Response Team is available to assist with incidents involving UND students 24 hours a day, seven days a week. The team responds to incidents such as major accidents, missing students, sickness that interferes with attending classes, death, suicidal ideations, situations involving self-harm, psychological trauma and sexual violence. During office hours contact 701.777.2664; after hours contact 701.777.3491. For more information see <http://und.edu/student-affairs/student-rights-responsibilities/care-team.cfm>

Drug Testing. Students should be aware that the UND School of Medicine and Health Sciences has a drug and alcohol screening policy (<http://med.und.edu/policies/files/docs/3.6-drug-alcohol-screening-education-program.pdf>). Additionally, some fieldwork facilities may require drug testing prior to starting the fieldwork experience. A positive drug test may affect a student's ability to complete the professional program and/or participate in fieldwork experiences.

DEPARTMENTAL POLICIES

Appointments with Faculty Members

If you wish to see a faculty member, even on a minor matter requiring only a few minutes, make an appointment by signing up on the schedule posted on the faculty member's door, emailing the faculty member directly, or calling 701-777-2209 in Grand Forks or 307-268-2613 in Casper and request to leave a message on their voicemail.

Academic Advisor

Every professional level student has an occupational therapy faculty member assigned as their advisor. Faculty expects each student to schedule a meeting with their academic advisor at least one time per semester to ensure satisfactory completion of all requisite course work and their Professional Development Plan. The student must consult with their professional level advisor(s) about completion of the necessary credits, and where required, obtain the advisor's signature for approval of course work. The student may be assigned a new advisor based on their doctoral experience.

Health Insurance Requirements

Students are expected to have health insurance coverage throughout the program. It is the student's responsibility to provide verification of coverage to the department and to update the program as changes in the student's coverage occurs.

UND OT Distance Technology and Classes

To best provide student access to the experience and expertise of all UND OT faculty, courses in the professional program are delivered in a variety of formats, including on-site instruction,

videoconferencing courses, and web-based courses. Students will attend classes in a combination of these formats throughout the length of the program. Students may have instruction with a faculty member who teaches through videoconferencing directly to the distance site (instructor to Casper or Grand Forks only). Students may attend classes simultaneously in Casper and Grand Forks with the instructor teaching via videoconferencing (on-site in Grand Forks through video to Casper). Similarly, students may attend classes simultaneously with instructors located at both sites. Students may also attend web-based courses which are offered to students in Grand Forks and Casper simultaneously. Several courses in the program contain web-based interaction between Grand Forks and Casper students to aide in collaboration and learning between classes on both campuses.

Line of Communication

Students must follow the proper line of communication:

Student—Instructor—Chairperson—Associate Dean, Health Sciences—Dean, School of Medicine and Health Sciences.

Addressing Faculty

In keeping with the standards of both the School of Medicine and Health Sciences and professional work environments, students will address faculty by title, rather than by first name. Faculty will be referred to as Dr. followed by their last name. Where the faculty member does not yet have the doctoral title, the faculty member will be referred to as “Professor”. This policy extends to classroom, email, mail, phone and personal contact.

Attendance

The purpose of the attendance policy is to prepare students in this graduate-level program for a work environment. These policies were designed to promote the ethical course of action expected of the profession (AOTA, 2020). We want to promote responsible adult-learners who are capable of determining when an absence is appropriate and reporting to the department in a timely manner.

American Occupational Therapy Association. (2020). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74(Suppl.3), 7413410005.
<https://doi.org/10.5014/ajot.2020.74S3006>

- A. Class Attendance Expectations and Absence/Tardiness Processes.
Success of students in the professional occupational therapy program is highly dependent on active and consistent participation. Students are expected to attend ALL classes, arrive early, and dress in appropriate attire as described in the Dress Code Policy. (i.e., in lab, be in lab clothes at the start of class). Promptness is also expected following breaks within a class period. Absence from, or tardiness to, educational activities can negatively influence the academic success of the student and potentially, class group members.
- B. Missing one class counts as an absence. If a student misses an entire day, it also counts as one absence. Please see extended illness directions for absences related to illness of more than one day.

- 1. Notification of Absence and/or Tardiness: Students must contact the department staff by

phone [Casper: 307-268-2613 / Grand Forks: 701-777-2209], and course instructor(s) by email to inform of absence and/or tardiness. The student advisor will be notified when three absences and/or tardiness have been recorded.

- If a student does not report an absence and/or tardiness it is an ethical violation and an automatic referral to faculty for consideration for professional probation.

2. Three absences and/or repeated tardiness in a single semester may be considered unprofessional behavior.

- Three absences and/or repeated tardiness requires the student initiate a meeting with their academic advisor. The repeated absences/tardiness will be documented in the student's file.
- Four absences and/or repeated tardiness will result in a written communication from the department chair and placed in the student's file. The student must schedule a meeting with the advisor and department chair to discuss professional behavior concerns.

3. Extended Absences (i.e., more than 3 consecutive absences): The student is required to prepare a written notification prior to the absence and submit it to the department chairperson. The request will be reviewed by the faculty as a whole and placed in the student's file. In case of an extended illness (i.e., more than 3 consecutive days), the students will submit written documentation from their medical provider and return to work.

4. Responsibility for course content: It is the student's responsibility to acquire the information missed due to an absence. The student will be held responsible for all materials, notes, and course information presented in the course. To ensure the student's knowledge base, the instructor has the option to assign additional work for missed class time.

5. Examination Make-up:

- Please refer to exam policy

See Fieldwork Policies and Doctoral Experience Policies for attendance details related to these experiences.

Student Leave of Absence

A student may request a leave of absence by submitting to the Chair of the Department a written request that includes a list of the reasons for the leave, how the time will be spent and the planned date of return. All faculty will review the request and after discussion, vote on the request. A majority of faculty must vote in favor of the request in order for the student to be granted the leave. The faculty, Department Chair and/or the School of Medicine and Health Sciences Dean may specify conditions that must be met during the leave of absence period. A student will be granted a maximum of two leave of absences during the program.

Students returning from a leave of absence are required to complete an updated criminal background check. They must also update all requirements for fieldwork.

Conduct

Occupational therapy students are expected to conduct themselves in a professional manner in the classroom, attending curriculum-related activities, and in fieldwork experience at all levels. Professionalism encompasses a number of related areas and concerns the conduct, aims and practices of an individual.

Aspects of professionalism to be considered within the professional program include **attitude, judgment, and performance.**

Attitude will be reflected in:

- Learning in the classroom: Students are expected to read assignments prior to class, and all class related activities, and to participate in lecture sessions in a positive manner. Talking with other students, passing notes, using social media, texting, and distracting non-verbal behaviors are not acceptable. It is expected that cell phones will be turned off during class time.
- Day-to-day relationships with instructor and students: The expectation is that students will be respectful towards others. Any criticisms should be constructive in nature; students should demonstrate an awareness of and sensitivity to the needs of others. Courtesy, respect, and consideration should be observed at all times.
- Response to guest speakers: Students are expected to demonstrate an interest in the lecture topic as evidenced by asking questions and showing appreciation in an appropriate manner (applause, thanking the speaker, no eating or side conversations and be on time). Dress appropriately for both on and off campus presentations/tours.
- Relationship with Level I Fieldwork Supervisors: It will be responsibility of students to take the initiative in the relationship; asking questions, but not making demands on the supervisor's time. Students will demonstrate respectfulness in communication and will demonstrate appreciation through written thank you letters at the conclusion of the experience.

Judgment will be reflected in:

- Working with clients: Students should utilize their background knowledge and apply it when determining where to draw the line between sympathy and empathy and/or involvement versus enmeshment in patient-related issues.
- Personal and professional relationships: Comments and behaviors acceptable in some settings will not be appropriate in others. Appropriate dress code, hygiene and use of personal jewelry will also vary from classroom to fieldwork settings. Perfume/aftershave cause respiratory difficulty or headaches, these are not to be used in the classroom or fieldwork setting.
- Confidentiality: It is very poor judgment to breach confidentiality in any way, either in oral or written format. Breach of confidentiality can be considered grounds for professional probation or dismissal from the OT Professional Program.

Performance will be considered in:

- Class assignments: Coursework needs to be completed thoroughly and on time. When working in groups or pairs, students need to take equal responsibility for completing the assignment. If the assignment is not understood, it is the student's responsibility to seek out information or clarification from the instructor.
- Plagiarism will not be tolerated and may be grounds for dismissal from the OT Program. (See code of Student Life for definition/description of plagiarism)
- Communication skills: Demonstration of respectful and professional communication skills in working with faculty, community supervisors (e.g., setting up meetings, making professional phone calls, returning calls/requests for information, timeliness of contacts, etc.) and peers.
- Respect for classroom: Students are expected to leave classrooms/work areas as they found it (or better) as others will also be using this area/resource.
- Punctuality for classes: Students know in advance when the class meets, and those who arrive late can be asked to leave. It is distracting to have students entering the classroom during lecture, and also reflects negatively upon the student's attitude toward learning.

The occupational therapy faculty reserves the right to place on professional probation, cancel the registration and/or dismiss from the program any student in occupational therapy whose performance in relation to patient/client treatment is unsatisfactory or whose non-professional behavior jeopardizes not only their education, but also the education of other students. Please refer to the policies on probation and termination.

Social Networking

As a healthcare professional, you are held to a higher standard when it comes to presentation of self in the community and on social media sites. The faculty recognize the role social media plays in today's society and that many find this to be a valued occupation. As you start your professional career (as a student in the program, on level II fieldwork, and as entry level professionals) it is important that you consider carefully what you are posting on social media sites, who you are asking to network with you, and how you respond to others. Even with strong privacy settings, it is important that you avoid posts or photos about your classroom and fieldwork experiences. Here are some specifics:

1. Do not ask your faculty or fieldwork supervisor to "friend" you during the program. This puts you, your faculty, and your fieldwork supervisors in an awkward situation by sharing personal information. If you mutually decide to do this after you graduate, this is your personal choice.
2. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in

- having you as an employee. Consider Googling your name to discover what is in cyberspace that others can see about you.
3. Names of peers, faculty members, supervisors, comments or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
 4. It is critical that you protect classmates and not disclose specific information regarding performance or your perceptions of their personalities.
 5. It is a serious HIPPA violation for students to mention a consumer (e.g. patient, participant, client, resident, etc.) with enough information that the consumer might be identified, even if you avoid protected health care information. The consequences for violations are severe. Violations could result in professional probation or dismissal from the program.
 - Private OT class groups on social network sites are NOT secure networks. They are vulnerable to serious privacy risks.
 - When in doubt about appropriateness of a potential post, do not post it.
 - Blackboard course sites ARE within a secure UND network, so you may share general information about experiences with consumers but avoid identifying information and speak more in generalities.
 6. Stating where you are on fieldwork is up to you, but make sure to follow any facility's policies on social networking while you are on fieldwork. There may be policies or problems with you being identified. Consider if you want privacy from clients, patients and staff.
 - On a private OT class group on a social networking site, students shall NOT mention consumer or classmate information, comments or criticism about fieldwork sites, and/or specific information regarding any academic performance, including fieldwork.
 7. If you have any posts that are even questionable, please remove them immediately.
 8. If you are unsure of whether or not to pursue some aspect of social networking, you are advised to obtain advice from a professional source, such as your advisor, fieldwork educator, the Academic Fieldwork Coordinator or another faculty member of the occupational therapy department.
 9. Use your official School of Medicine and Health Sciences e-mail address for all professional correspondence needed via e-mail for all academic and fieldwork related issues. Know that you are a representative of the program and you are expected to act professionally in all correspondence. Please review your emails for tone and professionalism before sending.

Dress Code

The UND Occupational Therapy Department has enacted a dress code developed by and for UND occupational therapy students. As students enrolled in a professional program of study in occupational therapy, you are held to a higher standard of personal presentation than that of your counterparts across campus. The guidelines provided here will help you to cultivate your professional wardrobe in anticipation of required fieldwork experiences and future employment. It is expected that you will develop a desire to represent your chosen profession and academic department in a positive manner as you complete your studies in occupational therapy. Students who fail to meet expectations may be asked to leave and return in appropriate attire. If exceptions to

the dress code are needed, please communicate with department chair and/or advisor.

Personal/professional attire in the academic classroom:

- Clean denim jeans with no tears
- **No** sweatpants or pajamas, this includes yoga pants and athleisure
- Casual tops including shirts, sweaters or sweatshirts, excluding:
 - o Low-cut or midriff tops
 - o Baggy, oversized sweatshirts
 - o Shirts with offensive or questionable graphics/messages
- Shorts need to be mid-thigh or longer
 - o No gym shorts
- Tunic top/legging combinations are acceptable provided the tunic is mid-thigh or longer
- Appropriate footwear including flip-flops, sandals, dress shoes, boots, clean athletic shoes, excluding shoes with holes, or tears. Shoes need to be appropriate for the class activity. For example, labs require closed-toed shoes with solid support.
- Hats are acceptable outside of testing environments, provided the brim is worn high enough to see the individual's eyes.
- It is preferred that students do not wear athletic logos or other emblems that may be perceived as offensive.

Students should be able to vigorously reach, bend, and move without exposing any portion of skin on the midriff, buttocks, or chest. All clothing should fit appropriately so that the clothing does not restrict normal movement and does not require frequent manual adjustment, either to stay on the body, or to remain appropriately positioned on the body.

Personal/professional attire in the academic classroom when you are giving a student presentation:

Business Casual:

- Tops: Dress shirt, polo, collared shirt, or sweater, excluding low-cut or midriff tops. Informal dress with appropriate skirt/kilt length. Tunics and legging combinations are acceptable if the tunic is an appropriate length.
- Bottoms: Reasonable length skirt/kilt (knee length preferred), dress pants, or capris of non-jean material.
- Footwear: Appropriate footwear including sandals, dress shoes, or boots. No flip flops.
- No hats or gym clothes including sweatpants, yoga pants or athleisure.

Personal/professional attire when you are representing the department to other professions in the classrooms (guest speakers, for example):

Same as business casual with the exception that clean, dark jeans are acceptable.

Personal/professional attire when you are representing the department at a professional conference, class-arranged site visit, or fieldwork/doctoral experiential site:

Business Casual (see above) plus school name tags. In addition to the policy listed above, students

will be expected to abide by dress codes of fieldwork and Doctoral Experiences, which may have additional requirements. These additional requirements may specify the number or location of visible piercings/tattoos allowed, type of footwear, use of fragrances, whether or not long or acrylic fingernails are allowed, or the specific color of clothing to be worn.

Allergen Reminder

In addition to clothing, the wearing of perfumes, colognes, essential oils or other strong scents must be considered. These fragrance items can be airborne irritants and can trigger asthma, allergies, and other health issues in people with chemical sensitivities. As such, all students at SMHS locations should refrain from wearing heavily scented or liberally applied lotions, aftershave, hair sprays, colognes/perfumes, or other scents.

Student with Disabilities: Accommodation Request

Students who are requesting accessibility accommodations for their courses are expected to register with Community Standards & Accessibility for Students. How to register can be found at <https://und.edu/student-life/accessibility-for-students/> or by contacting them at 701-777- 2664 (Memorial Union Room 240).

For students in Casper, WY: once registered with UND Accessibility for Students, the student will need to provide recommendations to the Accessibility Support Services Counselor at Casper College and work with that office to arrange delivery of the accommodations as necessary.

It is the student's responsibility to register and obtain verification from UND Accessibility for Students and notify their instructors and/or Academic Fieldwork Coordinator to request and arrange for accommodations.

When requesting and working out arrangements for the specific accommodations, the student may be asked to provide proof of support from Accessibility for Students (Verification Accommodation document) updated each semester) to his or her course instructor(s) and to the Casper DSS if Casper DSS are assisting with accommodation delivery.

Students in Grand Forks authorized by the Accessibility for Students office for test-taking accommodations should schedule exams through their course instructor. If the course instructor is unable to arrange for the specific accommodation students sign up with UND Testing Services for an accommodated test. Students in Casper can schedule through the Testing Center at Casper College. All scheduling on both locations must be completed at least two weeks in advance of the scheduled exam. Due to limited time and space students may be required to complete tests at alternate times.

Personal Computer

All students coming into the program are required to have a laptop, either a PC or an Apple. Students are provided specific computer requirements in their admission packet.

