



GRADUATING CLASS OF 2028

STUDENT MANUAL

Occupational Therapy Doctorate Program
Department of Occupational Therapy

TO: Students Entering the Occupational Therapy Program

FROM: Sarah Nielsen, 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 Occupational Therapy Doctorate Program! We are confident that your efforts, combined with ours, will prepare you to become an entry-level therapist upon graduation. The Occupational Therapy Student Manual provides students, faculty and staff with our core values, vision, mission, and expectations in our program. 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 permeate 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.

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DEPARTMENT OF OCCUPATIONAL THERAPY

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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-AOTA, or ACOTE, 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. 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, 1 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.

CORE VALUES

As students, staff, and faculty, we use these values to guide our interactions in our community of learners:

Respect: We hold the feelings, wishes, rights, and traditions of others in the highest regard.

Authenticity: We use the gifts of our unique personalities, values, spirit, and character to guide our behaviors for the benefit of others.

Making a Difference: We make a difference by helping people engage in occupations that support healthier and better lives.

Integrity: We conduct ourselves honorably in our thoughts and actions by following ethical and moral principles. **Compassion:** We promote well-being through sensitivity to the emotional aspects of others' life experiences through positive verbal, nonverbal, and physical actions.

Collaboration: We work together with others to achieve common goals through the development of open and honest relationships.

We embody these values while also adhering to the American Occupational Therapy Association Code of Ethics and Core Values (2020), which are the guiding principles for occupational therapy service provision.

VISION STATEMENT

Our vision is to develop and support the growth of innovative occupational therapy practitioners who will transform practice to maximize health, well-being, and quality of life for the people we serve.

MISSION STATEMENT

Our mission is to prepare entry-level occupational therapy doctoral graduates to serve the needs of our rural states and beyond through teaching, scholarship, and service.

The department accomplishes the mission through exceptional educational experiences, integration of scholarly inquiry, and meaningful engagement in the community. Our graduates will lead with an occupational justice lens by integrating occupation-centered, evidence-based, client-centered, and culturally relevant care.

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

The Occupational Therapy Department's core values and the OT Code of Ethics (AOTA, 2020b) are also integrated into the Philosophy of the Occupational Program and its Teaching Philosophy, assuring that all interactions align with beliefs and overall morality.

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 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, 2018; 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 five principles: 1) client-centered and relational practice; 2) occupation-centered practice; 3) evidence-based practice and practice-based evidence; 4) culturally relevant practice; 5) Occupational justice in practice (Copolla, Gillen, & Boyt Schell, 2024).

Client-centered and relational practice reflects the occupational therapist's desire to understand the uniqueness of each individual and develop 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-centered practice* is firmly based on the individual's desire for satisfactory occupational engagement in their typical contexts. The goals in occupational therapy are related to the person's occupational concerns (Copolla, Gillen, & Boyt Schell, 2024).

Evidence-based practice and practice-based evidence suggests that professional reasoning is grounded in research evidence and client preferences while also using practice outcomes data for decision-making. The therapist reflects upon research and practice evidence to determine more effective approaches for ongoing quality improvement of services (Copolla, Gillen, & Boyt Schell, 2024).

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 to remain open to new understandings present in other cultures.

Occupational justice in practice ensures that all individuals have the right to experience occupational participation with equal opportunities and access. Occupational justice upholds inclusion with services that mitigate disparities such as race, economics, gender identity, or other identities that place an individual at risk for marginalization. Occupational therapists engage in advocacy to promote occupational justice in practice (Copolla, Gillen, & Boyt Schell, 2024).

We believe the therapist whose practice reflects these five principles can facilitate engagement and participation in occupations to meet personal and societal needs.

TEACHING PHILOSOPHY OF THE OCCUPATIONAL THERAPY PROGRAM

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 (AOTA, 2018; Hooper et al., 2014).

Keeping occupation at the center, Experience 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 multimodal methods that facilitate integration 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 to prepare students for self-authorship (Brookfield 1987; Fink, 2003; Hooper, 2010; Merriam et al., 2007b). Therefore, we complement Experience 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, learning process, educator, and learning context.

View of the Learner

Diverse learning styles exist among groups of learners due to various inherent and Experience determinants of learning (Kitchie & Arnaud, 2020). Learners will come with previous experiences which are integrated into new learning to *create* new understanding about the occupational therapy profession (Anderson, Krathwohl, et al.2001; Hooper et al., 2014; Merriam et al., 2007a). Learners are motivated by the perceived necessity to learn information (Merriam et al., 2007a). 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).

View of the Learning Process

We believe learning how to reason like an occupational therapist is critical to the learning process and evolves along a developmental continuum from basic understanding to more advanced analysis, integration, and creation. Initially, learning requires an individual to have some underlying foundational concepts (Fink, 2003; Sell, 2008), with attention 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 (Hooper, et al., 2014). Once the learner understands 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, analysis, evaluation, and creation (Anderson, Krathwohl, et al. 2001). 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). The educator integrates multiple teaching theories and multimodal methods to address all domains of learning [cognitive, affective, & kinesthetic] (Bloom, 1956) that align with diverse learning styles among groups of learners.

View of the Learning Context

Educators assure that the social context for learning incorporates the OT Department’s core values with the OT Code of Ethics (AOTA, 2020) to intentionally create a welcoming, inclusive, and safe learning space. 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 experiences in authentic physical contexts (e.g. classroom, laboratories, community) to promote active engagement in higher order thinking and problem solving to prepare students for self-authorship (Boyt Schell & Schell, 2008; Dewey, 1938; 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 safe, yet challenging, climate for learning (Maslow, 1962).

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).

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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 (AOTA, 2018; 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 Experience 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 (Experience)

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 Methods in OT 1: Qualitative to Quantitative Designs 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 OT 2: Outcomes to Translation to Practice, 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 developing Leadership Skills in OT, students apply leadership theories and models, understand OT leaders, and analyze their own leadership skills regarding 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 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 600: Interventions for Mental Functions to Support Occupation, students utilize evaluation data for the purposes of 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 Neuromusculoskeletal Functions to Support Occupation, 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 Principles in Occupational Therapy, students will understand the role of the occupational therapy manager and develop management skills that promote justice, engagement, and collaboration. OT 603: Integration & 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: Doctoral Experience Seminar 1, students will review expectations of the Doctoral Experience and process, Independent Study (IS)/Scholarly Project (SP) guidelines, samples of potential sites, procedures for contacting sites, learn about mentorship and how to select a faculty mentor. Additionally, half of the students enroll in OT 569: Interprofessional Health Care.

During Semester 5 students continue in Stage 2: Critical Thinking, when they plan intervention in OT 612:

Interventions for Sensory Functions and OT 613: Community-based Practice Interventions. Concurrently, students enroll in OT 614: 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 616: Integration & 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 enroll 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. Half of the students also enroll in OT 569: Interprofessional Health Care. In OT 611: Doctoral Experience Seminar 2, students will identify the problem/occupational needs of a population, select a theory in their background/purpose section of the MOU and become familiar with all parts of the MOU components to include broad learning goals and objectives, plans for supervision, each party's responsibilities, and methods for evaluation. As students secure their doctoral experience site, they will collaborate with their mentor(s), to complete and finalize their MOU prior to the doctoral experience.

Semester 6 includes OT 683: Level II Fieldwork A, OT 618: 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 settings with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities. OT 589: Readings is focused on literature review and related work for the Doctoral Experience and IS/SP culminating project to be completed in Semester 8.

During Semester 7 students transition from Stage 2: Critical Thinking to Stage 3: Synthesis. During this semester, students enroll in OT 684: Level II Fieldwork B and OT 589: Readings. The emphasis becomes focused on transitioning to synthesis where students are independent, innovative, and ready to become agents of change. Students continue to refine and prepare for the Doctoral Experience in OT 689: Readings.

During Semester 8 students continue to engage in Stage 3: Synthesis. During this semester, students enroll in OT 694: Doctoral Experience to develop in-depth skills and knowledge in one of the following areas: 1) clinical practice skills, 2) research, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the Doctoral Experience, students complete a scholarly work that relates theory to practice and demonstrates synthesis of in-depth knowledge in a practice area as they complete either OT 995: Scholarly Project (SP), or OT 997: Independent Study (IS). 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 forms: 1) case report; 2) program development/modification; 3) course development; 4) advocacy via professional journal or agency level, or 5) research report. Portions of the DEC capstone may be shared by pairs of students, however, must still reflect each student's individualized goals and objectives indicated on the Doctoral Experience Memorandum of Understanding.