Examination Policies:

- Examinations are given in the class period at times set by the course instructors.

- Examinations are administered electronically unless there is an extenuating circumstance or technology difficulty (See “Examination Day Policies”).
- eMedley is the location for the official department record for exams in the OT Department. Student exam scores are retained in eMedley following the retention policy of the School of Medicine and Health Science.
- An individual student wishing to request a change of time or date for an exam due to a known scheduled event that conflicts with the exam time may request such a change by:
 - Submitting an exam change request stating the exact change requested and giving the reason(s) for the requested change. (See Appendix for Request for Exam Change petition form)
 - Forwarding the request form to the class instructor for signature indicating approval or disapproval.
 - Forwarding the request form to the Department Chairperson for signature indicating approval or disapproval. The chairperson will inform the instructor who will inform the student.
- A class wishing to request a change of time or date is to follow the same procedure above and include signatures from all students enrolled in the course.
- A student who misses a regularly scheduled exam due to an unexpected absence will contact the faculty member designated in the course syllabus to make arrangements as soon as possible. Drop quizzes are not permitted to be made up. The student scores a “zero” for that quiz.
- Arrangements for testing accommodations must be made by the student with the course instructor using their Accessibility accommodation verification each semester. Students are required to notify their course instructor 2 weeks before an exam to make testing arrangements.
- Students are allowed to use earplugs during exams without accommodation. Earplugs must be foam or rubber inserts. Earphones with cords or wires, like noise cancelling headphones, computer headsets, and earbuds are not permitted.
- Course instructors will provide students with one opportunity to review the exam following the release of exam scores. The review format is at the discretion of the course faculty.
 - Exams are not available for review outside of the approved exam review time, including during the last week of each semester.
 - Students are encouraged to take notes during the approved exam review period to assist with studying for final exams.
 - Copying exam questions or capturing images during the exam review are strictly prohibited.
- Final examinations are to be held on the date and the time indicated on the OT Department’s final exam schedule. Students should not make end-of-semester travel arrangements that will conflict with the final exam schedule.
- Final exam scores will be posted in Blackboard no later than the date final grades are due to the Registrar. Faculty members do not share final exam scores or course grades with individual students (i.e. email requests). Final semester course grades are released by the Registrar.

- Students are referred to the UND Code of Student Life for policies regarding academic dishonesty during examinations.

Examination Day Policies

To provide the most conducive testing experience in the UND OT program, and to prepare students for the certification exam experience, the following examination day policies will be observed:

Testing Environment

- Students are to turn off cell phones and other electronic devices (including smart watches) and store in backpacks, purses, etc. Please attend to this before entering the exam location.
- Desks and computers are to be clear of all objects and notes with the exception of testing materials and writing tools, unless otherwise instructed.
- Students may have a drink (coffee cup, water bottle), if the classroom allows for it. Eating during examinations is not permitted.
- Students are to remove caps and hats with brims during exams.
- Students are allowed to use earplugs, as long as they are not connected with strings or wires, during exams without accommodation. Earplugs must be foam or rubber inserts. Noise cancelling headphones, computer headsets, and earbuds of any sort are not permitted.
- Professors will not answer questions pertaining to subject matter on examination days (i.e. as the class is gathering for the exam). Students are expected to address content related questions with faculty during class time or scheduled meetings.
- Students will not ask content related questions during the exam. Questions related to the exam format, technology, or clarification of a term should be addressed with the instructor directly and with limited distraction to other students.
- Students will not leave the room and return during an exam, except in the case of an emergency (i.e. sudden illness, etc.).
- When completing the exam and leaving the room, students will make every effort to limit noise and distraction (i.e. close the door quietly, avoid congregating and talking loudly outside the exam room, etc.) for those still completing the exam. If students need materials (cell phones, books, etc.) from backpacks or bags, please take the bag into the hall before removing items.

Technology

- For computerized examinations, students should assure their computers are in good working order by running any necessary updates, checking internet connections, and downloading exams as instructed by faculty. These actions should be completed BEFORE entering the room to take the exam.
- Students are allowed 1 piece of blank paper provided by the instructor. Students are to turn in the paper with their name on it upon completion of the examination.
- In the event of technology issues, faculty will provide the student with a paper exam. The course instructor will be responsible for entering responses into the electronic testing software on the student's behalf.

Failure to follow these policies may be grounds for review of the incident by faculty. Outcomes from this review may range from an advisement meeting with the student's department advisor and a note in the student's file up to faculty review of professional probation standing.

Course Assignments

Students will be informed in advance of dates that assignments are due.

- The UND Occupational Therapy Department requires APA (American Psychological Association) format for selected written assignments and it is the responsibility of the student to be familiar with this format.
- Assignments rarely are accepted in handwritten form (check with instructor). Grammar, spelling, sentence structure and neatness are important and will be included as part of the grading process in addition to the content of the assignment.
- If for some reason a student is unable to turn in their assignment by the due date/time (illness, etc.), it is the student's responsibility to work with the course instructor in advance to specify a more appropriate due date. In rare instances a student may be unable to contact the course instructor in advance of the assignment due date. In those rare instances it is the student's responsibility to contact the course instructor as soon as possible to determine the best course of action.
- Assignments not turned in at the time/date specified in the course syllabus, with no course instructor contact, will receive a lower grade according to the following:
 - 24-48 hours past due date - lowered 1 grade
 - 48-72 hours past due date - lowered 2 grades
 - 72+ hours past due date - lowered 3 grades
- Students are required to turn in all assignments even if submitted late.
- Students earning less than 76% on a given assignment will be required to re-do that assignment until they achieve competency. Following completion of the assignment at the level of competency,

the original grade will be recorded in the grade book.

- If a student scores less than 76% on any assignment it is highly recommended that the student schedule an appointment with the course instructor or their advisor.
- In the OT program at the University of North Dakota, students will be required to produce a variety of writing assignments. The general requirements for each type of writing are outlined in the “Occupational Therapy Writing Tips” document (located in the appendices). Some course assignments may require implementation of only one type of writing, while other assignments may require a combination of two or more types of writing.
- In a graduate program, it is expected that students are proficient in the utilization of standard writing mechanics such as the proper use of punctuation and grammar. Students are also responsible for following APA guidelines when indicated by style of writing or instructor direction. All written assignments should be presented in a professional and logically organized manner. Course instructors will indicate the expectations and associated point deductions for written assignments in the corresponding assignment rubric. Students having difficulty meeting the writing requirements are expected to utilize resources such as the UND Writing Center and Blackboard Smarthinking Writing feature to assist with improving their writing skills.

Equipment and Assessment Check Out Policy

Students wishing to check out equipment or assessments for assignments or projects must do so by contacting the faculty teaching the course or the advisor of the student organization. Faculty at each site will follow the procedures for equipment and assessment check out. Students may only check out assessments and equipment for brief periods of time as determined reasonable by the faculty member. Students wanting to check out assessments for fieldwork may do so provided it is for a period of no more than one week. Assessments may not be copied or left at fieldwork sites.

Grand Forks: Faculty will document that the assessment or equipment has been checked out on the clipboard in the storage closet and be responsible for checking the item back in. If the assessment is an electronic version, faculty will ask the appropriate staff to check out the assessment to the student.

Casper: Check out will be done through staff in the main office once approved by faculty. All assessments checked out will need to be documented on check out sheet and signed in when returned. If the assessment is an electronic version, faculty will ask the appropriate staff to check out the assessment to the student.

Course Evaluations

Students are strongly encouraged to participate in the process of course evaluation with **constructive** feedback that is relevant to teaching and course content. Course evaluations are not an opportunity for personal criticism.

You are being asked to provide feedback that is useful and effective. If you believe an improvement in the course would benefit future students, explain why with specific examples and suggestions for

change.

Evaluations are an individual process, based on a student's personal experiences in a course. Please complete your student evaluation in a manner that upholds the OT Code of Ethics and the OT department's policies and philosophy of respect and confidentiality.

Please see the department Civility Statement found at the beginning of this document.

Guidelines for Videoconferencing in Classes and Meetings

Microphones:

1. Verify that there are no obstructions in front of the microphones. Adjust volume to an appropriate level that does not cause echo or feedback at either site.
2. Assume that participants at other sites can hear you, even when muted. Avoid unintentionally sharing personal or inappropriate information across the video system.
3. Avoid wearing jewelry that makes noise (i.e. jangling bracelets or earrings) as microphone systems are sensitive and noise will be heard by participants at other sites.
4. Avoid paper rustling, pen tapping or other distracting behaviors to limit noise transference. Similarly, food bags, pop cans, Velcro fastenings on backpacks can be highly distracting. Mute the microphone when these activities are happening.
5. Limit side conversations and whispering as these will be picked up by the microphone.
6. Avoid moving microphones without first muting. Moving microphones creates loud scraping sounds that are heard by distance sites.
7. Do not place laptops, cell phones directly next to microphones to avoid "start-up sounds", notification chimes.

Cameras:

1. Verify with remote sites that all participants are in the picture.
2. When speaking, make eye contact with the camera, not the monitor. This is "face to face" for viewers at distance sites.
3. Avoid wearing overly bright colors, distracting patterns, or colors that match the background.
4. Limited excessive movement. This prevents break-up of the picture and distraction to participants at other sites.

Presentation:

1. When using multiple technologies (i.e., PowerPoint, projectors, Breeze), set up and test prior to starting, when possible.
2. Speak clearly and without shouting. The microphones are sensitive, and will capture your normal speaking volume, as long as you are not mumbling.
3. Do not over-exaggerate hand gestures or facial expressions.
4. When needing to capture the attention of a participant at a remote site, say the name of the person, or "excuse me", and then wait for them to acknowledge you. You may also choose to raise your hand for the instructor's attention. Ask the instructor at the start of a course which method they prefer.
5. When speaking, identify yourself by name before asking your questions or making comments.

6. If you interrupt a speaker at a remote site, say “excuse me”, and give them the opportunity to continue, or pause for your question or comment.
7. Display the same attentiveness you would if all participants were in the same room. Even though it is a distance format, disinterested posture, fidgeting, and inappropriate technology use (i.e. cell phone, texting, IM) can still be seen.
8. Professionalism is expected of all students at all times regardless of the delivery format.

Zoom Classroom Guidelines

Although it seems like transitioning from live classes to live videoconference classes would be fairly simple, there are some guidelines for students that should be explicitly addressed so all students have a productive learning experience.

- Live classes in Zoom should be accessed using a laptop or desktop computer (not from a phone, iPad, tablet, etc.). Students should be accessing classes from a quiet area with minimal distractions (i.e. not in a vehicle, park or other area with obvious distractions or others around).
- **Prior to your first class session**, go to this link to test Zoom on your computer: <https://zoom.us/test>. This will prompt you if any plugins need to be downloaded for Zoom to function properly.
- We know how important non-verbal communication is. So, please make sure your camera is working and is on during class sessions so that we all feel connected and present.
- Make sure your microphone is working prior to the class session.
- If you have a headset, please use it as this provides the best audio quality when speaking.
- Mute your microphone when you are not speaking. This is important to avoid audio feedback and background noise.
- Please join the class using your first and last name rather than an arbitrary alias.
- If you have a question or comment, please raise your hand as you typically would in a live class. If you're unable to get the attention of faculty this way, use the “raise hand” feature in Zoom which will alert faculty of your question.
- You may also use the chat function as needed, especially if you're unable to get anyone's attention to ask a question.
- Keep in mind that these Zoom sessions will be recorded.

Grading and Evaluations

The occupational therapy faculty reserves the right to place on professional probation, cancel the registration and/or dismiss from the program any student in occupational therapy whose performance in relation to patient/client treatment is unsatisfactory or whose non-professional behavior jeopardizes not only their education, but also the education of other students. Please refer to the policies on probation and termination.

Courses taught in the department will utilize the following grading system

100 - 92%	=	A - Marked Excellence
91 - 84%	=	B - Superior
83 - 76%	=	C - Average
75 - 68%	=	D - Low (Not passing in courses in O.T. major)
Below 68%	=	F

In courses with S - U grading, S is at least a C. Any student earning less than 76% on a given assignment will be required to re-do that assignment until they achieve competency. Following completion of the assignment at the level of competency, the original grade will be recorded in the grade book. (Assignments with failing grades due to late submission are excluded; late assignments will be reviewed for competency.) Students with 75% or less at midterm will be given a deficiency with notice by the UND Registrar.

If a student scores less than 76% on any assignment or exam it is highly recommended that the student schedule an appointment with their instructor or advisor.

Consequences of not receiving a passing course grade

A student who does not pass (D or F or U grade) a professional level course is subject to termination from the professional program. A student who receives an F in an academic course (not related to fieldwork or practicum) is dismissed. A student who receives a D in such a course is dismissed from the program but may petition to be reinstated in the program on academic probation. The student has the right to petition to remain in the program, and, upon majority affirmation by the faculty, the student is allowed to remain in the program on academic probation. However, this means repeating the course which may cause the student to be behind their class and graduate later. *Please refer to the policies on probation and termination.*

Guidelines utilized by the Occupational Therapy faculty to assist in making their decisions regarding these types of petitions might include:

- Student's successful completion of concurrent coursework
- Test-taking proficiency vs. class work and written assignments
- Professional behavior and active participation in the program
- Extenuating circumstances (such as death of a family member, illness, pregnancy)

If this majority affirmation is not received, the student will be dismissed from the professional program and their registration cancelled. This final departmental decision may be appealed by the student according to the appeal policies of the School of Medicine and Health Sciences and the University of North Dakota.

Course Withdrawals

A student who withdraws from a course or the program during the first semester due to special circumstances will need to reapply to the program.

A student who withdraws from a course or program after the first semester and receives a special circumstances withdrawal from the UND Dean of Students may petition the faculty to remain in the program.

Student Evaluations and Professional Development Portfolio

In addition to evaluation within each course, students are evaluated each semester through a self-evaluation and professional development portfolio process. The documents for the Professional Development Portfolio and each semester's evaluation form are provided in the Appendix of this manual.

Fieldwork Readiness Evaluation

An additional student evaluation is conducted by all faculty members in the middle of the spring semester to determine the readiness skills for Level II fieldwork. Students will be evaluated based on understanding occupation, the core of our profession, and demonstration of knowledge and professional behaviors related to the threads of the curriculum design. Students who require additional remediation regarding these elements based on the judgment of the faculty, will receive written notice and will not be permitted to register for fieldwork credits until such remediation has occurred. *(Please see Appendix for the Fieldwork Readiness form)*. See the section on fieldwork policies for details related to Level I and Level II fieldwork evaluations.

Student Probation and Dismissal:

Unsatisfactory performance by a student within the professional program may result in the student being placed on probation or dismissed from the Occupational Therapy Program. There are two forms of probation: academic standards probation and professional behavior probation. **If a student is placed on probationary status twice at any point during their time in the Program, they will be dismissed.**

Academic Standards, Probation, and Dismissal: To remain in satisfactory academic standing in the Occupational Therapy Program, a cumulative grade point average (GPA) of at least 3.00 for all work taken as a graduate student while registered in the University of North Dakota (UND) School of Graduate Studies must be maintained. Additionally, students must earn a "C" or higher to successfully pass a course in the Program and remain in satisfactory academic standing.

Cumulative GPA

Academic standards probation is automatically in effect for any student whose cumulative GPA is less than 3.0 at any time in the Occupational Therapy Program. Once on academic standards probation, the student must continue to improve their cumulative GPA in

subsequent semesters. The student continues on academic standards probation until their cumulative GPA is greater than or equal to 3.0 at which point the probationary status will be lifted. The student must improve their cumulative GPA to 3.0 or higher no later than the end of fall semester of year 2 in the Program; otherwise, they will be dismissed. If at any point in subsequent semesters the student's cumulative GPA does not improve, the student will be dismissed from the Occupational Therapy Program. In addition, if it is mathematically impossible for the student to achieve a cumulative GPA of 3.0 or above in subsequent semesters, the student will be dismissed from the Program.

Individual Course Grades

Any student who earns a "D", "F", or "U" (Unsatisfactory) in a course in the Occupational Therapy Program will be automatically dismissed.