References

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- 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

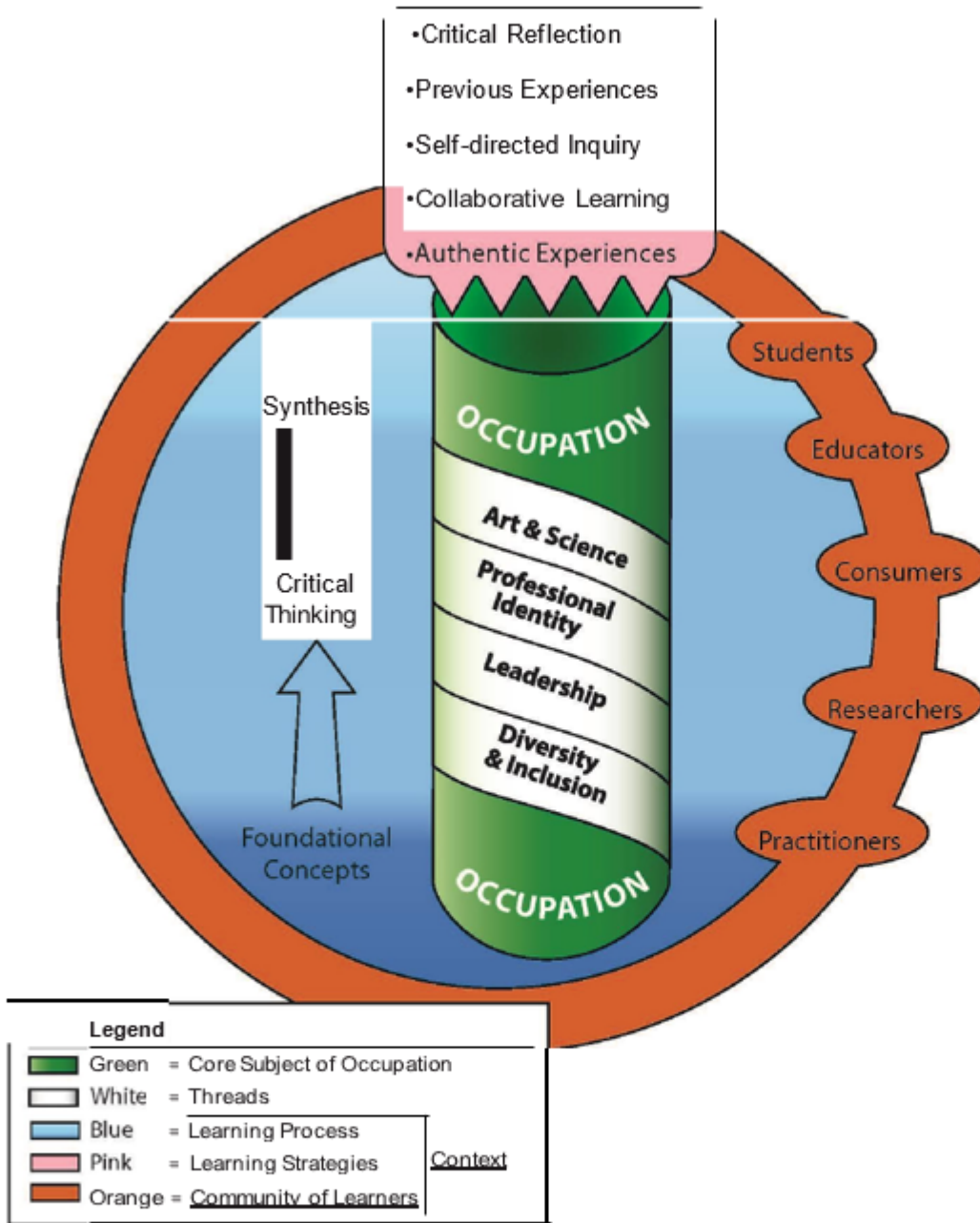


Table 1: Curriculum Outcomes

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.

1. The student will use **professional reasoning** strategies to provide rationale for decisions made during the occupational therapy process.
2. The student will demonstrate the 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 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 evidence.
5. The student will design, construct, and implement the process for building evidence to act as a **research builder**.

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.

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 society.
8. The student will apply **occupational based theories and models of practice** 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 contexts 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.

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.

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 through 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 Credit		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

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

Fall		Credits
OT 602	Management Principles in Occupational Therapy	3
OT 603	Integration & Fieldwork 3	2
OT 569	Interprofessional HealthCare	1
	*Students take either F/S	
OT 610	Doctoral Experience Seminar 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	1
	*Students take either F/S	
OT 611	Doctoral Experience Seminar 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 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		123

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 a 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 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 skills 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 Principles in Occupational Therapy. 3 Credits. Students will understand the role of the occupational therapy manager in developing management skills that promote justice, engagement, and collaboration. 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. Doctoral Experience Seminar 1. 1 Credit. Students begin developing the Doctoral Experience and the capstone (IS/SP). Prerequisite: Admission to the Occupational Therapy Doctorate Program. F.

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

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 to critically assess various factors and policies that impact service delivery, occupational therapy services, and the ability to address societal needs. Students use this information to advocate for and develop innovative programming for groups and populations. 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 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 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 in 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 complete 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. Students initiate and participate 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 evaluation, intervention planning, intervention 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 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 Capstone Description

During semester 8 students are enrolled in OT 694 Doctoral Experience Capstone (DEC) to provide in depth exposure to one or more of the following areas: 1) advanced clinical practice skills, 2) research, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the DEC, 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 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 as scholarly works. The scholarly work will be consistent with the student's individualized learning objectives noted on the DEC 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 DEC Memorandum of Understanding. Students are supervised by a site mentor and faculty mentor. Students must have successfully completed all didactic graduate level courses, passed Level I and II fieldwork experiences, and completed all preparatory activities prior to the experience. Students receive the DEC in Semester 4 of the program. Please see DEC Manual for details, policies, and procedures.

SMHS TECHNICAL STANDARDS

Section: 3

Policy number: 3.11

Responsible Office: Student Affairs and Admissions Issued: 08.04.14.

Latest Review (Bylaws): 03.21.23

Latest Approval (Faculty Council): 07.2023

Policy Statement

All graduates of this institution use professional knowledge, skills, and attitudes in order to function in a wide variety of settings and render a wide spectrum of patient care. To accomplish this, students must meet (with or without accommodations) specified technical standards to matriculate, to progress through the curriculum, and to complete the graduation requirements. This policy describes the broadly defined technical standards expected of University of North Dakota School of Medicine & Health Sciences (UND SMHS) students.

The technical standards are designed to ensure the graduation of skilled, well-rounded, and appropriately educated scientists and healthcare providers. Each program and department within the UND SMHS may have additional technical standards specific to the requirements of the program.

This policy applies to:

√Deans, Directors, and Department Heads

√Faculty

√Managers and supervisors

Others:

√Staff

√Students

WEB SITE REFERENCES

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

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

DEFINITIONS

Matriculate	The enrollment status of a student at the UND SMHS.
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 ensure that applicants for admission, progression, and graduation are able to complete the entire course of study and participate fully in all aspects of education, with or without reasonable accommodation.

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/education-training/indigenous-health/
Medicine (MD)	https://med.und.edu/index.html/
Medical Laboratory Science & Histotechnology (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 & Admissions	777.4221/777.4942	saa@UND.edu
Policy format	Dean’s Office	777.2514/777.3527	judy.solberg@UND.edu

PROCEDURES

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.

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. 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 to these websites and work with individual academic coordinators to best prepare themselves for matriculation. Students should demonstrate the potential to meet the expected technical abilities listed in the table below prior to matriculation.
 2. **Progression:** Each academic program within the SMHS maintains minimal Technical Standards (See table below), as judged by faculty members, examinations, and other measurements of performance required for a student to continue to progress through the curriculum. Every effort is made to meet the educational needs of the UND SMHS student. It is the student's responsibility to identify and disclose any disabilities when requesting accommodation to progress through a program. 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 to progress towards earning a degree. Each clinical, fieldwork, or practicum site may have additional technical standards that might affect a student's ability to complete clinical placements.
 3. **Graduation:** Prior to the award of the degree, SMHS 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. 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.
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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 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	<p>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.</p> <p>Students should be able to communicate via English effectively and sensitively with others, including patients and all members of the healthcare team, both verbally and in writing.</p>	<p>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 verbally and in writing.</p>
Motor Function	<p>Students should, after a reasonable period of time, possess the capacity to perform a physical examination and perform diagnostic maneuvers.</p> <p>Students should be able to execute some motor movements required to provide general care to patients and administer or direct the provision of emergency treatment of patients. Such actions require some coordination of both gross and fine muscular movements balance and equilibrium.</p>	<p>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 incidents.</p>

Standard	Health Professions Students	Biomedical Sciences and Clinical and Translational Science Students
Intellectual, Conceptual, Integrative and Quantitative Abilities	<p>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, quantify, reason, analyze, synthesize, and transmit information.</p>	<p>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, quantify, reason, analyze, synthesize, and transmit information.</p>
Behavioral and Social Abilities	<p>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.</p> <p>Compassion, integrity, concern for others, interpersonal skills, respectability, interest, and motivation are all personal qualities that are expected during the education process.</p>	<p>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.</p> <p>They should be adaptable and resilient to changing environments.</p> <p>Compassion, integrity, concern for others, interpersonal skills, respectability, interest, and motivation are all personal qualities that are expected during the education process.</p>

Standard	Health Professions Students	Biomedical Sciences and Clinical and Translational Science Students
Ethics and Professionalism	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 within the law and ethical standards required of the profession.	Students should demonstrate ethical and 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 standards required of the profession.

RESPONSIBILITIES

Student	It is the responsibility of the student to request necessary accommodations through university procedures.
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STUDENT DISABILITY RESOURCES

Student Disability Resources 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. The presence of disability alone does not necessarily qualify an individual for accommodation. The individual must experience functional limitation(s) caused by the disability that significantly limits or prevents 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 disability documentation. Note that if accommodation is identified, it 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 Student Disability Resources. Student Disability Resources is the campus resource for confidential discussion and support regarding reasonable accommodations.

O'Kelly Room 2
 221 Centennial Dr Stop 8006 Grand Forks, ND 58202-8006
 P 701.777.2100
 F 701.777.2100
UND.sdr@UND.edu

OT DEPARTMENT MATRICULATION, PROGRESSION, AND GRADUATION

Overview

Progression, Retention, and Graduation Requirements

The OT Department follows the School of Graduate Studies 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 to progress throughout the program. Any student who receives a D, F or U (unsatisfactory) will be automatically dismissed from the University of North Dakota (UND) Occupational Therapy Program. Please see the Student Probation and Dismissal section in the student handbook.

School of Graduate Studies Policy: A cumulative grade point average (GPA) of at least 3.00 for all work taken as a graduate student (2.75 for Master of Engineering program) while registered in the UND School of Graduate Studies must be maintained 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 M. Engr. 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 Experience capstone component within 36 months of completion of the academic course work and be in good academic standing. Degree requirements are documented on the Program of Study which will be completed in semester 1 when the student is prompted by the Graduate Director. 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 part-time fieldwork due to extenuating circumstances or as reasonable accommodation. The part-time fieldwork must be in accordance with the

fieldwork placement's usual and customary personnel policies if it is at least 50% of a full-time 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 with Health Studies Subplan Degree Requirements

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 (OTD) Degree

Requirements

1. Students must be formally accepted into the professional education component of the UND OTD. Acceptance by the UND Office of Admissions or the UND 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. A student who needs to repeat a course may take longer to complete the program.
3. Students must complete all level II fieldwork and doctoral Experience capstone requirements within 36 months of their completion of the academic course work in semester 5 of a typical progression schedule.
4. Students must attain a letter grade of at least "C" in the major courses to remain in the program and begin fieldwork. Students must have satisfactory scores on the fieldwork readiness form by the end of spring semester of the second year to begin fieldwork.
5. Having completed their Program of Study in Semester 1 of the program, students who are in good academic standing in the School of Graduate Studies and the Occupational Therapy Program will

submit their topic proposal in Semester 7 to complete their advancement to candidacy. The formal topic proposal due date will be issued by the Graduate Director.

6. 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.
7. 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, fieldwork, or doctoral Experience capstone is unsatisfactory academically or professionally.
8. 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.
9. Final reports, which are evidence that the student has completed all University, School of Graduate Studies and Departmental requirements needed for graduation, will be initiated by the Student's Faculty Mentor and Occupational Therapy Department's Graduate Director after the student has completed all requirements and then routed to the Dean of the School of Graduate Studies for final approval.
10. 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.

Recognitions and Celebrations

The University of North Dakota Occupational Therapy Department understands the importance of celebrating professional achievements. Our celebrations reflect the long-standing philosophical views of the profession and the careful planning of our faculty, staff, and students. The Department celebrates the student's admission to the program with formal recognition where an occupational therapy pledge is recited and alumni (or representative) present(s) students with a gift welcoming them into the professional community. To celebrate the progression from the classroom to Level II Fieldwork and the Doctoral Experience Capstone, the student is pinned to denote completion of the didactic portion of the curriculum. The pinning celebration is held in the spring of the second year. Students are encouraged to place their pin on their nametags during their off campus learning experiences as a representation of their University of North Dakota education. Finally, as a celebration to mark the completion of the program and graduate school, occupational therapy graduates receive their hoods at the Occupational Therapy Doctoral Hood Ceremony. Students are hooded by their faculty advisor and/or a person of their choosing customary with their campus. Casper and Grand Forks Doctoral Hood Ceremonies are held on separate weekends to allow students to attend either or both events.

UNIVERSITY POLICIES

All University students must abide by the UND Student Code of Life found at <https://und.edu/student-life/code-of-student-life.html>

Notice of Nondiscrimination

The University of North Dakota (UND) is committed to the principle of equal opportunity in education and employment. UND does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, creed, marital status, veteran's status, political belief or affiliation or any other status protected by law. Pursuant to Title IX of the Education Amendments of 1972, UND does not discriminate on the basis of sex in its educational programs and activities, employment and admission. UND will promptly and equitably investigate reports of discrimination or harassment and take disciplinary action as appropriate.

Retaliation in any form against a person who reports discrimination or participates in the investigation of discrimination is strictly prohibited and will be grounds for separate disciplinary action.

The University's policies and procedures for complaints of discrimination or harassment are found at:

- [Discrimination and Harassment Policy](#)
- [Sexual Misconduct Policy](#)
- [Title IX Sexual Misconduct Policy](#)

Concerns regarding UND's equal opportunity and nondiscrimination policies, including Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to:

Donna Smith
Assistant Vice President & Title IX/ADA Coordinator Equal Opportunity & Title IX
Twamley Hall Room 102 264 Centennial Dr Stop 7097
Grand Forks, ND 58202-7097 P: 701.777.4171
UND.EO.TitleIX@UND.edu
donna.smith@UND.edu

A complaint or concern regarding discrimination or harassment may also be sent to the following or any other federal agency:

Office for Civil Rights
U.S. Department of Education 230 S. Dearborn Street, 37th Floor Chicago, IL 60604
Phone: 312.730.1560
Fax: 312.730.1576
OCR.Chicago@ed.gov

Greetings from UND Veteran & Military Services,

UND acknowledges and appreciates the important contributions of its students who have served or are currently serving in the military. This past spring campus a new Military Student Attendance Policy and Procedure was developed and approved by the appropriate committees and the President's Executive Council. The policy covers the process for notification, managing, and returning from military obligation(s). We encourage faculty and staff to be aware of the policy and work with military-affiliated students accordingly.

The attendance policy and procedures information are available at:

<https://und.policystat.com/policy/12936028/latest/>

The student request form is available at: [https://sendfiles.ndus.edu/filedrop/UND-Student-Military- Attendance](https://sendfiles.ndus.edu/filedrop/UND-Student-Military-Attendance).

If you have any questions regarding the policy or procedures, please contact Angie Carpenter at

angie.carpenter@und.edu or 701-777-3910.

Thank you for supporting our military-affiliated students! [Policies & Procedures | Veteran & Military Services](#)

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

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 principal 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:

<https://und.edu/research/resources/human-subjects/human-subject-education.html>

Reference: The University of North Dakota Institutional Review Board. (2011). *Institutional Review Board*.

Retrieved February 2, 2011 from <https://und.edu/research/resources/human-subjects/index.html>

SCHOOL OF MEDICINE AND HEALTH SCIENCE 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> Policies may be updated and the website provides the most up to date policy information.

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.