Professional Probation and Dismissal When a student exhibits a pattern of inappropriate behavior regarding conduct, judgment or honesty, faculty will meet and discuss the student's problematic behaviors as well as areas in which the student is experiencing success. The student will then be notified in writing of the concern and be asked to meet with the faculty to discuss the issues. During that meeting, faculty will ascertain whether the student should be placed on professional probation or dismissed from the Program. Faculty will make the final decision based on majority affirmation. Egregious and unprofessional behavior by a student that, in the judgement of the faculty, is not remediable will result in immediate dismissal from the Occupational Therapy Program.

When a student is placed on professional probation, they are tasked with developing a remediation plan that includes individualized goals and action steps relevant to professional behaviors. A timeline with deadlines for attainment of each goal will be included in the plan. The remediation plan will first be reviewed by the student's academic advisor and feedback will be provided. The student will make edits as necessary before the student's academic advisor submits the final remediation plan to all full-time faculty for review. Faculty will review and either approve the remediation plan as written or ask for modification. If the student fails to meet the goals and deadlines as outlined in the approved remediation plan, they may be dismissed from the Program.

Probationary Status and Participation in Leadership Positions in Student organizations:

Students who are on academic or professional probation are expected to step down from any leadership positions within the occupational therapy department student organizations.

Probationary Status and Participation in Fieldwork and the DEP

Once placed on either academic standards or professional probation status, the student is not permitted to complete Level I fieldwork, Level II fieldwork, or the Doctoral Experience unless special permission from faculty is granted. The student must formally request this permission in writing. This request must include the student's grade in each of the current semester's courses as students must have a 76% or higher in all courses for their request to be considered. Students on professional probation will also be required to provide evidence of significant progress on their goals in their remediation plan. When the student formally requests permission, they will first submit the request to their faculty advisor for review and approval. Once a final written request has been approved by the faculty advisor, it will be forwarded to the full faculty for review.

Program Dismissal and the Petition Process

In the event that a student is dismissed from the Occupational Therapy Program, the student has the right to petition the occupational therapy faculty to be reinstated in the Program. A student wishing to petition must submit their petition to the Occupational Therapy Department Chair within 30 calendar days of the date of receipt of the notification of dismissal. The faculty will review the student's petition and upon majority faculty vote the student may be reinstated in the Program on probation. The student will then be required to meet the criteria as outlined in the petition that was approved by the faculty.

Guidelines utilized by the occupational therapy faculty to assist in making their decisions regarding these types of petitions might include the following:

- Student's successful completion of concurrent coursework
- Test-taking proficiency vs. class work and written assignments
- Professional behavior and active participation in the program
- Extenuating circumstances (such as death of a family member, illness, etc.)
- History of academic or professional probation

If the student does not receive majority affirmation from the occupational therapy faculty to continue, the dismissal stands and their registration is cancelled. Students who are dismissed from the program and are denied re-instatement may re-apply to the Program during the regular admissions cycle.

This final dismissal decision may be grieved and/or appealed by the student according to the Student Academic Grievance and Appeal Policy of the School of Medicine and Health Sciences. Refer to that policy for more information.

UND Special Circumstance Late Drop/Withdrawal:

Students experiencing extenuating personal circumstances may apply for a special circumstance late drop/withdrawal from the University of North Dakota. This special circumstance late drop/withdrawal is separate from the UND Occupational Therapy Program. The Program reserves the right to follow its own policies regarding student probation and dismissal as outlined in this manual.

Formal Student Appeals

All students have access to the appeal process as stated in the policies of the School of Medicine and Health Sciences, Graduate School, and the UND Code of Student Life. The Occupational Therapy Department abides by the established guidelines regarding student appeals as delineated in the School of Medicine and Health Sciences Rules of Governance and the UND Code of Student Life. A student may initially appeal the Occupational Therapy Department decision through the appeals process as defined in the School of Medicine and Health Sciences Rules of Governance. Time lines for all grievances must be adhered to: academic grievances with respect to grades must be initiated by the student within thirty (30) calendar days after receipt of the grade. If the student and/or department is not satisfied with the decision from the School of Medicine and Health Science Appeals Committee, they must follow the guidelines as published in the University Of North Dakota Code Of Student Life.

Scholastic Dishonesty

All instances of student dishonesty will be dealt with by either the occupational therapy faculty or the Dean of Students as detailed in the Code of Student Life. The OT faculty requires a signed written statement from a student who is alleging academic dishonesty of a classmate.

Transfer Between Campuses

Students are accepted into the program at a specific campus as designated in their admissions letter. In rare circumstances, the department will allow a student to transfer to the other campus to complete the program. If a student believes they have unusual circumstances that warrant transfer to the other campus, they can write a formal petition letter to the faculty outlining the circumstances currently being experienced and a clear plan for how a transfer to the other location will allow him/her to successfully complete the program. Faculty will review the petition at a scheduled faculty meeting and will notify the student of the decision. Students have the right to grieve the faculty decision through the School of Medicine and Health Sciences Grievance Committee.

Student Class Representatives and Faculty Class Advisor

At the beginning of each school year (fall semester) class representatives will be selected for Year I and Year II cohorts on each campus. The Year II class representative(s) will remain in place for Year III unless the representative(s) or class determine a new representative is needed. The Grand Forks campus will select two class representatives per cohort, and Casper will select one class representative per cohort. Representatives will be elected by their class members under the supervision of the class advisor. A faculty member will be assigned by the Department Chair to serve as a class advisor.

Class Representatives are expected to:

- Be in good academic and professional standing; students who are on academic or professional probation may not serve in a class leadership capacity.
 - Role model expected professional behaviors and communication as indicated in the [OT Department Code of Conduct](#)
 - Communicate accurate written or verbal information to the class from the advisor, faculty, or others involved in the Occupational Therapy Program.
 - Be available to give the class the opportunity to share collaborative dialogue.
 - Arrange class meetings as opportunities or needs arise.
 - Communicate with the class advisor to determine if concerns require broader departmental involvement (administration or full faculty).
 - Be available for faculty meetings or other meetings upon request of faculty and administration.
 - Initiate class related activities and delegate responsibilities to class members when appropriate.
- Other positions may be identified as determined by the class (i.e. historian, DEI, social). The class representative will coordinate with these other positions to meet the needs of the class.

Class Advisors will:

- Act as a liaison between the class, faculty and administration to encourage open channels of communication.
- Work with the class representative to address matters arising in a way that encourages student accountability inside of the class.

- Schedule one meeting per semester with the class to share important semester information and answer questions.
- Be available to attend meetings when requested by the class representative.
- Request class representative's attendance at faculty meetings when appropriate.
- Communicate written or verbal information to the class regarding any general concerns that affect the class involvement in the professional OT program.
- In the event a class representative must step down, the advisor will work with the outgoing representative for a smooth and supportive transition. The advisor will oversee the election of a new representative if indicated.

References and Temporary License Information

Students requesting faculty to provide references for scholarships, employment or temporary licenses must review and sign the *Occupational Therapy Student Reference Request and FERPA Release* form. Once completed and submitted, Program staff will print this form and place it in the student's permanent file. The form is located on the UND Occupational Therapy website at: https://med.und.edu/occupational-therapy/student_forms.html

For letters of reference, it is important for the student to first contact the faculty member and ask if they would be willing to provide a reference and then follow up with an email with the specific details of name and credentials of who the letter should be sent to, street address, and/or email. If the letter request requires detailed information related to achievement, the student should also submit a resume or curriculum vitae to faculty to use as a resource for the letter content.

For temporary license letters, send the Occupational Therapy Department Office Manager a request with the complete address of where to send the letter and what is required to be in the letter. In the cases in which a temporary license form needs to be filled out, the student/graduate can contact faculty members directly but must first complete the *Occupational Therapy Student Reference Request and FERPA Release* form.

Faculty will provide a reference for current occupational therapy students and those who graduate from the program for up to two years post-graduation. In the case that a graduate has maintained an active working relationship with the faculty member, the reference time may be extended.

Faculty will not provide physical agent modality related competency references beyond acknowledging that the student successfully passed the various courses that included physical agent modalities. Thus, students/graduates should maintain a copy of their syllabi from courses in which physical agent modalities content was taught to have a record of specifics regarding physical agent modalities that were included in the course content. The University retains syllabi for seven years after which it is non-retrievable.

National Board for Certification in Occupational Therapy (NBCOT) Exam & Degree Verification Form: (please note that requirements and information regarding the NBCOT exam may change, so it is best practice to review the website for specific details and updates.)

The purpose of the NBCOT certification exam is to protect the public interest by certifying only those candidates who have the necessary knowledge of occupational therapy to practice.

The OCCUPATIONAL THERAPIST REGISTERED (OTR®) and CERTIFIED OCCUPATIONAL THERAPY ASSISTANT (COTA®) exams are constructed to measure entry-level competence of students who have met eligibility requirements for certification of the respective credential.

When Can I Schedule My National Board for Certification in Occupational Therapy (NBCOT) exam?

Students should refer to the NBCOT Certification Handbook regarding submitting an application to take the exam. Students can find the handbook on the NBCOT website (<https://www.nbcot.org>) in the section: “I am preparing for my certification.” The handbook contains everything students need to know about scheduling their NBCOT examination from the initial application to what needs to be submitted to NBCOT and who submits it to use of accommodations for the certification exam.

Students with accommodations: It is the student’s responsibility to review the NBCOT requirements to ensure understanding of the policies and procedures for requesting accommodations. The student is advised to do this early in the academic program.

Official Transcript

Students who graduate in May from the UND Occupational Therapy Program will be using their official transcript as part of the NBCOT application process. Grades are posted with the UND Registrar’s Office at noon on the Tuesday after finals week. It takes up to 8 weeks following graduation for all degrees to be posted, transcripts updated, and diplomas sent. This is the general rule for all of UND graduations. The staff members in Registrar’s Office post the degrees in the order in which they receive the clearing lists from the colleges. The “cleared for graduation” list for occupational therapy comes from the Graduate Director and students in a class are submitted as a batch. Thus, it is important that each student meets the established deadlines for the UND School of Graduate Studies and the UND Occupational Therapy Program.

Degree Verification Policy: (Effective January 1, 2021)

Per the NBCOT (2021, p. 11), “[s]tudents enrolled in an ACOTE-accredited occupational therapy education program and scheduled to graduate with an associate, baccalaureate, entry-level master’s, or entry-level doctoral degree may request that their university or college registrar submit a Degree Verification Form (DVF), within six (6) months of their anticipated graduation date, on their behalf if they have successfully completed all degree and graduation requirements, including occupational therapy education, Level I and Level II Fieldwork, and, for OTD students, the doctoral capstone experience and project. The form may only be used within the same calendar year as the student’s anticipated graduation date...”, though each Program will determine whether use of the DVF is suited for students in that Program.

With regards to the UND OT Program, the DVF can be used by students who complete all program requirements and are more than four weeks away from the next graduation date. The UND Occupational Therapy Chairperson will sign the DVF once the student has submitted all required Doctoral Experience paperwork and documentation, completed the scholarly project or independent study process, fulfilled any additional requirements required by NBCOT, and completed the year 3 checklist. In addition, the signing will occur after the current semester grades

are submitted and posted by the Registrar's office. Students must be cleared for graduation by the Graduate Director and in good standing academically and professionally within the program.

Please use the following instructions:

- Apply to NBCOT to take the examination.
- Access and complete the DVF from the NBCOT website.
- Complete the Year III Checklist and upload it to the designated Blackboard site.
- The student will then send a one email to the Occupational Therapy Program Chairperson and the Program Graduate Director notifying them that they are requesting completion of the DVF.
- The Graduate Director will verify completion of the Year III checklist and notify the Department Chairperson, who will then sign the student's DVF electronically.
- The student should indicate on the Registrar's site that they wish to have their official transcript, with the awarded degree sent to NBCOT. Their official examination pass/fail status will not be released (to state boards of practice) until the official transcript, confirming degree and title, is received.

RESEARCH INVOLVING HUMAN SUBJECTS

In accordance with Federal Regulations and Guidelines and the University of North Dakota (UND) policies regarding “the protection of the rights and welfare of human subjects” (UND, 2011, ¶1), occupational therapy students must acquire approval from the UND Institutional Review Board (IRB) prior to engaging in any research projects involving human subjects or biomedical research. Students must complete human subject education to acquire IRB certification prior to submitting proposals to the UND IRB and be supervised by a full-time faculty member throughout the research process. Proposals are submitted electronically and the faculty advisor is listed as the principle investigator.

Human subject education resources, IRB forms for all levels of human subjects research, federal regulations and guidelines, and detailed policies and procedures regarding research can be found at: <http://www.und.nodak.edu/dept/rdc/regucomm/IRB/index.html>

Reference: The University of North Dakota Institutional Review Board. (2011). *Institutional Review Board*. Retrieved February 2, 2011 from <http://www.und.nodak.edu/dept/rdc/regucomm/IRB/index.html>

SAFETY POLICIES AND PROCEDURES

Emergency, Evacuation, and University Closures

If the University of North Dakota is closed due to severe weather or other reasons, the occupational therapy department will be closed. This information is communicated to students, staff, faculty, and the public through a variety of methods including the UND website, email system, NotiFind, and mass media radio and television stations. Additional information regarding emergency preparedness can be found by calling 701-777-6700 or on the following website: <http://und.edu/public-safety/emergencies/index.cfm>

If Casper College is closed for severe weather or other reasons the UND occupational therapy Department at Casper College will be closed. This information is communicated to students, staff, faculty, and the public through a variety of methods including the Casper College website and mass media radio and television stations. Additional information regarding emergency preparedness can be found at: <http://www.caspercollege.edu/alert/index.html>

Because the University of North Dakota (UND) Occupational Therapy Department is housed on two campuses in two states, it is necessary to also provide specifics with regards to where the inclement weather occurs and how it will influence teaching and learning. The goal of this policy is to ensure that students on both campuses are receiving optimum learning experiences and provide consistency in the delivery of instruction.

If UND Grand Forks is closed, all instruction originating in Grand Forks (and the associated courses regardless of location of the students) will be canceled. If UND Grand Forks is closed, all classes for students in Grand Forks are cancelled, regardless of the location of the instructor. This

means that if an instructor in Casper is teaching to students in Grand Forks and UND Grand Forks is closed due to weather, the class session is cancelled.

If Casper College is closed, all instruction originating in Casper (and the associated courses regardless of location of the students) will be cancelled. If Casper College is closed, all classes for students in Casper are cancelled, regardless of the location of the instructor. This means that if an instructor in Grand Forks is teaching to students in Casper and Casper College is closed due to weather, the class session is cancelled.

In the event that an instructor is scheduled to teach to students on both campuses simultaneously and a closure occurs at either campus, the class session will be cancelled.

Exceptions to this policy may occur if there is a guest speaker from outside of the Department of Occupational Therapy scheduled to present, if more than 3 sessions in one course have been cancelled due to weather, or if the course instructors identify that cancelling the session would be of detriment to all of the learners. In those case, the instructors will be responsible for ensuring that equitable delivery of instruction occurs for all learners and learners are responsible for completing the work required to achieve program competency standards.

Faculty will work with students on both campus sites to ensure appropriate make up classes are scheduled or comparable learning activities are developed. Students are expected to use good judgment in evaluating personal safety in traveling to classes or fieldwork placements. Students are expected to notify faculty/staff at the campus of enrollment of any absences.

General Lab Safety Policy and Procedures

The following serve as a guide when using any of the lab spaces and the lab equipment and supplies:

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate foot wear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping hazards (pay attention where you place equipment to prevent blocking a walkway.)
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished

- Return extra equipment/supplies to their original location when you have finished using them.
- Faculty periodically checks equipment to ensure that it is in good condition. If you have a problem with a piece of equipment or notice that it is not in good condition, report the problem to the faculty member in charge of the lab.
- All equipment/supplies are stored in a secure location in the department. Following completion of a task, sharps and tools must be counted and returned to their original storage place.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported in order to complete an incident report as per university guidelines.
- If immediate medical attention is required, injured or ill persons should be transported to the nearest emergency health care facility. This can be accomplished by arranging for emergency transport by calling 911.
- For injuries that do not require immediate medical attention but do warrant medical consultation, the following options are available:
 - A visit to your personal medical provider.
 - A visit to student health services located in McCannel Hall (GF) or the College Center (CC)
 - A visit to a medical provider at one of the local health facilities.