3.2 Conflict of Interest Policy – Assessment

This policy establishes guidelines for managing conflicts of interest between faculty and students with regards to assessment. A given faculty member shall not be responsible for evaluation of a student when there is an unmanageable conflict of interest. <https://med.und.edu/about/policies/files-2023/3.2-conflict-of-interest-assessment.pdf>

3.3 Conflict of Interest Policy – Standing Committee

This policy establishes guidelines for managing conflicts of interests for the School of Medicine & Health Sciences (SMHS) Faculty Academic Council (FAC) and its Standing Committees. <https://med.und.edu/about/policies/files-2023/3.3-conflict-of-interest-standing-committees.pdf>

3.4 Criminal History Background Check Policy

Criminal background checks (CBC) are required for all School of Medicine and Health Sciences (SMHS) medicine and health professions students prior to matriculation, clinical assignment and/or returning from a leave of absence (LOA). <https://med.und.edu/about/policies/files-2023/3.4-criminal-background-3-30-23.pdf>

3.6 Drug and Alcohol Screening and Education Program

The primary purpose of this program is to educate students within the SMHS regarding the dangers of substance abuse and the consequences of current drug problems. This program also has a substance abuse deterrence and detection function by screening covered students for use of prohibited drugs. Drugs prohibited by the SMHS include those banned by federal, state of North Dakota, and local governments, as well as institution policy. These drugs include illegal, prescription, over-the-counter, experimental, recreational, or other drugs that have a significant effect upon an individual's judgment. <https://med.und.edu/about/policies/files-2023/3.6-drug-alcohol-screening-education-6.1.23-final.pdf>

3.7 Health Conditions Impacting Student Participation For all SMHS Students

Students who are known to have a condition (injury, illness, infection, environmental disease) that may negatively impact themselves, fellow students, staff, faculty or patients have a professional obligation to inform and work with UND SMHS faculty to develop a plan to balance their own health, safety, educational needs and confidentiality as well as the health and safety of others with whom they may come in contact. <https://med.und.edu/about/policies/files-2023/3.7-participation-in-education.pdf>

3.8 Student Bloodborne & Biological Pathogen

In the event of a bloodborne or biological pathogen exposure, the School of Medicine, and Health Sciences (SMHS) students will follow the SMHS Student Bloodborne and Biological Pathogen Exposure Management Plan. The student's responsibility is to immediately inform their instructor, clinical site supervisor and / or preceptor. Students are required to comply with the reporting requirements, incur the charges of their

bloodborne or biological pathogen exposure testing, and complete follow-up recommendations given by their health care provider. <https://med.und.edu/about/policies/files-2023/3.8-student-bloodborne-and-biological-pathogen-exposure-managment.pdf>

3.9 Student Academic Grievance and Appeal Policy

Any student enrolled in a degree or certificate granting program or taking a course(s) at the UND School of Medicine and Health Sciences shall be provided the opportunity to seek redress where they believe that school and/or program policy has not been followed with respect to academic matters by initiating a grievance or appeal. https://med.und.edu/about/policies/_files/docs/3.9-student-grievance-appeal-april-2024.pdf

3.10 Student Social Media Policy

This policy describes expected student behaviors when using social media sites.

<https://med.und.edu/about/policies/files-2023/3.10-social-media-feedback-from-legal-and-bylaws.pdf>

3.11 Technical Standards for Matriculation, Progression and Graduation

This policy describes the technical standards required for students in the health professions of medicine, occupational therapy, physical therapy, physician assistant, medical laboratory science, athletic training, and public health. The University of North Dakota School of Medicine & Health Sciences (UND SMHS) has a responsibility to society to graduate the best possible healthcare providers. All health profession graduates of this institution must use professional knowledge, skills, and attitudes to function in a wide variety of health care settings and to render a wide spectrum of patient care. The technical standards are designed to ensure the graduation of capable, well rounded, and appropriately trained health care providers. (Each professional program may have additional technical standards specific to the requirements of the program.) To fulfill this responsibility, UND SMHS has established six areas of competency that must be sufficiently developed to participate in, and to graduate from a health profession's program. <https://med.und.edu/about/policies/files-2023/3.11-technical-standardspdf.pdf>

3.12 Learner Mistreatment (formerly Teacher-Learner Relationship)

"The teacher-learner relationship 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" (the AMA section on Medical Schools in cooperation with the AMA Student and Resident Sections and reflects the policy of the SMHS).

<https://med.und.edu/about/policies/files-2023/3.12-learner-mistreatment.pdf>

OCCUPATIONAL THERAPY DEPARTMENT POLICIES

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.

Appointments with Faculty Members

If you wish to meet with a faculty member, please follow the directions provided on the course syllabus. If you currently do not have a course from the faculty member, please email or call the faculty member to arrange an appointment.

Academic Advisor

Every professional level student has an occupational therapy faculty member assigned as their advisor. Students are required 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 for their doctoral experience.

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.

Personal Computer

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

Student with Disabilities: Accommodation Request

Students who are requesting accessibility accommodations for their courses are expected to register with Student Disability Resources. How to register can be found at <https://und.edu/student-life/student-disability-resources/index.html> or by contacting them at 701-777- 2100 (O'Kelly Room 2). For students in Casper, WY: once registered with UND Student Disability Resources, the student will need to provide recommendations to the Disability 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 Student Disability Resources and notify their instructors and/or Academic Fieldwork Coordinator and Doctoral Experience Capstone 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 Student Disability Resources (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 Student Disability Resources office for test-taking accommodations

should schedule exams through their course instructor. 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.

Health Insurance Requirements

Health Insurance coverage is required. Students must provide a copy of the insurance card documentation that indicates the student as covered under the policy, policy number, and company. Students are responsible for updating this information annually or when changes occur, whichever comes first.

Attendance

The purpose of the attendance policy is to prepare students 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. Excessive absences may result in professional probation.

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 and Required Curricular Related Activities: Success of students in the professional occupational therapy program is highly dependent on active and consistent participation. Students are expected to attend ALL classes and required curricular activities, 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.
- C. The OT Department does not approve or disapprove of absences. The OT Department guidelines provided encourage the student to carefully consider absences and the impact on their education.
- D. 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 a violation of the OT Department Code of Conduct.
 - Three absences and/or repeated tardiness regardless of reason requires the student to initiate a meeting with their academic advisor to discuss absences and support for success. As appropriate, the student will develop a plan to improve attendance. The meeting will be documented in the student's file.
 - Four absences and/or repeated tardiness will result in a written communication from

the department chair in Grand Forks or the site coordinator in Casper and placed in the student's file. The student must schedule a meeting with the advisor and department chair in Grand Forks or the site coordinator in Casper to discuss professional behavior concerns.

- 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 class.
- Students are encouraged to participate in professional activities hosted by the University or professional conferences. Please note, if a student is gone for these events, the days of the conference or the class in which the event is occurring are considered professional leave. Students are responsible for following the absence notification process and should note professional leave and the name of the event. Students are responsible for getting notes and materials from peers. Please note recordings of class sessions will not occur and class will still be held per the course syllabus. If attendance at professional activities is required by the program, it will be noted on the course syllabi and will be in place of regularly scheduled class.
- 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.
- Examination Make-up:
 - Please refer to the 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 leave. The faculty, Department Chair and/or the School of Medicine and Health Sciences Associate 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.

Dress Code

Purpose: The purpose of the dress code policy is to assist students in preparing for professional contexts

including all fieldworks and the doctoral experience capstone. Students, faculty and staff are expected to adhere to the dress code policy. Faculty and staff are expected to provide feedback to students about professional dress to support the student in preparing for the professional context.

Business Casual Dress: A general guideline students can use is to be well-kept, professional and cover skin (belly, cleavage, shoulders, and cracks). Bend vigorously to ensure clothing is still covered when moving as you would do on fieldwork.

Tops: Dress shirt, polo, collared shirt, nice t-shirt, sweatshirt, or sweater

Bottoms: Dress pants or capris of non-jean material; non-ripped dark or colored denim, skirts/dresses/kilts must be close to knee length. Leggings are permissible if the top covers bottom. Footwear: Wear shoes appropriate for the classroom experience. If sharps are being used, all students must wear closed-toed shoes.

Regular Academic Classroom Attire: Students are required to wear business casual; however non-ripped jeans of any color are permissible when there is not a guest speaker. Brimmed hats are allowed on non-exam days. Longer shorts (closer to knee length) are permissible. If the department holds a special dress day, such as “sweatpants” day, students may wear the approved attire unless a guest speaker is present.