Wheel Chair Safety Policies and Procedures

The following serve as a guide when positioning and maintaining wheelchairs and other mobility equipment:

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate foot wear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping hazards (pay attention where you place equipment to prevent blocking a walkway.)
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished
 - Return extra equipment/supplies to their original location when you have finished using them.

- Guidelines for using wheelchairs
 - Insure the seating system is complete with all removable pieces properly positioned and attached.
 - Make sure locks are in good working repair and adequately work.
 - Check tires to make sure they are properly inflated.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported in order to complete an incident report as per university guidelines.
- If immediate medical attention is required, injured or ill persons should be transported to the nearest emergency health care facility. This can be accomplished by arranging for emergency transport by calling 911.
- For injuries that do not require immediate medical attention but do warrant medical consultation, the following options are available:
 - A visit to your personal medical provider.
 - A visit to student health services located in McCannel Hall (GF) or the College Center (CC)
 - A visit to a medical provider at one of the local health facilities.

Assistive Technology Lab Safety Policies and Procedures

The following serve as a guide when using assistive technology equipment:

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate footwear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping hazards (pay attention where you place equipment to prevent blocking a walkway).
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished
 - Return extra equipment/supplies to their original location when you have finished using them.
- Guidelines for use of soldering irons:
 - Workstations with the soldering irons are to be kept clear of clutter – no papers, books, backpacks etc.

- Keep hands and fingers a minimum of 4 inches away from the heated tip of the soldering iron.
- Always use a clip holder or pliers to hold the solder because it will become hot enough to cause a burn.
- All soldering should be done on the wood blocks provided and not on the table – soldering irons must be placed in the holder when plugged in and not in use.
- After using the soldering irons, allow them to completely cool before cleaning and returning to their original location.
- Clear your work area of all wire and materials scraps.
- Faculty periodically checks equipment to ensure that it is in good condition (no loose pieces, no frayed cords, etc.). If you have a problem with a piece of equipment or notice that it is not in good condition, report the problem to a faculty member.
- Equipment/supplies are stored in secure locations in the department. Following completion of the task, sharps and tools must be counted and returned to their original storage place in the department.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported in order to complete an incident report as per university guidelines.
- If immediate medical attention is required, injured or ill persons should be transported to the nearest emergency health care facility. This can be accomplished by arranging for emergency transport by calling 911.
- For injuries that do not require immediate medical attention but do warrant medical consultation, the following options are available:
 - A visit to your personal medical provider.
 - A visit to student health services located in McCannel Hall (GF) or the College Center (CC)
 - A visit to a medical provider at one of the local health facilities.

Splinting and Sewing Safety Policies and Procedures

The following serve as a guide when using splinting equipment:

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate footwear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping hazards (pay attention where you place equipment to prevent blocking a walkway).
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished
 - Return extra equipment/supplies to their original location when you have finished using them.
- Guidelines for use of splinting pans:
 - Workstations with splinting pans are to be kept clear of clutter – no papers, books, backpacks, etc.
 - Use care when heating water to avoid burns through splashing or coming in contact with the heated pan.
 - Use tongs to place and remove splinting materials from the pan to prevent burning fingers or hands.
 - Allow splint materials to cool before fitting on client
 - After completing the splint, turn off splint pans, remove water, and allow pan to cool before returning to storage area.
 - Clear work area of material scraps
- Guidelines for using scissors/utility knives/leather punch:
 - Use care when cutting splinting materials to avoid cutting self or damaging splinting materials
 - Make sure scissors/utility knives/leather punches are used for cutting splinting materials only and sharpened as needed.
- Guidelines for use of heat guns:
 - Workstations with heat guns are to be kept clear of clutter – no papers, books, backpacks, etc.
 - Use care when using heat gun to avoid burns by touching the heated tip or splinting materials.
 - Allow splint materials to cool before fitting on client or manipulating the object
 - After completing the splint, turn off splint pans, remove water, and allow pan to cool before returning to storage area

- Guidelines for sewing machine usage:
 - When sewing make sure to keep hands and fingers a minimum of 4 inches away from the sewing machine needle.
 - Use the sewing machine seam guide as a way to manipulate the fabric and still maintain your personal safety.
 - While operating the machine, make sure to sit upright with your face a minimum of 12 inches away from the needle.
 - Change needles frequently in order to prevent breaking or damaging the needles and/or machine.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported in order to complete an incident report as per university guidelines.
- If immediate medical attention is required, injured or ill persons should be transported to the nearest emergency health care facility. This can be accomplished by arranging for emergency transport by calling 911.
- For injuries that do not require immediate medical attention but do warrant medical consultation, the following options are available:
 - A visit to your personal medical provider.
 - A visit to student health services located in McCannel Hall (GF) or the College Center (CC)
 - A visit to a medical provider at one of the local health facilities.

Gross Motor Activity Labs Safety Policies and Procedures

The following serve as a guide when participating in lab activities that require gross motor activity. Remember that many of these lab activities require a great deal of movement:

General Guidelines:

- If you have any physical limitations, it is your responsibility to notify the faculty member who is in charge of the lab in order for modifications to be made.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Be sure you are fully educated on the proper use of the equipment before beginning.
- Wear appropriate footwear and clothing: loose, baggy or flowing clothing can make it difficult for someone to spot for you and assist in the event that your balance is compromised.
- Know the hazards associated with the use of therapy balls, bolsters, rocker boards, etc.
 - Only use the equipment on an absorbent, mat surface.
 - Always have at least one-person close by to serve as a ‘spotter’ and watch for loss of balance and possible falls.
 - Check the equipment to ensure that the surface is clean and free of any substances that would cause a user to slip/slide.
- Faculty periodically checks equipment to ensure that it is in good condition. If you have a problem with a piece of equipment or notice that it is not in good condition, report the problem to the faculty member in charge of the lab.

- All equipment/supplies are stored in a secure location in the department. Following completion of a task, sharps and tools must be counted and returned to their original storage place.
- Guidelines specific to the sensory integration lab
 - This is an active lab and it is your responsibility to notify the faculty member in charge of the lab of any physical restrictions or sensory issues (i.e. problems tolerating vestibular movements) in order to have the activities modified for you.
 - It is important that you follow the directions for the individual activities.
 - If you are bothered by any of the sensory activities (dizziness, nausea, etc.), stop what you are doing and notify the instructor.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported in order to complete an incident report as per university guidelines.
- If immediate medical attention is required, injured or ill persons should be transported to the nearest emergency health care facility. This can be accomplished by arranging for emergency transport by calling 911.
- For injuries that do not require immediate medical attention but do warrant medical consultation, the following options are available:
 - A visit to your personal medical provider.
 - A visit to student health services located in McCannel Hall (GF) or the College Center (CC)
 - A visit to a medical provider at one of the local health facilities.

Physical Agent Modalities Lab Policies and Procedures

The following serve as a guide when using physical agent modalities equipment:

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate footwear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping or burn hazards (pay attention where you place equipment to prevent blocking a walkway).
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your workspace as clean as possible during a lab, and clean the space when you are finished, following infection control procedures.

- Return equipment/supplies to their original location when you have finished using them.
- Faculty periodically checks equipment to ensure that it is in good condition. If you have a problem with a piece of equipment or notice that it is not in good condition, report the problem to the faculty member in charge of the lab.
- All equipment/supplies are stored in a secure location in the department. Following completion of a task, sharps and tools must be counted and returned to their original storage place. Supplies consumed must be counted and documented.
- Guidelines for safe use of specific physical agent modalities (PAMS):
 - Know and demonstrate use of proper infection control procedures, such as use of sterile gloves and equipment.
 - Demonstrate use of wound care supplies appropriate to the processes and stages of tissue healing, such as cleansers and dressings.
 - Demonstrate the knowledge of light, water, temperature, sound, or electricity properties relevant to specific PAMs through safe application technique, such as towel layers to prevent hot pack burns to the skin.
 - Follow specific protocols and verbalize indications and contraindications/precautions for the selection and therapeutic application of specific physical agent modalities, such as electrical stimulation being contraindicated for use with persons who have cardiac pacemakers.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported in order to complete an incident report as per university guidelines.
- If immediate medical attention is required, injured or ill persons should be transported to the nearest emergency health care facility. This can be accomplished by arranging for emergency transport by calling 911.
- For injuries that do not require immediate medical attention but do warrant medical consultation, the following options are available:
 - A visit to your personal medical provider.
 - A visit to student health services located in McCannel Hall (GF) or the College Center (CC)
 - A visit to a medical provider at one of the local health facilities.

FIELDWORK POLICIES AND PROCEDURES

General Fieldwork Policies

Fieldwork Pre-Requisite Policy:

The UND Occupational Therapy Department has initiated a standard list of pre-requisites that must be completed before students are considered for fieldwork placement (Level I or Level II). A specific timeline for completion is provided upon admission to the program. It is the student's responsibility to complete the pre-requisites within the timelines provided as well as complete yearly updates as needed. Lack of attention to this requirement may lead to professional probation and cancellation of fieldwork placements. In addition, it is important that students take the initiative to update departmental pre-requisites as needed to stay current throughout the duration of the OT professional program.

Level I and Level II fieldwork pre-requisite requirements that expire during a student's fieldwork placement will not meet the departmental requirements. It is the students' responsibility to verify and ensure that these time sensitive requirements will be in effect through the duration of the fieldwork placement. If any of the time-sensitive requirements are set to expire before the end of the student's placement, he or she must complete these requirements again to ensure they are up to date for the duration of the placement. In the event the student attends fieldwork without pre-requisites being met and in effect through the duration of the placement, the placement may be terminated immediately.

Public Health and Mitigation Strategies:

Following the global COVID-19 Pandemic, the School of Medicine and Health Sciences has implemented policies related to protection of patients, students, and the community. This may include testing prior to fieldwork, use of a mask when onsite, and other mitigation strategies. Additional requirements will be communicated by SMHS administration and posted on the website.

Student Health Records:

The University of North Dakota Occupational Therapy Department does not routinely maintain health records for students in any location other than the student's personal account in the fieldwork database. It is the student's responsibility to ensure that all required and current documentation is provided in the fieldwork database. Health records loaded into the fieldwork database are retained according to the School of Medicine and Health Sciences records retention schedule. The Academic Fieldwork Coordinator may have to provide documentation to fieldwork sites, verifying completion of the prerequisite requirements.

Financial Obligations and Fieldwork:

The professional program at the University of North Dakota can be completed in eight semesters, which includes six months of fieldwork experience. Students enroll and pay tuition for both required fieldwork experiences for a total of 24 credits. Although students are not on campus during the fieldwork period, the cost to the University for the fieldwork experience portion of the Occupational Therapy Program includes faculty time, administrative assistance, liability insurance, telephone, paper and mailing costs, travel expenses for faculty to visit the facilities regularly.

Students are responsible for travel expenses associated with Level I and Level II fieldwork experiences; this may include travel to Level I sites up to 8 hours away from the campus, so students should plan their budgets accordingly. Students are required to be away for 5 days of Year I, and a total of 5-10 days during Year II for Level I Fieldwork and during this time are responsible for their own accommodations and travel expenses. Students are also expected to plan ahead for expenses for Level I and Level II fieldwork. This will include housing, transportation, food, etc. Students must be aware that Level II fieldwork placements may not be in a location where they have family or friends. The program is intentional in developing fieldwork sites that meet the design of the curriculum. If a placement is secured for a student and the student refuses to go to that placement, it may result in delayed graduation. If a student refuses two placements that offer fieldwork experiences consistent with the curricular design, they will be dismissed from the program. Upon dismissal students have the right to petition the faculty for re-admission.

Approval to Participate in Fieldwork:

If a student is on probation, they are not permitted to complete Level I or Level II placement unless special permission from faculty is granted. The student must formally request permission in writing. Students on academic probation must have a 76% or higher in all courses to petition to be scheduled for Level I fieldwork. Refer to policies on *Student Probation and Dismissal*. Students must demonstrate appropriate knowledge and professional behaviors prior to engaging in Level II fieldwork placements. Refer to the student fieldwork readiness form for specific expectations.

Accessibility Accommodation in the Fieldwork Setting:

The Department of Occupational Therapy has a responsibility for the welfare of clients treated or otherwise affected by students enrolled in the program as well as the educational welfare of its students. The technical standards have been developed for the Occupational Therapy Doctorate program to identify knowledge, skills, and abilities required for entry-level occupational therapists. Thus, students must meet the technical standards of the program with or without reasonable accommodations throughout the course of study, including their fieldwork experiences. Reasonable accommodations will be provided for students according to documented recommendations for accommodation from Community Standards & Accessibility for Students. Students are not required to disclose information about their disability to faculty and staff of the occupational therapy program, or representatives of fieldwork sites. We are committed to equal opportunity for all students and invite collaboration between students, Accessibility for Students and the Academic Fieldwork Coordinator (AFWC). All school representatives including faculty, staff, Accessibility staff, and AFWC are not able to provide any information about a student's accessibility circumstances without first receiving explicit approval from the student, including what information and to what degree it may be disclosed to the site.

Students who are requesting accessibility accommodations for their fieldwork experiences need to register with Accessibility for Students. Upon obtaining verification from Accessibility for Students the student will notify their instructors and/or Academic Fieldwork Coordinator to request and arrange for the accommodations. Details on how to register can be found at <https://und.edu/student-life/accessibility-for-students/> or by contacting them at 701-777-2664 (Memorial Union Room 240).

Accessibility Accommodation Process for Level I and Level II Fieldwork:

Any student wishing to request accessibility accommodations for their Level I and/or Level II

fieldwork placements are encouraged to register with Accessibility for Students prior to the beginning of each semester. Upon registering with Accessibility for Students, the student is invited to participate in a collaborative process with Accessibility for Students and the AFWC. Fieldwork expectations will be discussed along with considerations related to the fieldwork site, which may include scheduling a visit to evaluate what type of accommodations may be needed. Collaboration will continue between the AFWC, Accessibility for Students, and the student to discuss accommodations that will meet their learning needs based on the student's understanding of the fieldwork site. Accessibility for Students will assist the student in determining what accommodations would be indicated based on the individual student's circumstances. The accessibility access specialist will provide the student with a Verification of Accommodations Form that describes the functional impact of the disability and recommended accommodations.

Upon receipt of the Verification of Accommodations Form, the student may either 1) contact the fieldwork site, by phone or in person, and specify the accessibility accommodations they will be requesting during the fieldwork placement; or 2) give permission to the AFWC to notify the fieldwork site of requested accessibility accommodations. The student is not required to provide the Verification of Accommodations Form to the fieldwork setting. Once notified, the student, fieldwork site, and AFWC will collaborate to determine if the site is a good fit for the student and what reasonable accommodations are needed. If the site is a good fit, the student will be placed for fieldwork at this site. If the site is not a good fit for the student, the AFWC will collaborate with the student in identifying an alternative placement.

In the circumstance that a student has already begun the Level I or Level II fieldwork experience and during the fieldwork identifies the need for accessibility accommodations, the student will be encouraged to meet with the Accessibility for Students office and the AFWC, in collaboration with the fieldwork educator, to discuss accessibility accommodations that will meet their learning needs based on the student's understanding of the fieldwork site. If accommodations are available, the student placement will continue at the site as scheduled or with a timeframe modification if needed. If the site is not able to provide the requested accommodations, the AFWC will assist the student in choosing an alternative placement.

Level I Fieldwork Policies and Procedures

Attendance policy for Level I Fieldwork

Students are required to attend and participate in all scheduled Level I fieldwork placements for the entire period of the assignment, as outlined in the syllabus. It is the responsibility of the student to report any fieldwork schedule changes to the UND OT department and course instructor, in accordance with departmental attendance policies. If the student misses more than 4 hours of the total scheduled time due to constraints that are out of the student's control (i.e., weather conditions, illness, funerals, etc.), the student must notify the AFWC and the course instructor so that alternative arrangements can be made. Level I fieldwork hours must be fully completed as outlined in the syllabus.

Establishment of Level I Fieldwork Sites:

Fieldwork experiences may be initiated by the facility or by the UND Occupational Therapy Department. Each facility must fill out an AOTA Data Form, which includes contact information, pre-requisite requirements, and detailed description of the learning experiences available at the site.