Attire for Labs: Dress in the direction of your instructor for the type and nature of the lab. Students should change for lab versus dress for lab for the day.

Attire for Guest Speakers or Presentations In-Class or Other Contexts: Business casual, no blue jeans. Students are required to dress in business casual on the days of presentations or guest speakers regardless of whether it is a “special dress day” i.e., holidays, sweatpants day.

Volunteer, Fieldwork and Doctoral Capstone: Follow the dress code of the facility. If uncertain, wear business casual and closed-toed shoes.

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.

Grading and Evaluations

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 75% or less 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 75% or less on any assignment or exam, it is highly recommended that the student schedule an appointment with their instructor or advisor.

Course Withdrawals

A student who withdraws from a course or the program and receives a special circumstances withdrawal from the UND Dean of Students may petition the faculty to remain in the program. Being granted a special circumstances withdrawal does not mean the student is automatically granted status to stay in the program.

Occupational Therapy Class Participation Policy

Lecture and lab times should be viewed as protected time to learn and solidify information with the support of the instructor and classmates. Instructors prepare specific lectures and learning activities with the expectation of student engagement. Distracted attendance in lectures and labs results in decreased student learning and unnecessary repetition of information, which is unfair to classmates who are fully attending, and decreased student retention of information for fieldwork, NBCOT exam, and practice.

Students are expected to remove distractions during lectures and exams by silencing phones and having phones out of view, turning email off during class, and using electronic devices only for note taking and in class assignments. Students should not be completing outside work during lectures/labs, engaging in unrelated social media, or visiting unrelated websites during class.

Students found to be engaging in such behaviors will be spoken to and may have their grade reduced by an amount designated in the syllabus per lecture/lab.

Students will be given a break approximately once per hour, during which time they may use the restroom, attend to a quick email or text, or view non-course-related materials. Students are expected to refrain from exiting the room during class-time unless absolutely necessary

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 of year 2 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.

Examination Policies

- Examinations are given in the class period at times set by the course instructors.
- Written 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 cannot be avoided and 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 accommodation must be made by the student with the course instructor using their accommodation verification each semester.
- 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 and is a violation of the University and OT Student Code of Conduct.
- 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 on 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. Faculty will not discuss final grades until after they are posted.
- 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 them 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 except for testing materials and writing tools, unless otherwise instructed.
- Students may have a drink (coffee cup, water bottle), if the classroom allows it. Eating during examinations is not permitted.
- Students are to remove caps and hats with brims during exams.
- Students are allowed to use earplugs, if they are not connected with strings or wires, during exams without accommodation. Earplugs must be foam or rubber inserts. Noise cancelling headphones that connect to the internet, 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 for those still completing the exam (i.e., close the door quietly, avoid congregating and talking loudly outside the exam room, etc.). If students need materials (cell phones, books, etc.) from backpacks or bags, please take the bag into the hall before removing items.

Testing 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. The OT Student Code of Conduct and processes will be followed.

Course Assignments

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

- 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. All written assignments should be presented in a professional and logically organized manner. Students are also responsible for following APA guidelines as indicated in the assignment instructions or by the type of writing required for the assignment. A student having difficulty meeting the writing requirements are expected to utilize resources such as the UND Writing Center and Blackboard Writing feature to assist with improving their writing skills.
- In the OT program at the University of North Dakota, students are 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 of this manual). 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.
- 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 collaborate with the course instructor in advance of the due date to specify a more feasible 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 be graded and then lowered as follows:

0-12 hours	4%
13-24 hours	8%
25-36 hours	12%
37-48 hours	16%
49-60 hours	20%
61 or more hours	24%

- Students are required to turn in all assignments even if submitted late in order to receive a passing grade in the course.
- Students earning 75% or less on a given assignment will be required to re-do that assignment until they achieve competency. Once the student achieves the competency requirements of the assignment, the original grade earned will be recorded in the gradebook.
- If a student scores 75% or less on any assignment it is highly recommended that the student schedule an appointment with the course instructor or their advisor.

Student Academic 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. Please reference the OT Grading Scale.

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 academic standards probation until their cumulative GPA is greater than or equal to 3.0 at which point the probationary status will be lifted. 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.

Consequences of not receiving a passing course grade

A student who does not pass (D or F or U grade) a professional level academic course in semesters 1 or 2 will be terminated from the professional program and may not petition to remain in the program. Students may reapply to the program at the next admission cycle. A student in semesters 3-8 who does not pass an academic, fieldwork or doctoral Experience course (D or F or U grade) may petition to remain in the program.

The student may petition to remain in the program on academic probation and retake the course. However, this means repeating the course, which will cause the student to be behind their class and graduate at a later date. Students must complete all fieldwork and doctoral Experience components within 36 months of completing didactic course work (semester 5). *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
- Professional behavior and active participation in the program
- Extenuating circumstances (such as death of a family member, illness, pregnancy)

Majority affirmation of the full OT Department faculty must be received. If 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.

Professional Behavior Expectations and Processes

The purpose of the professional expectations and processes policy is to have a mechanism for supporting students in developing professional behavior while also still having a mechanism in place for students who do not correct professional behavior with support or engage in egregious behaviors that warrant immediate action

due to safety.

OT Department Code of Conduct

The OT Department Code of Conduct establishes what professionalism is and provides an opportunity for students to gain feedback from faculty, staff, and community educators while developing professionalism. Occupational therapy students are expected to conduct themselves in a professional manner in the classroom, attending curriculum-related activities, while on fieldwork experience at all levels, and during the doctoral experience capstone. Professionalism encompasses a number of related areas and concerns the conduct 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, complete all class related activities, and to participate in lecture sessions in a positive manner. During lectures and presentations, 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 silenced during class time.
- **Day-to-day relationships with peers:** The expectation is that students will be respectful towards others. Any feedback should be constructive in nature; students should demonstrate an awareness of and sensitivity to the needs of others. Courtesy, respect, and consideration should always be observed.
- **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 (be on time, applause, thanking the speaker, no eating or side conversations). Dress code adherence is required.
- **Relationship with Fieldwork Supervisors and with Doctoral Site Mentors:** It will be the 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 client-related issues.
- **Personal and professional communication and appearance:** 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 and doctoral settings. Fragrances and scents can cause respiratory difficulty or headaches, these are not to be used in the classroom, fieldwork, or doctoral settings.
- **Confidentiality:** It is poor judgment to breach confidentiality in any way, either in oral or written format. Breach of confidentiality is a violation of the OT Department Code of Conduct.

- Substance Use: Substance use during any academic, fieldwork or doctoral Experience placement is in violation of the [SMHS Drug and Alcohol Screening Education Policy 3.6](#). Students are expected to follow the policy.

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.
- Scholastic dishonesty: Plagiarism and cheating are not tolerated. (See Code of Student Life for definition/description and consequences of plagiarism)
- Cheating: 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 require a signed written statement from a student who is alleging academic dishonesty of a classmate.
- Communication skills: Students must demonstrate respectful and professional communication skills in working with faculty/staff, 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 are expected to arrive on time. If a student arrives late, they should quietly find a seat and follow the Department policy on reporting tardiness.

When a student demonstrates a pattern of difficulty following OT Department Code of Conduct after receiving feedback from faculty or staff, the following process will be followed:

1. Students will meet with faculty members who raised the concern to discuss how the student can improve professional behavior to meet the expectations outlined in the OT Department Code of Conduct. The faculty member will summarize the meeting in an email to the student and include a copy in the student's file.
2. If the student continues to have difficulty meeting the OT Department Code of Conduct, the student will be required to meet with faculty members and their advisor to develop a formal plan for adhering to the OT Department Code of Conduct. The Department Chair will be notified, and the advisor will document the meeting in a summary email to the student and include a copy in the student's file.
3. If the student is unable to adhere to the OT Department Code of Conduct within the identified time in the plan, the student will be required to meet with the Student Affairs OT Code of Conduct and Probation subcommittee and Department Chair for consideration of probation. (See Professional Probation and Process)

- *If a student demonstrates egregious behavior such as cheating, plagiarism, substance use, or harassment, steps 1 and 2 will be skipped and the student will be referred directly to meet with the Student Affairs OT Code of Conduct and Probation subcommittee and Department Chair for consideration for probation or dismissal from the program. The OT Student Code of Life and SMHS student policies are followed.**

Professional Probation and Process

If a student is under consideration for professional probation and/or dismissal, the following process will occur:

1. The student will prepare a letter for the Student Affairs OT Code of Conduct and Probation subcommittee and the Department Chair. The letter will include a review the feedback provided by faculty and staff and the processes they have taken thus far to improve professional behavior. The letter will be submitted 48 business hours prior to the meeting. At the meeting, the students will share their perspective and faculty will share concerns. The student will be dismissed from the meeting. The committee will then decide if the student will be placed on professional probation or dismissed. Students will be placed on professional probation or dismissed if unanimous affirmation of the committee is received. The Chair will facilitate the meeting but is not a voting member. The Chair will notify the students of the decision.
2. When a student is placed on professional probation, they are tasked with developing a remediation plan that includes individualized goals, action steps, and timelines 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 the Student Affairs OT Code of Conduct and Probation subcommittee. The committee 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 OT Program.

Probationary Status and Participation in Leadership Positions in Student Organizations

If a student who is on academic or professional probation is in a leadership position within the occupational therapy department, the student will need to resign. Before resigning, if the student believes they are able to maintain the position and come into compliance with the academic or

professional probation status, they may write a letter to the Student Affairs OT Code of Conduct and Probation subcommittee expressing how they will come into compliance with the professional or academic probation while continuing in the leadership role. Students are encouraged to evaluate time given to organizations and whether or not it interferes with their academic or professional success. The committee will either approve or deny the request.

Probationary Status and Participation in Fieldwork and the DEC

Once placed on either academic or professional probation status, the student is not permitted to complete Level I fieldwork, Level II fieldwork, or the Doctoral Experience Capstone unless special permission from faculty is granted. 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.

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.

Program Dismissal and the Petition Process

A student may petition to remain in the program if the policy under which they were dismissed allows. The student 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.

If a student is placed on probationary status twice at any point during their time in the Program, they will be dismissed.

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. 3.9 Student Academic Grievance and Appeal Policy. Any student enrolled in a degree or certificate granting program or taking a course(s) at the UND School of Medicine and

Health Sciences shall be provided the opportunity to seek redress where they believe that school and/or program policy has not been followed with respect to academic matters by initiating a grievance or appeal.

<https://med.und.edu/about/policies/files-2023/3.9-smhs-student-grievance-and-appeal-policy.pdf>

Social Networking

In addition to the SMHS Policy for the Social Media (Policy 3.10), occupational therapy students are provided the following guidelines for use of social media. 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 today 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 educator to “friend” you during the program. This puts you, your faculty, and your fieldwork educators 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, fieldwork educators, 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 the 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 questionable, please remove them immediately.
8. If you are unsure of whether 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.

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 a 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.

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 or 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 always expected of all students regardless of the delivery format.

Zoom Classroom Guidelines

- 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.

SMHS Room Usage

Classrooms at the SMHS are meant for scheduled classes. If students use the classroom for studying and group meetings, use of overhead projectors and technology is not allowed during non-class time. Students wishing to use the classroom space to practice presentations should work with their instructor or advisor in scheduling the space.

Virtual Advising

When advising is completed in a virtual format, the following procedures should be followed:

- a. The faculty member will confirm with the student that they are in a private location for the advising session to ensure confidentiality and FERPA compliance.
- b. It is recommended that headsets be utilized.
- c. If a listener is present, the student will have to give consent following FERPA steps to verify identity before discussing academics. Please go to <https://und.edu/academics/registrar/ferpa.html> for steps. If the student is not in a private location, only general matters can be discussed, and the meeting will need to be rescheduled.

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 Values Statement found at the beginning of this document.

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 aid in collaboration and learning between classes on both campuses.

Attending Class at the other Campus

Students may request to attend class at the location they are not enrolled at. Unless an extenuating circumstance occurs, the student must submit a written request to the Chair a month before detailing the reason for the request, dates, and classes of requested attendance. The following factors will be taken into consideration for granting or denying the request: 1) if classroom space permits, 2) if the classes at both campuses are following the same schedule (i.e. if orthosis fabrication is happening at one campus one week and at the next the next week), 3) nature of course work (i.e. group work, team-based learning, etc.). The Chair will contact instructors from each course to confirm space, schedule, and nature of the work. The Chair will respond to the student request within one week.

Examples of permissible reasons to request to attend class at the other campus include level I fieldwork placement being closer to the other campus or temporary family situation.

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 them 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, 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

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 a resource for the letter content.

The 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.

Temporary License Letters: Students needing degree verification forms completed for state licensing boards may submit a request to the Office Manager after graduation. Please send an email with any required attached forms. Include the address, email, and name of agency where the letter should be sent.

National Board for Certification in Occupational Therapy (NBCOT)

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 UND graduations. The staff members in the 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]tudent 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 an 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.

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 receive 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 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 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 the learners. In those cases, 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 footwear and clothing: loose, baggy, or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- Wear closed toed shoes when working around sharps.
- When using tools and manipulating parts of the equipment make sure to pay attention to prevent injuring fingers or hands.
- Follow the principles 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 workspace 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.
- The 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 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

Assistive Technology is an item, piece of equipment, software, or product used to help individuals complete their valued occupations (ATIA.org). Throughout the program, students will have labs in which students will be able to gain hands-on experience with equipment such as, but not limited to, wheelchairs, walkers, shower chairs, reachers, soldering guns, and adaptive self-care tools (including knives, cutting boards, etc.).

The following serve as a guide when working with any assistive technology:

- Know the hazards associated with the use of all equipment.
- Students will be fully educated on the proper use and operation of all equipment before beginning to use. Check with faculty to ensure understanding.
- Wear appropriate footwear and clothing: loose, baggy, or flowing clothing or jewelry may be accidentally caught on tools/equipment, leading to potential injury.
- When using tools and manipulating parts of the equipment make sure to pay attention to prevent injuring fingers, hands, and feet.
- Follow the principles 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 to where equipment is placed to prevent blocking a walkway.)
 - Make sure tools are appropriately positioned in students working space to avoid catching on clothing or other objects.
 - Make sure there is ample working space for allowing easy access to equipment and supplies.
 - Keep workspaces as clean as possible during a lab and clean the space when finished.
 - Return extra equipment/supplies to their original location when finished using them.
- Guidelines for using wheelchairs.
 - Ensure the seating system has all removable pieces properly positioned and attached.
 - Make sure locks are in good working repair and adequately work. Notify faculty if you identify any malfunctioning equipment and place a note on the equipment to remove equipment from use.
 - Check tires to make sure they are properly inflated, if applicable.
- 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 work area of all wire and materials scraps.
- The faculty periodically checks equipment to ensure it is in good condition (no loose pieces, frayed cords, etc.). If students have a problem with a piece of equipment or notice it is not in good condition, report it to a faculty member and unplug/remove the equipment from general use to avoid injury.
- 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 injury and/or emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported 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 student's personal medical provider.
- A visit to student health services located in McCannel Hall (GF) or the Casper College Student Health Service Office in the Student Union (Casper).
- A visit to a medical provider at one of the local health facilities.

Orthoses Fitting and Fabrication Safety Policies and Procedures

The following serve as a safety guide when participating in orthoses fitting and fabrication labs.

General safety guidelines:

- 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 operating manuals before beginning.
- Wear appropriate clothing. Loose, baggy, or flowing clothing may accidentally be caught on tools/equipment causing injuries.
- Wear close-toed shoes.
- When using tools and manipulating parts of the equipment make sure to pay attention to prevent injuring fingers or hands.
- Follow the principles of good body mechanics when lifting/moving objects, equipment, and people.
- Follow appropriate hand hygiene and infection control procedures.

Housekeeping standards:

- Make sure the work area is free from slipping/tripping hazards. Pay attention to where equipment and electrical cords are placed.
- 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 labs and clean the space when you are finished.
- Use adhesive remover to clean scissors at the end of each lab session.
- Return extra equipment/supplies to their original location when you have finished using them.

Guidelines for use of hot water baths:

- Workstations with hot water baths are to be kept clear of clutter – no papers, books, backpacks, strapping material, scraps of thermoplastic, etc.
- Use care to avoid burns through splashing or coming in contact with the heated pan.
- Use spatulas/turners to remove thermoplastic materials from the hot water bath to prevent burns.
- Dry warmed thermoplastic on a towel and allow it to sufficiently cool before fitting on client.
- At the end of the lab, ensure the pan is fully powered off and unplugged.