If the learning experiences available are consistent with the learning objectives for the Level I experience, the site will be added as a fieldwork site and an affiliation agreement established. Level I fieldwork sites are located within an 8-hour distance from the central campus (Casper, WY and Grand Forks, ND) for one-week block placements and within the campus community for community placements. Ongoing site evaluation will occur as the academic fieldwork coordinator reviews student descriptions of their Level I learning experiences in view of course objectives. If it is determined that a site no longer meets the learning objectives for a Level I experience, the site will be notified.

Assignment of Level I Fieldwork:

Students must complete Level I fieldwork coursework in sequential order. Students are assigned for Level I fieldwork experiences in both one-week block placements and a semester-long placement. The one-week block placement can occur up to 8 hours away from the central campus. In year one students are assigned to a semester-long community-based setting and a one-week block placement with a focus on assessment. In year two, students will complete two, Level I fieldworks which may be one-week block placement or semester-long. One of these placements will focus on neuromusculoskeletal and movement related function interventions and the other will focus on mental function interventions. Students are responsible for their own accommodations and travel expenses incurred during these one-week block placements. Students will complete at least one fieldwork (Level I or Level II) experience in the state of Wyoming or North Dakota.

Students with extenuating circumstances which interfere with assigned Level I placements must petition the faculty for placement exemption. If the petition is approved, the Level I placement will be rescheduled later in the semester that is convenient for the student and site availability. Courses must be completed in sequence so rescheduled placements must be successfully completed before students are eligible for upcoming fieldwork placement assignments.

Evaluation and grades for Level I Fieldwork:

During the professional program students will participate in four, Level I fieldwork experiences. The first Level I fieldwork experience occurring across the first semester, students are evaluated after their initial visit with their community participant and again toward the end of the semester. For this experience students are evaluated using points which are awarded in the respective course, OT 506. Students are evaluated at the end of each of the remaining three Level I fieldwork experiences using a Satisfactory/Unsatisfactory (S-U) evaluation form. Students receiving an unsatisfactory (U) grade for a Level I fieldwork component of any course will receive an Incomplete for the course. The student will have one opportunity to repeat the Level I fieldwork for a passing grade.

Level II Fieldwork Policies and Procedures

Attendance policy for Level II Fieldwork:

Level II fieldworks are scheduled for a twelve (12) week rotation. If a student will be absent or tardy, they must inform their fieldwork educator at the facility prior to the beginning of the workday. In addition, the student must notify the occupational therapy department by 8:00 am at 701-777-2209. **A student who misses a day of work for any number of reasons (sickness, job interviews, funeral, wedding, etc.) is required to make up absences during the 13th week or make arrangements with the fieldwork educator to make-up the time equivalent in the 12-**

week time frame. If more than 2 days of fieldwork are missed due to weather related facility closures, the student is required to make them up. Any special arrangements to make up time must be approved by the site fieldwork educator and confirmed by the academic fieldwork coordinator. Students must notify academic fieldwork coordinators regarding all alternations to the originally planned schedule. In addition, no Level I fieldwork experiences can be substituted for Level II fieldwork experiences.

Establishment of Level II Fieldwork Experiences:

Geographic Region: Arizona, Colorado, Idaho, Iowa, Minnesota, Montana, Nebraska, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming

Fieldwork experiences within the fifteen-state geographic region may be initiated by the facility or by the UND Occupational Therapy Department academic fieldwork coordinator. Each facility is evaluated to determine whether the setting can offer learning experiences consistent with the UND OT curriculum design and the readiness of the occupational therapy student. Once contact has been made, one of the academic fieldwork coordinators (AFWC) at the Occupational Therapy Department at UND will oversee the following process:

1. A copy of the master affiliation agreement initiated by UND will be sent to the facility for consideration or revision if needed. If the site would rather have a departmental agreement or use their own agreement rather than a master affiliation agreement, this is negotiated.
2. Simultaneous to affiliation agreement negotiations, the site is provided a copy of the AOTA fieldwork data form for completion, the UND OT Department template for writing fieldwork learning objectives, the UND OT Department template for sequencing learning experiences for fieldwork, and the UND OT Department Facility Evaluation Form.
3. The fieldwork site is invited to use these materials and to communicate directly with one of the AFWC as they establish or refine their fieldwork program. Upon receipt of the AOTA fieldwork data form, the UND OT Department Facility Evaluation Form and the Facility site specific learning objectives, the information is evaluated by the academic fieldwork coordinator to determine whether the facility meets the UND Occupational Therapy Department criteria for fieldwork settings. This information may also be reviewed by other occupational therapy department faculty, and the facility may be requested to modify some aspect of the experience to meet the criteria.
4. Once the facility has been approved as a fieldwork site, information from the site is added to the fieldwork database Exxat. The site is then listed as a possible choice for students when choosing fieldwork.

5. Facilities not approved as fieldwork sites will be provided specific rationale as to the decision made and will be provided with suggestions should they wish to pursue approval as a fieldwork site in the future. If a fieldwork facility chooses to withdraw from offering fieldwork experiences to UND students, they are also expected to notify the UND OT department of the decision and the reasoning behind it. The information concerning that facility will then be removed from the fieldwork information on Blackboard.

Choosing Level II Fieldwork Placements:

The academic fieldwork coordinators meet with Year I students in the late fall semester of their first year. At that time, the coordinator describes the purpose of Level II fieldwork and presents guidelines to assist students in making their fieldwork choices. Level II fieldwork placements will be made using the Wishlist feature in the fieldwork database, Exxat. In late fall the fieldwork team will send out Level II fieldwork reservation requests to all current fieldwork partners within the 15-state geographical region. As fieldwork partners complete the request and indicate available placements, students will be able to view available placements offered in Exxat. Students will make their selections for their Level II placements based on fieldwork placements that have been offered.

As students are assigned to fieldwork placements, the data is entered into the UND fieldwork data base and an official fieldwork request form is generated for each student. Students are advised to carefully review the information on the form and sign. The AFWC also signs the form, and it is sent to the fieldwork site as an official record of the fieldwork site request. If the facility can accommodate the student, the site fieldwork coordinator signs the facility request form, verifying that the fieldwork educator who will be assigned to the student has at least one year of experience as an OTR and is adequately prepared for the position. Once the form is signed by all parties (the facility representative, the AFWC and the student), the agreement is binding. Changes requested by the student can be made only by writing a petition to the faculty as described in the section on “Changing Level II Fieldwork Experiences.”

Currently, many fieldwork facilities are requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. It is the responsibility of the student to check facility information to ensure that requirements for both Level I and Level II fieldwork have been met and documentation is provided to the facility as required. In addition, each student will review site contracts for their assigned facility to ensure that they are aware of and responsible to meet all facility pre-requisites. The University of North Dakota Occupational Therapy Department is not responsible for ensuring that students meet facility requirements nor is the department a clearing house for these records.

Level II Placement Restrictions:

1. No student may do both Level II fieldwork placements in the same facility unless the two fieldwork programs are structurally and/or administratively separate.
2. No student may complete a mental functions Level II fieldwork placement at a facility where they have previously received occupational therapy services.

Changing Level II Fieldwork Experiences:

Once the student has signed a fieldwork request form indicating their willingness to complete Level II fieldwork at a specific facility, this agreement is binding, and exceptions are only made in rare cases due to the impact of these changes on the program and fieldwork facilities. The student may make changes only by petitioning the faculty.

1. Students will write a letter to the faculty outlining the reasons for the requested change. The student should indicate the scope of the occupational therapy program at the scheduled facility and should discuss why this program does not meet their educational goals. The student should also provide information as to the process they used to come to this conclusion. The letter should conclude with a short description of the type of program or learning experience that the student is seeking to better meet their educational goals.

All requests for change must be received by the faculty no later than three months prior to the scheduled Level II fieldwork experience. Requests received after this deadline will be considered on a case-by-case basis. The faculty will review both the student's past performance in the OT program as well as any extenuating circumstances surrounding the request.

2. If the petition is approved by majority faculty vote, the student is directed to contact the academic fieldwork coordinator, who will take responsibility for canceling the original contract and will work with the student to find an alternative fieldwork experience that is consistent with the curricular design and better meets their educational goals.

Evaluation and grades for Level II Fieldwork:

Each student is expected to complete 24 weeks of fieldwork, 12 weeks in neuromusculoskeletal and movement related functions and 12 weeks in mental functions. Students will be evaluated by their fieldwork educator using the AOTA Fieldwork Performance Evaluation (FWPE) at both midterm (end of week 6) and final (end of week 12). To pass each fieldwork, the student must receive the minimum passing score on the FWPE. A student will not receive a grade in the fieldwork courses until the FWPE and the Student Evaluation of Fieldwork (SEFW) are received by the University of North Dakota OT Department AFWC. In addition, all additional assignments for the fieldwork course must be met before the AFWC assigned to the fieldwork course assigns a grade for the course and the Registrar's Office updates the student's transcript.

It is the Occupational Therapy Department's expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. However, should the student experience difficulty leading to the discontinuation of fieldwork, the following categories for termination apply as described below:

Student Initiated Withdrawal: Students can withdraw within three weeks of the fieldwork start date. They will be given an incomplete in the course and be re-scheduled at another facility when available.

Terminated Passing: Students may choose to withdraw from the fieldwork site at any point before

the midterm evaluation is completed. In this situation, the student, fieldwork educator and University of North Dakota academic fieldwork coordinator agree that the student is unable to perform to their potential due to a mismatch of student and facility. If the withdrawal occurs after three weeks of fieldwork start date, the withdrawal will be reflected on the student transcript as a withdrawal (w) for the course and the student must re-register and pay tuition for the course. Students may withdraw from a fieldwork course only once; the second registration in a given fieldwork course will culminate in a grade.

Terminated for Medical Reasons: This may occur at any time during the fieldwork experience in which the student is currently meeting competencies. The student is allowed to withdraw or take an incomplete for the course and complete it when they are medically stable and upon recommendation by the referring medical professional.

Terminated Failing: At any point throughout a Level II fieldwork that a student is not meeting competencies, the fieldwork facility may enter into an agreement of remediation with the student to rectify the deficiencies identified. The fieldwork facility may terminate, at any time, a student whose performance is not meeting competency or threatens the clients' treatment or safety. If a student is terminated and/or receives a failing evaluation, the student is subject to termination from the professional program and must petition the faculty to remain in the program. Upon majority affirmation by the faculty, the student is allowed to remain in the program on academic probation. If a majority affirmation through a formal vote by the faculty is not received, the student will be terminated from the professional program and their registration cancelled. This decision may be appealed by the student according to the appeal policies of the School of Medicine and Health Sciences and/or the University. (Also see the departmental "Student Probation and Dismissal" policies described earlier in this manual).

FIELDWORK RESPONSIBILITIES:
DEPARTMENT, FIELDWORK FACILITIES, AND STUDENT

This document is consistent with the American Occupational Therapy Association's Code of Ethics, the University of North Dakota Occupational Therapy Affiliation Agreements and the University of North Dakota Code of Student Life.

UND Occupational Therapy Department Responsibilities

To assume responsibility for assuring continuing compliance with the educational standards as established in the *Standards for an Accredited Educational Program for the Occupational Therapist*.

1. To maintain the complete set of syllabi for all occupational therapy courses in the Occupational Therapy Department, to be available for students, fieldwork educators and others for review in the Department.
2. To maintain files of current information on fieldwork in the Occupational Therapy Department. This is the information provided by the fieldwork facilities annually and/or when major changes occur.
3. To follow due process on working with students and fieldwork facilities.
4. To comply with affirmative action.
5. To establish and maintain on-going honest communication with fieldwork facilities and students.
6. To schedule students for occupational therapy fieldwork and to assign only those students who have satisfactorily completed the required academic work. There will be close planning between faculty, students and fieldwork educators.
7. To collaborate with fieldwork facilities in defining measurable objectives for fieldwork education.
8. To counsel students in fieldwork in collaboration with fieldwork educators.
9. To communicate with fieldwork educators regularly (through mailings, electronic communication and fieldwork visits).
10. To evaluate the total Occupational Therapy Program regularly, including the fieldwork experiences. Fieldwork facilities are to be evaluated as described in the fieldwork facility evaluation format.
11. To provide liability insurance for occupational therapy students in assigned fieldwork placements.

Fieldwork Facility Responsibilities

1. To maintain competency in practice, keeping abreast of current theories and techniques.
2. To provide the Occupational Therapy Department with current information on the educational program for occupational therapy students in fieldwork. This includes philosophy, purpose, types of patients/clients, evaluation and treatment theories and techniques, learning experiences available, measurable objectives, policies and procedures of the facility and method(s) of evaluating students.
3. To maintain honest communication with students and with UND faculty to improve practice, assist in improving academic course content and learning experiences and identify trends in occupational therapy health care and rehabilitation.
4. To provide meaningful sequential learning experiences for students in fieldwork. It is the responsibility of the fieldwork site to determine level of independence the student is prepared to undertake, and to provide students sequenced learning experiences to prepare them for independent performance.
5. To make available to students at the beginning of fieldwork and throughout the fieldwork experience, the policies and procedures of the facility.
6. To provide supervision of students by qualified personnel.
7. To clearly define to students the channels of communication within the facility.
8. To evaluate students on a routine basis throughout the fieldwork experience. While UND recommends and provides a format for weekly performance reviews, it is mandatory that at the least, all students be evaluated by midterm. If there appears to be a problem, this should be discussed with the student as soon as possible, the problem documented and all parties (student, fieldwork educator and AFWC) given a copy of the documentation. The academic fieldwork coordinator should be notified as soon as possible so that arrangements can be made for remediation. Consultation with the O.T. Department and/or University should be maintained until the problem is resolved. If a student's performance in relation to patient treatment is unsatisfactory, and/or the student is unable to function satisfactorily to meet the measurable objectives of the fieldwork experience, the student's fieldwork may be terminated by the facility and the Occupational Therapy Department. Due process must be adhered to throughout the proceedings.
9. To notify the Occupational Therapy Department as soon as possible of major changes in program, scheduling, etc.

Student Responsibilities

1. Professional behavior begins in the classroom. The student will demonstrate professional judgment in all didactic activities by:
 - (a) being prepared for class, paying attention and participating with relevant material in class discussion
 - (b) showing respect for the instructor and guest lecturers

These characteristics carry over into the clinical situation. The individual with professional behavior is respected by patients, family, other members of the health care team and society. The professional person's behavior reflects the credibility of the profession.

2. The student is expected to adhere to the Occupational Therapy Code of Ethics as adopted by the American Occupational Therapy Association.
3. Students are expected to know and to adhere to the regulations within the agencies in which they are assigned fieldwork. Such regulations may involve dress, behavior and attendance.
4. Students are expected to maintain respect and courtesy toward their own colleagues as well as toward their faculty, fieldwork educators, patients/clients and others with whom they come in contact.
5. Students are expected to assist in promoting honest and harmonious working relationships in the classroom and fieldwork facilities.
6. Students are expected to maintain good health habits and regular physical examinations during both academic and fieldwork experiences. Students are expected to maintain appropriate health insurance during academic and fieldwork education.
7. Students are expected to engage in only those procedures in which they have achieved an appropriate level of competence.
8. Students are expected to integrate material from previous courses as they progress through the academic and fieldwork program.
9. Students are expected to take the initiative for their own learning in addition to required course content.
10. Students are expected to analyze the information in fieldwork manuals and to review appropriate material necessary for their assigned placement.
11. Students are expected to take the initiative in regard to analyzing and synthesizing their perceptions of the learning experiences in both the academic and fieldwork phase of their education. If a student has a concern about any phase of the learning experience,

they will follow the appropriate channels of communication in the facility/agency.

These channels are:

Academic: Student, Instructor, Departmental Chairperson, School of Medicine and Health Sciences Dean. The student is encouraged to seek counsel throughout the process.

Fieldwork Experience: Immediate fieldwork educator, then through the established channels of communication at the facility/agency. Both the student and facility must communicate with the UND academic fieldwork coordinator in Occupational Therapy throughout the process.

12. Students are expected to complete candid and constructive written evaluations of each course in which they are enrolled, including fieldwork.
13. Students are expected to complete pre-requisite fieldwork requirements and all course assignments in a timely manner.