Guidelines for use of scissors/utility knives/leather punch:

- Use care when cutting materials to avoid cutting self, damaging equipment, or scratching surfaces.
- Utility knife blades should always be fully retracted when finished using.
- Silver Gingher scissors are only for cutting thermoplastic material. Do not use on paper towels, strapping material, Velcro, etc.
- Other scissors, typically with colored handles, are available for cutting Velcro, strapping materials, paper towels, etc.

Guidelines for use of heat guns:

- Heat guns are only for spot heating to smooth rough edges or bump out small areas causing pressure.
- Heat guns should never be used to soften an entire sheet of thermoplastic material for the purpose of forming on a client.
- Workstations with heat guns are to be kept clear of clutter – no papers, books, backpacks, strapping material, scraps of thermoplastic, etc.
- Use care when operating a heat gun to avoid burns.
- When finished using the heat gun, turn the setting to cool for about 30 seconds before fully powering the heat gun off.

Gross Motor Activity Labs Safety Policies and Procedures

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

General safety guidelines:

- It is your responsibility to ensure you have done the preparation work and have the knowledge to safely participate in lab activities. Follow the lab activity directions carefully.
- If you have any physical limitations, it is your responsibility to notify the faculty member who oversees the lab to make modifications.
- Follow the principles of good body mechanics when lifting/moving objects, equipment, and people.
- If you experience significant discomfort or adverse reactions to any lab activity (e.g. difficulty tolerating vestibular movements, dizziness, nausea, etc.), it is your responsibility to stop what you are doing and notify the faculty member in charge of the lab.
- Wear appropriate footwear and clothing that allows full joint range of motion and also covers skin (bellies, cleavage, and cracks). Bend vigorously to ensure clothing provides appropriate coverage when moving in all directions.
- Follow appropriate hand hygiene and infection control procedures.

Guidelines for use of equipment:

- Be sure you are fully educated on the proper use of the equipment before beginning.
- 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.
- The 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, all equipment should be carefully returned to their original storage place.

Physical Agent Modalities Lab Policies and Procedures

The following serve as a safety guide when using physical agent modalities equipment during labs.

General safety guidelines:

- It is your responsibility to ensure you have done the preparation work and have the knowledge to safely participate in physical agent modality lab activities. Follow the lab activity directions carefully.
- For participation in lab activities, students must understand indications and contraindications/precautions for the selection and therapeutic application of each physical agent modality.
- If you experience a health condition that creates a contraindication for application of one or more physical agent modalities, it is your responsibility to notify the faculty member overseeing the lab. Students are not permitted to have any physical agent modalities applied to their body if they experience a condition that is a contraindication.
- If you experience significant discomfort or adverse reactions to any physical agent modality, it is your responsibility to stop what you are doing and notify the faculty member in charge of the lab.
- Follow the principles of good body mechanics when lifting/moving objects, equipment, and people.
- Wear clothing that allows for full joint range of motion. Consider dressing in layers with a tank top underneath to expose necks, shoulders, and backs for application of modalities.
- Follow appropriate hand hygiene and infection control procedures.

Guidelines for use of 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 operating manuals before beginning.
- When using tools and manipulating parts of the equipment make sure to pay attention to prevent injuring fingers or hands.
- The faculty periodically check 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. Students wishing to practice with physical agent modalities should contact the faculty member in charge for assistance.

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.
- Guidelines for safe use of specific physical agent modalities (PAMS):
 - Demonstrate the knowledge of light, water, temperature, sound, or electricity properties relevant to specific PAMs through safe application techniques, such as towel layers to prevent hot pack burns to the skin.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible. Injuries need to be reported 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.

Fieldwork Required Pre-Requisites

Two-Step Tuberculin Skin Test (Tuberculosis) or Blood Test:

- The two-step TB test involves placement of a purified protein derivative (PPD) in the forearm. The first skin test must be read by a health care professional within 48-72 hours after placement. The area of induration must be recorded. The second skin test should be administered 1-2 weeks after the first test and again read by a health care professional with induration recorded.
- If the skin test is positive, a chest x-ray is required. A student must have a report of one negative chest x-ray on file and a statement signed by self and a health care provider, assuring absence of symptoms.
- An alternative to the skin testing is a blood test - QuantiFERON®-TB Gold In-Tube test (QFT-GIT) or the T-SPOT®.TB test (T-Spot).
- TB testing is required on a yearly basis, although some fieldwork sites may require a more recent test.

MMR (Measles/Mumps/Rubella):

- 2 doses of the vaccine or an antibody blood titer documenting immunity is required.

Varicella (Chickenpox) Immunization: (A reported history of varicella will not be accepted)

- 2 doses of the varicella vaccine or antibody blood titer documenting immunity. If titer does not confirm immunity, 2 doses of varicella vaccine is required. The 2 doses must be administered 4 - 8 weeks apart.

Hepatitis B Immunization:

- Documentation of 3 doses (at least the first dose given prior to starting OT classes) or an

anti-HBS titer documenting immunity is required. It is important to note that the Hepatitis B series takes 4 to 6 months to complete; therefore, if you have not had this series, you should begin this process as soon as possible to comply with this requirement.

Tdap (Tetanus, Diphtheria, Pertussis) Immunization:

- A single dose of Tdap completed within the past 10 years is required.

Seasonal Influenza Vaccine:

- Annual influenza vaccine is required once available. This typically occurs in September.
- Exceptions are allowed for those with the following medical contraindications only: egg allergy, history of Guillain-Barre within 6 weeks of influenza vaccination, and anaphylaxis after influenza vaccinations. A signed waiver from a healthcare provider must be provided in these cases.

HIPAA Training Certificate:

- Information regarding HIPAA training will be provided to you by Dr. Harris. Upon completion, you will receive a certificate which needs to be retained for verification.

Health Insurance Verification:

- Health insurance coverage is required. Students must provide a copy of the insurance card or documentation that indicates the student as covered under the policy, policy number, and company. Students are responsible for updating this information annually or when changes occur, whichever comes first.

CPR Verification:

- **American Heart Association** CPR certification is required. The required course is **Basic Life Support (BLS)**, which is offered both in-person and blended (online and in-person). If you complete the blended, the **in-person skills sessions are required** for certification.
- This verification requires updating every 2 years.
- Class is available at both Grand Forks and Casper campuses but can also be completed elsewhere.

National Background Check: A national background check was completed in Verified Credentials upon acceptance to the program. Please obtain a copy of your national background check results through Verified Credentials. Typically, this one background check is sufficient; however, some fieldwork sites may require a more recent background check to be completed.

Minnesota Background Check: Minnesota requires all persons working in a healthcare facility to complete the state sponsored background study. The MN Net Study must be initiated by the UND OT department for the study to be used for fieldwork placements. This is required for all students on the Grand Forks campus and for any student in Casper who intends to complete fieldwork or their doctoral experience capstone in Minnesota. More information will be sent to you with instructions to complete the MN background check.

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 accommodation and travel expenses. Students are also expected to plan

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 behavior 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 accommodation throughout the course of study, including their fieldwork experiences. Reasonable accommodation 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, Student Disability Resources, and the Academic Fieldwork Coordinator (AFWC). All school representatives including faculty, staff, Student Disability Resources staff, and AFWC are not able to provide any information about a student's disability accommodation 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 disability accommodations for their fieldwork experiences need to register with Student Disability Resources. Upon obtaining verification from their office, 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/student-disability-resources/index.html> or by contacting them at 701-777-2100 (O'Kelly Room 2).

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 Student Disability Resources prior to the beginning of each semester. Upon registering with Student Disability Resources, the student is invited to participate in a collaborative process with Student Disability Resources 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, Student Disability Resources, and the student to discuss accommodations that will meet their learning needs based on the student's understanding of the fieldwork site. Student Disability Resources 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 disability accommodations, the student will be encouraged to meet with the

Student Disability Resources 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 accommodation is 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 accommodation, 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 placement, 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 experience 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 experience 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 accommodation 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 is 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 fieldwork 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 alterations 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, Minnesota, Montana, Nebraska, North Dakota, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming

Fieldwork experiences within the thirteen-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 aspects 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 with 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 13- 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 rank order their top six choices of fieldwork sites for each semester of Level II fieldwork. All students must submit during the wish list process unless otherwise assigned to a site with a different placement process. Students will select from fieldwork sites who have offered placements.

Additional site contact will be at the discretion of the Academic Fieldwork Coordinators. It is against our policy for students to contact fieldwork sites to request placement.