Students who are in non-compliance with the above may be placed on professional probation or may have their enrollment in either coursework or fieldwork canceled.

Revised: 2021

DOCTORAL EXPERIENCE POLICIES AND PROCEDURES

Please refer to the full Doctoral Experience Manual for further detail. The Doctoral Experience Manual will be provided to students at the start of Semester 4 in the Occupational Therapy Program.

Overview

Purpose: The purpose of the Doctoral Experience is to develop in-depth exposure to one or more areas. Students at the University of North Dakota can complete one of the following experiential types: 1) advanced clinical practice skills, 2) research/theory development, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education.

Length: The required length of the Doctoral Experience is a minimum of 14 weeks (560 hours). No more than 20% of the 560 hours may be completed outside of the mentored practice setting(s).

Locating site placements: Students and faculty collaborate to locate doctoral experience sites that reflect the mission and vision of the department of occupational therapy. The department has established relationships in fifteen states including Arizona, Colorado, Idaho, Iowa, Minnesota, Montana, Nebraska, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, Wisconsin, and Wyoming. Students may locate placements where relationships are not already established if they meet the mission and vision of the department.

Communication Channels and Collaboration

Prior to contacting a site, students and their faculty mentor must seek approval from the Doctoral Experience (DEC) Coordinators before contacting a potential Doctoral Experience site. The Academic Fieldwork Coordinators (AFWC) and Doctoral coordinators work as a team to streamline communication processes for current fieldwork sites. The process for communicating with sites will be determined on a case-by-case basis based on current site agreements and established relationships with the University.

Advanced Clinical Practice Skills Focus area

Students seeking an advanced clinical practice placement for their Doctoral Experience and Capstone are required to work with their assigned Doctoral coordinator to identify placements where UND already has an affiliation agreement. If it is determined that there are no available slots within our established facilities within our fieldwork region (15 states listed previously), then the student will be encouraged to work with the DEP coordinator to establish a new affiliation agreement that could potentially serve as a new fieldwork or DEP site for other students. Students seeking a DEP outside the 15 state geographic region must follow the petition process outlined in the student and experiential manual.

Timing: The Doctoral Experience must occur after the student has successfully completed all coursework and Level II fieldworks. The Doctoral Experience will occur in the last semester of the program. Students may complete up to 40 hours of the Doctoral Experience prior to the start of the semester in which the Doctoral Experience occurs as long as the student has successfully completed coursework and fieldwork. This option is provided because certain experiences, such as education or research, may require preparatory work prior to the start of the semester.

Supervision: Supervision of Doctoral Experience will occur both by the site mentor and a faculty mentor. Either the faculty mentor or site mentor must have expertise in the student's area of focus. Rationale for selection of the individual that has expertise in the area of focus will be noted in the memorandum of understanding. The site mentor does not need to be an occupational therapy practitioner unless the student will be providing direct occupational therapy services. In some instances, the student will only have a faculty mentor. For example, a student engaged in a research Doctoral Experience may be working with just a faculty mentor.

Doctoral Experience Memorandum of Understanding: The memorandum of understanding for the Doctoral Experience is different from a memorandum of understanding/affiliation agreement for Level II fieldwork. For the Doctoral Experience Memorandum of Understanding, it is an individualized learning contract. The learning contract must include: a) specific objectives, b) plans for supervision, c) each party's responsibilities, and d) methods for evaluation. Objectives must be clearly related to an in-depth exposure to one or more areas and will be connected to the objectives which will serve as the evaluation tool for the learning experience. *In cases where the student is providing direct clinical services, the student will have both an individualized memorandum of understanding for the Doctoral Experience AND an affiliation agreement.*

Evaluation of the Doctoral Experience: Evaluation of performance will be completed by the student, the site mentor, and the faculty mentor. The evaluation tool utilized will be developed by the student and included in the Doctoral Experience Memorandum of Understanding. The tool developed should measure the degree to which the objectives were met. For example, each objective can be rated as exceeds, meets, needs improvement, or unsatisfactory. The evaluation should occur at midterm and final.

Independent Study/Scholarly Project: In conjunction with the Doctoral Experience, students will create a scholarly work in which they demonstrate the knowledge and skills of research and evidence-based practice, relate theory to practice and demonstrate synthesis of in-depth advanced knowledge in a practice area. The UND School of Graduate Studies refers to occupational therapy doctoral graduate projects that are formal research studies as a non-thesis independent studies and projects that demonstrate the skills of scientific inquiry and application (but are not formal research studies) as non-thesis scholarly projects. The American Council of Occupational Therapy Education refers to such projects as capstones. In this policy, these scholarly works are referred to a scholarly work. The scholarly work will be consistent with the student's individualized learning objectives noted on the Doctoral Experience Memorandum of Understanding. The scholarly work can take one of the following dissemination types: 1) Case study, 2) Program Development/Modification, 3) Course Development, 4) Advocacy Via Professional Journal or Agency Level, and 5) Research Report. Students under the direction of their faculty mentor will submit a Topic Proposal to the graduate school prior to beginning the scholarly work.

The scholarly work can be completed in pairs; however, must still reflect each student's individualized goals and objectives indicated on the Doctoral Experience Memorandum of Understanding. For example, two students may complete the Doctoral Experience at the same site, but each would have their own learning goals and objectives. Based upon the goals and objectives and discussion with the site, the students may collaborate on a scholarly work. In addition, two students may be completing an advanced clinical practice skill Doctoral Experience at two different

sites and collaborate on a scholarly work if it reflects both students Doctoral Experience Memorandum of Understanding.

Evaluation of a Scholarly Work: Faculty will evaluate the students' scholarly work via written dissemination and oral presentation. The written dissemination will be evaluated by examining the criteria indicated for each scholarly work dissemination type. These include: 1) Case study, 2) Program Development/Modification, 3) Course Development, 4) Advocacy Via Professional Journal or Agency Level, and 5) Research Report. An oral presentation will be evaluated using the following criteria: organization of presentation, knowledge in chosen area including theory/conceptual framework, presentation skills, and response to questions.

Dissemination of A Scholarly Work: Students will present the scholarly work to the site upon completion of the work. Presentation style will be based on site preference. Additionally, as a part of the doctorate program at UND, students are expected to present their scholarly work in a professional forum. At minimum, students are required to present at oral comprehensive exams and prepare a handout that is in a professional poster format for the Occupational Therapy Department oral comprehensive examination and continuing education event held at the University of North Dakota. Students are required to disseminate their work through both a poster presentation and the UND Scholarly Commons (internationally available to audiences). Students are further encouraged to disseminate their scholarly work through state or national presentations or publications.

Financial Obligations and Doctoral Experience:

The professional program at the University of North Dakota can be completed in eight semesters, which includes a total of 24 weeks of fieldwork experience (2- 12-week rotations), and 14 weeks of the doctoral experience. Students enroll and pay tuition for the doctoral experience for a total of 16 credits. Although students may not be on campus during the doctoral experience period, the cost to the University for the doctoral experience portion of the Occupational Therapy Program includes faculty time, secretarial help, liability insurance, telephone, paper and mailing costs, travel expenses for faculty to visit the facilities regularly, and for attendance at regional and national occupational therapy meetings pertaining to education.

Students are responsible for associated travel expenses and living arrangements.

Doctoral Experiential Placement Petition Process outside of Geographic Region:

The student who wishes to arrange for a Doctoral Experiential Placement outside the geographical region must follow this procedure:

1. It is the student's responsibility to contact an agency which will meet the criteria of the American Council of Occupational Therapy Education and that of the Department of Occupational Therapy, and which will agree to accommodate the student during the specific time frame requested.
2. The student after securing a commitment by the facility for a doctoral experiential placement, must petition to be allowed to complete the Doctoral Experience outside of the geographic region. This petition should include information about the facility and should outline how the education experiences offered by this particular facility meet the student's educational and career goals.
3. The committee, which consists of the chairperson of the Occupational Therapy Department along with up to two (2) representatives from the fieldwork committee, the graduate director, and the doctoral experience coordinator(s), will consider the request and inform the student in writing of their decision.
4. If the petition is approved, the student is directed to meet with their assigned Doctoral Experiential Coordinator and provide all of the information regarding the facility. The Doctoral Experiential Coordinator then follows the process as developed by the department for establishing education experiences within the geographic region. Because of the costs and time involved in establishing these unique experiences, students pursuing this option will not be allowed to petition for changes once the affiliation agreement has been established.
5. If the petition is not approved, it is the student's responsibility to contact the facility and inform them of the committee's decision, so that the facility does not continue to hold a slot. If the student is not satisfied with the decision made by the committee and the, they may request to appeal the decision and meet with the departmental faculty in person. Other appeals follow the normal UND School of Medicine and Health Sciences channels.

PROFESSIONAL ORGANIZATIONS

Students are required to submit their AOTA and State OT Association (students choose state) membership verification to the department by September 15 of each academic year.

The American Occupational Therapy Association (AOTA) <http://www.aota.org/>

Organized in 1917, AOTA is the national organization of occupational therapists. The purpose of the Association is to enhance the profession of occupational therapy through establishing and maintaining high standards of education, practice and research.

AOTA holds annual meetings that are announced in the American Journal of Occupational Therapy (AJOT) and the OT Practice. Students are required to become student members and active in the Association.

State Organizations

Much of the advocacy and leadership of the profession occurs at the state level. Students are required to become student members in the state association of their choice. State organizations sponsor varied educational experiences designed to provide professionals with the edge they need to advance their career goals and assure them visibility in the health care community. Networking opportunities are available throughout the year.

- **The North Dakota Occupational Therapy Association (NDOTA)**

<http://www.ndota.com/>

- **The Wyoming Occupational Therapy Association (WYOTA)**

<https://www.wyota.org/>

Pi Theta Epsilon

PTE is the occupational therapy honor society. Students eligible for membership must have completed the first semester of Year I in the professional program and must be in the top 35% of the class, calculated from the students' occupational therapy scholastic record, and at or above 3.50 on a 4.00 scale. The purposes of PTE are to recognize and encourage scholastic excellence of occupational therapy students, to contribute to the advancement of the field of occupational therapy through the scholarly activities of student and alumni members, and to provide a vehicle for students enrolled in accredited programs in occupational therapy to exchange information and to collaborate regarding scholarly activities.

All PTE officers must be in good academic and professional standing; students who are on academic or professional probation may not serve in a leadership capacity. They must role model expected professional behaviors and communicate as indicated in the [OT Department Code of Conduct](#). In the event an officer must step down, the advisor will work with the outgoing officer for a smooth and supportive transition. The advisor will oversee the election of a new officer if indicated.

UND Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association (SOTA) is an approved UND student organization open to all occupational therapy students and holds meetings on campus throughout the school year. Students are expected to participate in educational, advocacy and social activities promoting occupational therapy.

All SOTA officers must be in good academic and professional standing; students who are on academic or professional probation may not serve in a leadership capacity. They must role model expected professional behaviors and communicate as indicated in the [OT Department Code of Conduct](#). In the event an officer must step down, the advisor will work with the outgoing officer for a smooth and supportive transition. The advisor will oversee the election of a new officer if indicated.

APPENDICES

Occupational Therapy Professional Documents

The American Occupational Therapy Association has a number of documents on the website that all students must be familiar with and follow. These documents include:

- **Professional Standards:**
 - **The Occupational Therapy Code of Ethics (2020)**
 - **Standards of Practice for Occupational therapy**
- **Guidance Documents**
- **Position Statements**
- **Societal Statements**
- **Professional Policies**

It is especially important that as a student in a professional health care program, you are accountable for adhering to the Occupational Therapy Code of Ethics. Please download this from the AOTA website and refer to it as you progress through the program.

STUDENT EVALUATION IN OCCUPATIONAL THERAPY AND PROFESSIONAL DEVELOPMENT PORTFOLIO

Threading the Professional Development Portfolio Through the OTD Curriculum

Professional Development Portfolio

Creating a Professional Development Portfolio can serve as a valuable tool as you progress through the academic coursework and into entry-level practice. The American Occupational Therapy Association (AOTA) states that continuing professional development is imperative for each practitioner's professional growth but also necessary for the advancement of the profession (AOTA, 2017). The habits you establish now in keeping your plan current will better prepare you in the future when you are a busy practitioner. The portfolio will be established in the first semester and will be embedded throughout the OTD curriculum. The purpose of the Professional Development Portfolio is two-fold: (1) to assist in tracking your professional development from professional student to entry-level practitioner; and (2) create habits of tracking and maintaining your documentation of professional involvement. The portfolio will contain your professional development plan along with appendices that include your semester evaluations, Level I and II fieldwork evaluations, and your Doctoral Experience documentation.

Each semester you will update both your evaluation documentation for your portfolio appendices and your professional development plan in the Professional Development Portfolio. Your portfolio is maintained in the OT Advisement Site in Blackboard, which you will see on your home page in Blackboard. All documents in your Professional Development Portfolio should be updated in Blackboard a week prior to your faculty advisor/student meeting. At that time, you and your faculty advisor will review your documents and your advisor will score your performance on a rubric provided. The points received will be awarded in a designated course each semester. A Professional Development Portfolio electronic template is provided in Blackboard.

Professional Development Plan

A professional development plan is an effective way to outline identified needs, set parameters, and establish goals. The plan is developed by using self-assessment including reflection and discovery of one's current and future professional needs (AOTA, 2017). The plan will follow you throughout the course of your OT education. It will be updated and revised each semester based on the following:

- Your perceptions and insights
- Faculty feedback in integration classes
- Feedback from applicable fieldwork experiences
- Feedback from advisor meetings
- Additional feedback from peers, faculty, or other professionals you have worked with as applicable to each semester

The professional development plan will consist of an introduction of self and three parts which are updated each semester:

Introduction to Self

Write a paragraph introducing yourself to the reader of your professional portfolio. What would you want faculty members and future employers to know about you?

Part One – Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes (20 points).

Part one is the completion of your semester self-evaluation paper. Please refer to the Semester-by-Semester Self-Evaluation for specific prompts for writing your paper each semester. Before you answer the semester evaluation questions, you will internally reflect on the curricular threads, macro-concepts, and the broad ability-based outcomes to consider current performance and areas of growth. It is expected that you will provide thorough reflection and examples as indicated on the PDP rubric. Be sure to complete the Summary of Progress at the end of the evaluation paper, during Semesters 2 through 8. Papers submitted for Semesters 1 through 5 should be written in full sentences and narrative form. Papers submitted for Semesters 6 through 8 may be written in bulleted or narrative form. If bulleted form is used, full sentences are still expected.

Part Two – Goal Setting (15 points)

Part two is your opportunity to create personal goals for yourself reflecting the areas you identified in Part one as areas in which you want to improve. Goals must be written in SMART format and identify the corresponding curricular thread. This section will also require specific strategies and methods to measure goal achievement. At least one goal must be created each semester, except for Semester 7. Goals created in Semester 7 will focus on completing the Semester 8 Doctoral Experience and the Scholarly Project and be identified in the Memorandum of Understanding. Semester 8 goals should be related to future practice. Unmet goals will continue to be addressed in future semesters until the goal is met, modified, or discontinued. We anticipate you will have approximately 3-5 goals that are being addressed at any given time. It would be helpful to have goals that you can target for next semester and goals for a few semesters in the future. Starting in Semester 2 you will complete goal reflection, which is Part three.

Part Three – Goal Reflection (5 points)

Part three involves the reflection on your previously set goals. After reflecting and writing the semester evaluation paper, complete column 4 of the goal table. Please indicate when your goal has been met including a date and provide a goal update describing how you determined the goal was met. In Semester 1 students will receive 5 free points as goal reflection is not possible until Semester 2.

Appendix A. Documentation of Student/Advisor Meetings

Each semester you will meet with your academic advisor for the purpose of ongoing student evaluation. A week prior to the meeting you will have completed Part 1, 2 and 3 of your Professional Development Plan and uploaded the materials to your Blackboard Portfolio site. At the meeting, you will review your full portfolio with your advisor. In Semesters 1 through 5, your advisor will share comments with you provided by other faculty. The bottom of the semester evaluation document will be filled out collaboratively between student and faculty advisor. Faculty advisor will either print or email a copy of the evaluation document to the student. The student will then upload a copy of the semester evaluation document to Appendix A of their professional development portfolio (PDP).

Appendix B. Documentation of Level I Student Performance

During Semesters 1, 2, 4, and 5, you will be completing Level I fieldworks in practice settings that match the semester content focus. During each experience, an on-site supervisor will evaluate and provide feedback to you on your performance related to the objectives of the fieldwork. Your Level I fieldwork performance evaluations will be placed in Appendix B of your Professional Development Portfolio.

Appendix C. Documentation of Level II Student Performance

During Semesters 6 and 7, you will be completing Level II fieldworks. During each experience, an on-site fieldwork educator will evaluate and provide feedback to you on your performance related to the objectives of the fieldwork. You will be evaluated at midterm and final during each experience. A copy of the evaluations will be uploaded to Appendix C of your Professional Development Portfolio.

Appendix D. Documentation of Experiential Student Performance

During Semester 8, you will be completing your 14-week Doctoral Experience. During your experience, an on-site supervisor and/or your faculty advisor will evaluate and provide feedback to you on your performance related to your objectives for your placement. You will be evaluated at midterm and final. The evaluations will be uploaded to your Professional Development Portfolio. You may also upload other documents related to your DEP including finalized topic proposal, memorandum of understanding, and literature review matrix.

Appendix E. Documentation of Professional Engagement

Part of being a professional and a member of a profession is participating and contributing to the profession. One way to do that is by joining and participating in local, regional, state, national, and international organizations. Throughout the occupational therapy program, you will be required to obtain and keep current membership in the national organization, American Occupational Therapy Association (AOTA). It is also required that in addition to membership in the national organization, you select one state, of your choice, in which you also obtain membership (North Dakota, Minnesota, Wyoming, South Dakota, etc.). You will be required to submit proof of your membership each year and by organizing your membership in your Professional Development Portfolio, you will always have easy access to your membership information when it is needed.

Throughout your time in the occupational therapy program, you will have the opportunity to participate in student occupational therapy organizations and participate in continuing education and service events. Documents you obtain verifying your membership and participation in events will also be organized and placed in your Professional Development Portfolio. Again, this is a helpful habit to begin forming while in the academic program because as a practitioner, you will be required to document and record continuing education you have completed. Further details about professional engagement as a student can be found elsewhere in the student manual.

Lastly, Appendix E provides a place for students to share academic assignments that they are particularly proud of the outcome. Much of the grading throughout the occupational therapy program will occur online therefore it is recommended that students download their graded papers and take screen shots of grading as examples of work and to include these examples within Appendix E.

American Occupational Therapy Association. (2017). Continuing professional development in occupational therapy. *American Journal of Occupational Therapy*, 71, 7112411017.
<https://doi.org/10.5014/ajot.2017.716S13>

Goal Setting Template

Name:

Date Established:

Date Revised:

Key: ☐ = goal met ☐ = goal in progress ☐ = new goal

Goals and related Broad Ability-Based Outcome (include date established).	Strategies to meet the goal. (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress (Semesters 2-8 provide a statement on progress and include a date.) Indicate when goal is met.
Goals Established in Semester 1			

(example to show formatting) Part 2: Goal Setting

Name:

Date Established: 11/07/2019

Date Revised: 03/26/2022

Key: ☒ = goal met ☐ = goal in progress ☐ = new goal

Goals and related Broad Ability-Based Outcome (include date established).	Strategies to meet the goal. (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress (Semesters 2-8 provide a statement on progress and include a date.) Indicate when goal is met.
Goals Established in Semester One			
Implement the OT process in the practice areas evaluation, intervention, and outcomes. Broad Ability-Based Outcome: The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes. (11/07/19)	I will need to start asking more questions when there is something I do not fully understand. The questions will mainly be asked to my professors and my fellow students who already understand the concept. Utilizing my resources is important and something I have to try to use more.	I will measure this success in how confident I feel in explaining the OT process to someone else as well as implement it in the different areas – evaluation, intervention and outcome.	Goal met 04/04/2020 Note: The OT process will be fine-tuned throughout the next semesters as we go through each stage more thoroughly, but the goal has been met in terms of explaining the OT process to someone else.
Goals Establish in Semester Two			

<p>Be confident in explaining the roles of OTs and OTAs to better collaborate in a team-setting.</p> <p>Broad Ability-Based Outcome: The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice. (04/04/2020)</p>	<p>I will need to study the roles of OTAs and compare it to the role of OTs. I would also like to reach out and interact with some OTAs to hear from them what their distinct values is.</p>	<p>The goal will be measured by if I can accurately explain the difference between OTs and OTAs 5/7 times by July.</p>	<p>Goal met 07/08/2020 I feel more confident in explaining the roles of OTAs and OTs if anyone asks about the difference or how we collaborate. I also downloaded an NBCOT prep app which has helped me gain a better understanding of the differences</p>
<p>Goals Established in Semester III</p>			
<p>Be confident in my work, my abilities, and my decisions when working with other people, completing an assignment, or taking an exam.</p> <p>Broad Ability-Based Outcome: The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process (06/19/2020)</p>	<p>I will have to stop doubting myself and my abilities and believe that what I know is good enough, especially when an assignment allows for multiple submission attempts.</p>	<p>During the Summer and Fall semester, I will not ask to resubmit any assignments even if there is still time to do so.</p> <p>Revised goal (10/30/21): For the remainder of my time in the occupational therapy program, I will not ask to resubmit any assignments, and I will not resubmit an assignment more than twice if multiple submissions are available.</p>	<p>Note created 10/30/21: This is a goal I believe I will be working on for the remainder of my time in the OT program, and most likely after that as well, as I continue to work on myself and become a more confident and capable student and future practitioner. However, I remember how I felt when I wrote this goal and I know I have grown and become more confident over the past year compared to semester three.</p>

Goals Established in Semester IV			
<p>Demonstrate professional behavior by attending professional networking events on- or off-campus.</p> <p>Broad Ability-Based Outcome: The student will actively participate in profession-specific and formal educational activities in a variety of contexts that enhance the role and awareness of occupational therapy demonstrating professional engagement (11/30/21)</p>	<p>I will make sure to research at the beginning of each semester what professional developmental opportunities there are and plan accordingly.</p>	<p>The goal will be met when I have attended three (3) professional events related to occupational therapy or healthcare in general.</p>	<p>Goal met 03/23/22: The goal was met early Spring of 2022 by having attended a networking event in early February for Choice Therapy in which I was able to talk to and meet the staff at Choice therapy and further build on my small-talk skills, an in-service presentation by an OT, PT, and SLP about sensory integration and how they utilize it in practice, and an in-service presentation about OT and sexual education in March of 2022.</p> <p>Note Created 03/26/22: Although I met my goal, I will keep including this goal for the remainder of my semesters in the OT program.</p>
Goals Established in Semester V			
<p>When working in a group, I will not look too far ahead and get ahead of myself. I will take two weeks at the</p>	<p>This goal was made in collaboration with my OT516 group during our midterm evaluation. As a person I like to get things done and work ahead</p>	<p>The goal will be met when I get through the Spring 2022 semester without bringing up assignments that are due in MORE than 2 weeks. I can</p>	

time Broad Ability-Based Outcome: The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice (03/26/22)	on projects and assignments. In life, that is not always feasible and/or possible. In group settings it tends to make other group members anxious which is something I would like to prevent in the future. Therefore, I will be relying on my classmates to hold me accountable for the remainder of the semester as well as potential group assignments in any of the remaining semesters of the OT program.	only talk about assignments that are due in 2 weeks or less.	
---	--	--	--

Professional Development Plan Rubric

Student Name:

Semester:

Faculty Advisor:

Quality of Content (20) <i>Part One: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes</i> <i>*Reflective Writing*</i>	20 - 19 (A) Meets all criteria at exceptional level; clear and easy follow	18 - 17 (B) Meets most criteria; has occasional lapses in clarity or development	16 (C) Meets some criteria; has some lapses in clarity or development	15 or less (D) Meets few criteria; often unclear or under developed
<ul style="list-style-type: none"> • Thorough self-reflection included <ul style="list-style-type: none"> • Responses provide great detail including answering all prompts (12) • Provide update on goals in area identified as summary of progress (Semester 2 and after) (3) • Supporting examples are provided as indicated (5) 				
Quality of Content (15) <i>Part Two: Goal Setting</i>	15 - 14 (A) Meets all criteria at exceptional level; clear and easy follow	13 (B) Meets most criteria; has occasional lapses in clarity or development	12 (C) Meets some criteria; has some lapses in clarity or development	11 or less (D) Meets few criteria; often unclear or under developed
<ul style="list-style-type: none"> • Used areas of growth identified in reflection paper (Part One) to create goals (5) 				

<ul style="list-style-type: none"> Strategies are clearly identified (5) Method of measurement is identified (5) 				
Quality of Content (5) <i>Part Three: Goal Reflection</i> <i>*first semester students receive points even though they did not update goals.</i> <i>*Reflective Writing*</i>	5 (A) Meets all criteria at exceptional level; clear and easy follow	4.5 (B) Meets most criteria; has occasional lapses in clarity or development	4 (C) Meets some criteria; has some lapses in clarity or development	3.5 or less (D) Meets few criteria; often unclear or under developed
<ul style="list-style-type: none"> Thoroughly completed column 4 on goal table (5) 				
Effectiveness of Writing (5) <i>**automatic 5-point deduction if materials are not uploaded from previous semester</i>	5 (A) Meets all criteria; few errors	4.5 (B) Meets most criteria; occasional errors	4 (C) Meets some criteria; errors throughout	3.5 or less (D) Meets few criteria; poor quality
<ul style="list-style-type: none"> Mechanics of style (punctuation, spelling, etc.) Grammar Writing engages reader All current semester documents included 				
Final Score: _____ / 45				

Semester-by-Semester Self-Evaluation

Step 1: Locate Curricular Threads and Broad Ability-Based Outcomes (BABO) addressed in your current semester.

Step 2: Reflect on your current performance and areas of growth for each BABO addressed in your current semester.

Step 3: Locate template for your current semester and write your paper (Part One) by answering questions posed.

Broad Ability-Based Outcomes	Semesters							
Art and Science of Occupational Therapy	1	2	3	4	5	6	7	8
1. The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.	X	X	X	X	X	X	X	X
2. The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.	X	X	X	X	X	X	X	X
3. The student will develop and maintain a therapeutic relationship with clients in order to collaborate during the OT process that would benefit the client's health and well-being.	X	X	X	X	X	X	X	X
4. The student will act as a research user in planning and modifying intervention in light of evidence.		X	X	X	X	X	X	X
5. The student will design, construct, and implement the process for building evidence to act as a research builder .	X	X		X	X	X	X	X
Professional Identity and Collaboration	1	2	3	4	5	6	7	8
6. The student will analyze and articulate the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans .	X	X	X	X	X	X	X	X
7. The student will articulate an understanding of the history, values, and ethics of occupational therapy and advocate with confidence what occupational therapy can offer society.	X	X	X	X	X	X	X	X
8. The student will apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.	X	X	X	X	X	X	X	X

9. The student will actively participate in profession-specific and formal educational activities in a variety of contexts that enhance the role and awareness of occupational therapy demonstrating professional engagement .	X	X	X	X	X	X	X	X
10. The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.	X	X	X	X	X	X	X	X
Innovative and Intentional Leadership	1	2	3	4	5	6	7	8
11. The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.				X	X	X	X	X
12. The student will make use of management skills to create occupational therapy services for individuals and organizations.				X	X	X	X	X
13. The student will utilize leadership skills and strategies in preparation for innovative practice.		X	X	X	X	X	X	X
Diversity and Inclusive Participation	1	2	3	4	5	6	7	8
14. The student will develop and practice relevant and culturally sensitive strategies and skills when interacting with consumers across occupational therapy practice to demonstrate cultural competence .	X	X	X	X	X	X	X	X
15. The student will analyze the effects of health disparities and inequalities and will advocate to increase occupational engagement for all occupational beings to promote justice .	X	X		X	X	X	X	X

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 1, Semester 1 (Fall)
Occupational Therapy Department
University of North Dakota
Transition to the Role of Professional Student

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You will develop your initial personal and professional development plan in OT 605. The American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 1, the emphasis has been on stage 1 of the learning process, understanding foundational concepts inherent to the profession of occupational therapy. Please write your reflection using the following questions organized by the Curricular Threads present within Semester 1.

Art and Science of Occupational Therapy:

- a. Describe progress and potential areas of growth related to understanding professional reasoning, each stage of the OT process, and the therapeutic relationship.
 - b. Describe your progress and potential growth areas for developing research skills.
-

Professional Identity and Collaboration:

- a. Describe your understanding of occupation and its influence on health and wellness.
Describe your progress and areas of growth for understanding occupation-based models.
 - b. Describe what it means to be a professional student. Describe your progress in developing professional behaviors and any positive and constructive feedback you have received about professional behaviors.
 - c. How have you begun engaging in professional organizations and associated activities at a campus, state, and national level? What ideas do you have for increasing your professional engagement?
-

Diversity and Inclusive Participation:

- a. Describe progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.

- b. Describe strategies you have developed to be culturally sensitive in your interactions with others. What challenges do you continue to address?
-

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed Appendix for required documents
- ☐ Reviewed fieldwork evaluation(s) (*if applicable*)
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 1, Semester 2 (Spring)
Occupational Therapy Department
University of North Dakota
Transition to Critical Thinking about Occupation

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You have developed your initial personal and professional development plan in OT 605 and are now updating your plan as part of OT 641. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 2, the emphasis has been on the transition from stage 1 of the learning process, understanding foundational concepts inherent to the profession of occupational therapy, to stage 2, critical thinking about occupation and applying foundational concepts to the OT process. Please write your reflection using following question organized by the Curricular Threads present within Semester 2.

Art and Science of Occupational Therapy:

- a. Describe your progress and potential areas of growth related to understanding professional reasoning and the evaluation stage of the OT process.
- b. Describe your progress and potential growth areas for developing research skills.

Professional Identity and Collaboration:

- a. Describe your progress and areas of growth for applying occupational-based theories.
- b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
- c. How have you begun engaging in professional organizations and associated activities at a campus, state, and national level? What ideas do you have for increasing your professional engagement?

Innovative and Intentional Leadership:

- a. Describe your progress and areas of growth for demonstrating leadership skills to prepare you for innovative practice.

- b. Reflecting on what you have learned in the leadership foundations course, develop a goal addressing innovative and intentional leadership that you will work toward over the next semester. Be sure to add this goal to your goal table.
-

Diversity and Inclusive Participation:

- a. Describe the progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
- b. Describe how you have employed strategies to be culturally sensitive in your interactions with others, but especially in the evaluation process. What challenges do you continue to address?
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals since the last evaluation.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed Appendix for required documents
- ☐ Reviewed fieldwork evaluation(s) (*if applicable*)
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 1, Semester 3 (Summer)

Occupational Therapy Department

University of North Dakota

Transition to Critical Thinking about Occupational Performance

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You have developed your initial personal and professional development plan in OT 605 and are now updating your plan as part of OT 644. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 3, the emphasis has been on stage 2 of the learning process: critical thinking. It is here that you are asked to continue to engage in critically thinking about occupational performance. Please write your reflection using the following questions organized by the Curricular Threads present within Semester 3.

Art and Science of Occupational Therapy:

- a. Describe your progress and potential areas of growth related to understanding professional reasoning and the evaluation component of the OT process (especially as you transition to intervention).
 - b. What progress have you made regarding therapeutic use of self?
-

Professional Identity and Collaboration:

- a. Describe how you have applied occupation-based models this semester.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
-

Innovative and Intentional Leadership:

- a. Reflecting on your leadership goal you created last semester, describe your progress and continued areas of growth related to leadership skills.
- b. How do these areas relate to your experience of learning and demonstrating leadership in groups? What strategies have you used during group leadership? What strengths and areas of growth do you recognize related to group leadership?

Diversity and Inclusive Participation:

- a. Describe the progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
- b. Describe how you have applied cultural competence and justice principles during this semester.

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed Appendix for required documents
- ☐ Reviewed fieldwork evaluation(s) (*if applicable*)
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 2, Semester 4 (Fall)

Occupational Therapy Department

University of North Dakota

Critical Thinking about Occupational Performance: Intervention

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 605 and are now updating your plan as part of OT 610. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 4, the emphasis continues in stage 2 of the learning process: critical thinking. In this semester, the focus of study transitions from evaluation to the intervention component of the OT process. Please write your reflection using following questions organized by the Curricular Threads present within Semester 4.

Art and Science of Occupational Therapy:

- a. As you begin your trajectory to developing your experiential experience what areas of professional reasoning, theory application, and research are you most competent in and what areas do you need to continue to develop?
- b. In Interventions for Neuromusculoskeletal and Movement Related and Mental Functions, what areas are you most competent and in what areas do you need to continue to develop?

Professional Identity and Collaboration:

- a. Describe your understanding of occupation in intervention.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
 - c. Over the past few semesters, how have you engaged in professional organizations and associated activities at a campus, state, and national level? Describe the benefits you have noticed by participating in professional organizations?
-

Innovative and Intentional Leadership:

- a. Describe an opportunity, either in class or outside of class, where you engaged in advocacy. What leadership skills did you utilize to participate in advocacy? How would you describe your effectiveness?
 - b. What skills do you hope to continue to develop for the role of manager?
-

Diversity and Inclusive Participation:

- a. Describe progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
 - b. Describe how you have employed culturally specific strategies to the intervention process.
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed Appendix for required documents
- ☐ Reviewed fieldwork evaluation(s) (*if applicable*)
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 2, Semester 5 (Spring)
Occupational Therapy Department
University of North Dakota

Critical Thinking about Occupational Performance: Continued Emphasis on Intervention

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 605 and are now updating your plan as part of OT 611. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 5, the emphasis continues in stage 2 of the learning process: critical thinking. In this semester, the focus of study remains on the intervention component of the OT process. Please write your reflection using following questions organized by the Curricular Threads present within Semester 5.

Art and Science of Occupational Therapy:

- a. Describe progress and potential areas of growth related to understanding professional reasoning, the intervention element of the OT Process, and your understanding of practice related to intervention.
 - b. What progress are you making with regard to the experiential experience?
-

Professional Identity and Collaboration:

- a. Describe your progress and areas of growth for understanding occupational performance theories of practice; especially related to community-based practice.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
 - c. Describe your progress with regard to how you will communicate the role of occupational therapy in your Level II fieldwork and experiential experience with specific emphasis on occupation.
-

Innovative and Intentional Leadership:

- a. Describe how knowledge gained this semester regarding product development has or will

- inform your steps when planning for your Doctoral Experience.
- b. Describe how you will be innovative in your Level II fieldwork and experiential semesters.
-

Diversity and Inclusive Participation:

- a. Describe an example of applying cultural competence and occupational justice during your Level II fieldwork experience.
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed Appendix for required documents
- ☐ Reviewed fieldwork evaluation(s) (*if applicable*)
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 2, Semester 6 (Summer)
Occupational Therapy Department
University of North Dakota
Critical Thinking about Occupational Performance

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 605 and are now updating your plan as part of OT 618. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. During this semester, you will meet with your Occupational Therapy Department Experiential Advisor either in person or via alternative technologies.

During Semester 6, the emphasis continues in stage 2 of the learning process: critical thinking. Please write your reflection using following questions organized by the Curricular Threads present within Semester 6.

Art and Science of Occupational Therapy:

- a. Describe how you have employed professional reasoning as you completed the occupational therapy process in your Level II context.
- b. What progress are you making with regard to the experiential experience?

Professional Identity and Collaboration:

- a. Describe how you have employed occupational performance theories and used occupation on your Level II fieldwork.
- b. Describe your progress in exhibiting professional behaviors and expectations on Level II fieldwork. Describe any positive and constructive feedback you have received regarding professional behaviors.
- c. Describe how you have communicated the role of occupational therapy in your Level II fieldwork with specific emphasis on occupation.

Innovative and Intentional Leadership:

- a. Describe one time you demonstrated the leadership skill of advocacy during your Level II fieldwork.

- b. Describe ways you have seen innovation or been innovative during your Level II fieldwork.
-

Diversity and Inclusive Participation:

- a. Describe progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
- b. Describe culturally specific strategies you have employed while on Level II fieldwork.
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed fieldwork evaluation(s) (*if applicable*)
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 3, Semester 7 (Fall)
Occupational Therapy Department
University of North Dakota
Transition to Synthesis for Innovative Practice

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 605 and are now updating your plan as part of OT 620. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. New goals will not be added this semester as your MOU goals will be your focus during Semester 8.

During Semester 7, the student is transitioning to stage 3—synthesis, where students use critical thinking for innovative practice, becoming agents of change. Please write your reflection using following questions organized by the Curricular Threads present within Semester 7.

Art and Science of Occupational Therapy:

- a. Describe how you have employed ethical reasoning as you completed the occupational therapy process in your Level II context.
- b. What progress are you making with regard to the experiential experience? What areas are you still needing to complete prior to your start date?

Professional Identity and Collaboration:

- a. Describe how you have employed occupational performance theories and used occupation on your Level II fieldwork.
- b. Describe your progress in exhibiting professional behaviors and expectations on Level II fieldwork. Describe any positive and constructive feedback you have received regarding professional behaviors.
- c. Describe how you have collaborated in inter/intraprofessional opportunities.

Innovative and Intentional Leadership:

- a. Describe one way that you have been innovative during your Level II fieldwork.
- b. Describe one way in which you advocated for the occupational therapy profession during your Level II fieldwork.

Diversity and Inclusive Participation:

- a. Describe an example of applying cultural competence and occupational justice during your Level II fieldwork experience.

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed Appendix for required documents
- ☐ Reviewed fieldwork evaluation(s) (*if applicable*)
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 3, Semester 8 (Spring)
Occupational Therapy Department
University of North Dakota
Synthesis for Innovative Practice

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 605 and are now updating your plan as part of OT 694. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. New goals created will focus on your first year of practice.

During Semester 8, the student is engaged in stage 3—synthesis, where students use critical thinking for innovative practice, becoming agents of change. During this semester you are engaged in the Doctoral Experience. This is your final self-evaluation, and we ask that you reflect on how you have achieved the objectives associated with each curriculum thread. We also appreciate your feedback on how each thread was addressed in the curriculum. Please write your reflection using following prompts organized by the Curricular Threads present within Semester 8.

Art and Science of Occupational Therapy:

Describe your progress on each broad ability-based objective related to the thread of Art and Science of Occupational Therapy. Please provide feedback related to this thread and how it is addressed in the curriculum? Specific examples are helpful.

Professional Identity and Collaboration:

Describe your progress on each broad ability-based objective related to the thread of Professional Identity and Collaboration. Please provide feedback related to this thread and how it is addressed in the curriculum? Specific examples are helpful.

Innovative and Intentional Leadership:

Describe your progress on each broad ability-based objective related to the thread of Innovative and Intentional Leadership. Please provide feedback related to this thread and how it is addressed in the curriculum? Specific examples are helpful.

Diversity and Inclusive Participation:

Describe your progress on each broad ability-based objective related to the thread of Diversity and Inclusive Participation. Please provide feedback related to this thread how it is addressed in the curriculum? Specific examples are helpful.

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- ☐ Discussed Part One: Semester Evaluation Paper
- ☐ Discussed Part Two: Goal Setting Table
- ☐ Discussed Part Three: Goal Reflection
- ☐ Reviewed Appendix for required documents
- ☐ Reviewed DEP evaluation(s) (*if applicable*)
- ☐ Reviewed feedback on oral comprehensive exams
- ☐ Discussed feedback received by faculty and fieldwork educators
- ☐ Discussed any resources needed for continued student professional development
- ☐ Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Student Fieldwork Readiness Form

Student Name: _____

Faculty Advisor: _____

Core: Occupation <i>ADL's, IADL's, Work, Education, Play, Leisure, Social Participation, Rest and Sleep</i>	Concern	Some Concern	No Concern
Ability to articulate the distinct value of occupation in all areas			
Ability to identify and address occupational needs			
Comments:			
Thread #1: Art and Science of Occupational Therapy <i>Development of professional reasoning, engagement in the occupational therapy process, establishing therapeutic relationships, and becoming a research user and builder.</i>			
Student demonstrates adequate progress in:			
Professional reasoning			
Engagement in the occupational therapy process			
Establishing therapeutic relationships			
Becoming a research user and builder			
Comments:			
Thread #2: Professional Identity and Collaboration <i>Understanding occupational nature of humans, the OT profession, use of occupation performance theories, professional engagement, and development of intra/inter-professional skills.</i>			
Student demonstrates adequate progress in:			
Understanding occupational nature of humans			
Understanding the occupational therapy profession			
Use of occupation performance theories			
Professional behavior and engagement			
Development of intra/inter-professional skills			
Comments:			

Thread #3: Innovative and Intentional Leadership

Understanding of public policy in improving access to OT services, effective management skills in creating OT services, and utilization of leadership skills/strategies for innovative practice.

Student demonstrates adequate progress in:

Understanding of public policy in improving access to OT services			
Effective management skills in creating OT services			
Utilization of leadership skills/strategies for innovative practice			
Comments:			

Thread #4: Diversity and Inclusive Participation

Engagement in culturally relevant practice and promotion of occupational justice through advocacy for occupational engagement for all beings.

Student demonstrates adequate progress in:

Engagement in culturally relevant practice			
Promotion of occupational justice through advocacy			
Comments:			

Faculty Advisor Comments:

--

Student

Date

Faculty Advisor

Date

*Any student who receives a rating of “concern” in one item or who receives a rating of “some concern” on four or more items will not be eligible for Level II fieldwork placement. *

Request for Examination Date Change

TO: Janet S. Jedlicka, Chair
Occupational Therapy Department

FROM:

DATE:

RE: REQUEST TO TAKE EXAMINATION AT OTHER THAN THE
REGULARLY SCHEDULED TIME

(I) (The class) request permission to take the (final, regularly scheduled) exam in

<i>Course No.</i>	<i>Course Title</i>	<i>Instructor</i>
-------------------	---------------------	-------------------

at the following _____ instead of
Date Day Hour(s)

Date Day Hour(s)

(I) (we) understand the make-up exam may be longer and part of it may be oral and may be recorded.

REASON:

SIGNATURE(S):

APPROVAL DISAPPROVAL

_____	_____	____ YES	____ NO
<i>Instructor of Course</i>	<i>Date</i>		

_____	_____	____ YES	____ NO
<i>Chairperson, O.T. Dept.</i>	<i>Date</i>		

Occupational Therapy Writing Tips

In the course of your occupational therapy education at the University of North Dakota, you will be asked to complete a variety of writing assignments. Students often have questions about the differences between the types of writing they are asked to do. This document is designed to answer some of the most common questions and provide guidance for you as you write. Four types of writing will be addressed: journal or reflective writing, developing fact sheets or handouts, technical writing specific to the profession, and scholarly writing of research papers (i.e., professional summaries, research papers, etc.).

Journal or Reflective Writing

The process of reflection is something you probably do every day without thinking about it or its implications. You likely stop to think back over an event to consider what it has meant to you and its relative importance in connection with your experience. Often people use this style of thinking in personal diaries or journals, or to write as a way to work through a crisis. Viewed as such, reflection and reflective writing is a way to become more aware of personal insights and self-understandings.

In academia, reflective writing exercises are commonly used to facilitate the student's learning from educational or practical experiences. Writing about your experiences can help you develop and become more aware of the connections between what you already know and what you are learning. You become a more active and aware learner in the process. Examples of reflective writing in occupational therapy education include journal writing and reflection papers. Reflective writing assignments are designed to facilitate personal reflection and, as such, are typically written in the first person. "I" statements are expected as the student takes ownership of their thoughts and personal understandings. Although organization is clearly a useful element, it is also understood that individuals often reflect in less organized ways before coming to useful conclusions. Language used in reflecting writing is often more casual than in the other forms of writing addressed in this document; nevertheless, attention to grammar and punctuation are important contributors to clarity in your writing. Unless you are reflecting on specific readings, which need to be identified in your writing, in-text references and a reference page are not usually required. Reflective writing may require APA citation in the instances where you are reflecting on ideas and content that are not your own, such as StrengthsFinder and Intentional Relationship Model. The rubric and directions provided by the faculty will prompt the student if APA is required in reflective writing.

Fact Sheets & Handouts

Fact sheets and/or handouts are often written to support a presentation. Both are designed to make it easier for the reader/audience to participate in the presentation. You may be asked to write a fact sheet or provide a handout as an assignment or as a supplement for a presentation in a class. In either case, fact sheets and handouts are typically one page in length. If you go over one page, be sure your information is well-organized to ensure that it is actually read by the audience member.

When writing a fact sheet or handout, keep the writing brief, concise and to-the-point. Use at least a 12-point font, 1-inch margins and present related information in groups or 'chunks' using headings and bullets to separate content. Writing is in third person; verb tense is usually

present tense since the information is usually assumed to be current, if not recent. Be sure to provide references for your information; include citations in text and complete references, if appropriate.

Technical Writing in the Profession

Technical writing in the profession refers to the writing of reports of varying sizes and purposes to communicate the occupational therapist's actions or perspective. Whenever you are using your professional skills as an occupational therapist, you can expect to be documenting what you are doing as part of the clinical documentation required in the practice setting. In each case, to convey the message that occupational therapy is a highly skilled profession and your services are important to the client and the facility, your writing needs to demonstrate a high degree of professionalism.

Commonly referred to as documentation, occupational therapists are engaged in technical writing activities on a daily basis. Examples of the varying purposes include recording the order of interventions provided, demonstrating therapist expertise, sharing information with a healthcare team, writing to establish effectiveness of occupational therapy for third-party payers, and writing in the medical record as part of a legal document. Occupational therapists also write program descriptions for marketing purposes, business plans for growth and development, and grant applications to seek additional funding for patient programs. (Notably, grant applications also have an element of scholarly writing.) As stated above, it will be important that your writing demonstrates your professionalism.

The formats for technical writing in occupational therapy vary widely from one institution/facility to another. As you move through the UND occupational therapy program, you can expect to be exposed to a variety of formats for assessment summaries, treatment plans, progress notes, and discharge summaries. Generally speaking, the writing is in third person and written to be as concise, yet informative, as possible. Use of abbreviations varies, as well; students will want to check the institution/facility's list of approved abbreviations before writing. For example, in the case of community-based providers, few abbreviations are used in writing to ensure that both medical and non-medical staff are able to communicate effectively.

Scholarly Writing (Research Papers)

Scholarly writing is a more formal and precise type of writing. The rules and conventions are distinctly different than those used for reflective writing, fact sheets, handouts, or technical writing in the profession. Most scholarly writing is done with the goal of sharing scholarly information with peer colleagues or to demonstrate scholarly expertise necessary for academic graduation (such as your scholarly project).

The first step toward scholarly writing in occupational therapy is to purchase the most recent copy of the *APA Publication Manual*. The manual is considered the 'style manual' for scholarly writing in occupational therapy (and most health sciences). The rules and conventions are explicitly described in the manual, as are tips for organization and presentation of your scholarly writing. Useful information regarding ways to express your ideas effectively and reduce bias in language in your writing are provided as well. Taking the time to become familiar with the organization of the manual will definitely be time well-spent.

In addition to basic formatting of the page(s), you will want to refresh your knowledge regarding the use of punctuation, spelling, capitalization, italics, abbreviations, quotations, numbers, tables and figures, appendices, use of references in text and presentation of references.

INFORMATION AVAILABLE IN THE UND ACADEMIC CATALOG

Refer to the University of North Dakota Academic Catalog, (available online from the UND Web site) that includes but is not limited to information on the following:

General Information

Academic Calendar
Policy on Equal Opportunity
Mission of the University
Accreditation
Student Records
Public Directory Information

New Student Information

Educational Records
Fees and Expenses
Student Financial Aid
Housing
Enrollment
Admission of Students
Admission of Transfer Student

Academic Information

General Graduation Requirements
Special Examination for Credit
CLEP
Registration and Change of Registration
Withdrawal from the University
Student Load
The Grading System
Transcript
University Attendance, Policy and Procedure
Final Examination - Policy
Undergraduate Probation - Dismissal Policy
Conduct in General
Scholastic Honesty

University Services

Affirmative Action Office
Career Services
Counseling Center
Libraries
Student Financial Aid
Student Health
School of Medicine & Health Sciences
Occupational Therapy