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

Students will be evaluated by their fieldwork educator using the AOTA Fieldwork Performance Evaluation (FWPE) at both midterm (week 6) and final (week 12). To pass each fieldwork, the student must receive the minimum passing score on the final FWPE and complete the required course assignments. A grade will be posted by the Registrar's Office once all requirements have been completed. The grading system used for Level II fieldwork is S/U.

Please refer to University policies for information on:

- [Course Withdrawal](#)
- [Special Circumstance Withdrawal](#)
- [Incomplete Grades](#)

Student Initiated Withdrawal from a Fieldwork Site:

A student who is unable to perform to their potential may request to withdraw from the fieldwork site and seek a placement at an alternative fieldwork site. Students considering this option are required to meet with the Academic fieldwork coordinator to discuss their situation. At that time, the Academic fieldwork coordinator will review possible options and impacts related to withdrawing from a fieldwork site. If a student does withdraw from the fieldwork site, they may have delays in graduation if an alternative fieldwork site cannot be secured.

If a student chooses to move forward with withdrawing from a fieldwork site, the student must submit a request to withdraw from the fieldwork site and be re-assigned to an alternative fieldwork site. This request is to be submitted to the academic fieldwork coordinator before the end of week four of the fieldwork experience at

their current site. The request will be reviewed by a committee of five faculty. A majority vote is required for the student request to be approved.

If approval is not granted, the student will continue at their current fieldwork site. If approval is granted, the academic fieldwork coordinator will secure an alternative fieldwork site consistent with the type of fieldwork placement needed. If a student does withdraw from the fieldwork site, they may have delays in graduation if an alternative fieldwork site cannot be secured.

Please see University policies regarding tuition costs and withdrawing from a course.

Terminated Failing:

At any point throughout a Level II fieldwork that a student is not meeting competencies, the fieldwork site may enter into an agreement of remediation with the student to rectify the deficiencies identified. The fieldwork site 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 will receive an Unsatisfactory (U) grade. See the departmental policy on "Program Dismissal and the Petition Process" 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 the 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 regarding 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.

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DOCTORAL EXPERIENCE POLICIES AND PROCEDURES

The purpose of this section of the manual is to provide a brief overview of the Doctoral Experience Capstone processes, procedures, and policies.

Please refer to the full Doctoral Experience Capstone (DEC) Manual for further detail. The DEC Manual will be provided to students at the start of Semester 4 in the Occupational Therapy Program. The DEC manual provides students with specific details of the doctoral experience, scholarly works, graduation, and transition to practice.

Overview

Terminology: The Doctoral Experience Capstone (DEC) contains 2 parts:

- Doctoral Experience
- Scholarly Works (Independent Study or Scholarly Project).

The Accreditation Council for Occupational Therapy Education refers to such projects as **capstones**.

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

Length: The required length of the DEC 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 thirteen states including Arizona, Colorado, Idaho, Minnesota, Montana, Nebraska, 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 UND DEC Coordinators. The Academic Fieldwork Coordinators (AFWC) and DEC 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.

Clinical Practice Skills Focus area: Students seeking a clinical practice skills placement for their DEC are required to work with their assigned DEC coordinator to identify placements where UND already has an affiliation agreement. If it is determined that there are no available slots within the UND OT Program established facilities within the UND OT Program fieldwork region, then the student will be encouraged to work with the DEC coordinator to establish a new affiliation agreement that could potentially serve as a new fieldwork or DEC site for other students. Students seeking a DEC outside the geographic region must follow the petition process outlined in the student manual.

Timing: The DEC must occur after the student has successfully completed all coursework and Level II fieldwork. The DEC will occur in the last semester of the program. Students may complete up to 40 hours of the DEC prior to the start of the semester in which the DEC occurs if 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 the DEC 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 focus area will be noted in the DEC memorandum of understanding (MOU). 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 focus DEC may be working with just a faculty mentor.

DEC Memorandum of Understanding: The MOU for the DEC is different from a memorandum of understanding/affiliation agreement for Level II fieldwork. DEC MOU is an individualized learning contract. The learning contract must include a) specific objectives, b) plans for supervision, c) each party's responsibilities, d) methods for evaluation, and e) documentation of mentor expertise. 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 a MOU for the DEC AND an affiliation agreement.*

Evaluation of the Doctoral Experience Capstone: Evaluation of performance will be completed by the student, the site mentor, and the faculty mentor. The evaluation tool utilized for the evaluation of the student is included in the DEC MOU. The student will insert their specific individualized learning objectives for the experience to measure the degree to which the objectives were met. For example, each objective can be rated as exceeds, meets, making progress, needs improvement, or unsatisfactory. The evaluation is required at midterm and final.

Independent Study/Scholarly Project: As part of the DEC, students will create a scholarly work in which they demonstrate the knowledge and skills of evidence-based practice (e.g., client, practitioner knowledge, research), 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 Accreditation Council for Occupational Therapy Education refers to such projects as **capstones**. In the Occupational Therapy Department, these scholarly works are referred to as **scholarly works**. The scholarly works will be consistent with the student's individualized learning objectives noted on the DEC MOU. The scholarly work can take one of the following dissemination types: 1) Case report, 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.

Portions of the DEC capstone may be shared by pairs of students; however, must still reflect each student's individualized goals and objectives indicated on the DEC MOU. For example, two students may complete the DEC at the same site, but each would have their own learning goals and objectives. In addition, two students may be completing a clinical practice skills focused DEC at two different sites and collaborate on separate but complimentary scholarly works if it reflects both students' DEC MOU. This pairing must be approved by the site, the student's faculty mentor, the DEC coordinators and the graduate director. Based upon the goals, objectives, and discussion with the site, the students may collaborate on portions of scholarly work. However, each student will need to submit their own topic proposal to the School of Graduate Studies, complete all the steps of the scientific process (gathering literature, synthesizing, writing, developing new scholarly works or applying new scholarly works), and disseminate their own scholarly works.

Evaluation of Scholarly Works: Faculty will evaluate the students' scholarly works via written dissemination and oral examination. The written dissemination will be evaluated by examining the criteria indicated for each scholarly works dissemination type. Students will complete oral comprehensive examinations in which they present their scholarly works and are evaluated by faculty on the benchmarks that are consistent what is expected for a graduate student earning a doctoral degree. The specific criteria will be in the DEC manual that is provided to students in their second year of the Program.

Dissemination of Scholarly Works: Students will present the scholarly works to the site upon completion of the onsite work. Presentation style will be based on site culture and

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 examinations at the University of North Dakota. Students are required to disseminate their work through both a poster presentation and the online UND Scholarly Commons (platform that is internationally available to audiences). Students are encouraged to present at the School of Graduate Studies hosted events, and to disseminate their scholarly work through local, regional, state, national, or international presentations or publications.

Financial Obligations and Doctoral Experience Capstone:

Students enroll and pay tuition for the DEC for a total of 16 credits. Although students may not be on campus during the DEC period, the cost to the University for the DEC portion of the Occupational Therapy Program includes faculty time, secretarial help, liability insurance, telephone, paper, mailing costs, and other regulatory requirements.

Students are responsible for associated travel expenses and living arrangements.

Doctoral Experience Placement Petition Process outside of Geographic Region:

The student who wishes to arrange for a DEC 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 Accreditation Council for Occupational Therapy Education and that of the UND Department of Occupational Therapy, and which will agree to accommodate the student during the specific time frame requested.
2. After securing a commitment by the facility for a DEC, the student must petition to be allowed to complete the DEC outside of the geographic region. This petition should include information about the facility and should outline how the educational experiences offered by the facility meet the student's educational and career goals.
3. A committee of three members with one being the Chair of the Occupational Therapy Department along with 2 additional members selected from DEC coordinators, academic fieldwork coordinators (AFWC), or graduate director will consider the request. The student's assigned DEC coordinator will inform the student in writing of their decision.
4. If the petition is approved, the student is directed to meet with their assigned DEC coordinator and provide all the information regarding the facility. The DEC coordinator then follows the process as

developed by the department for establishing educational 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 they may request to appeal against 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.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

The Coalition of Occupational Therapy Advocates for Diversity (COTAD) is a national organization founded in 2014 with a focus on promoting justice, equity, diversity, inclusion, anti-racism, and anti-oppression in the occupational therapy profession. The Occupational Therapy Program at UND established its own chapter of COTAD in the fall of 2022. COTAD chapters are student led groups within occupational therapy education programs that work at a local level to learn about and address these important issues.

Members of the UND Chapter of COTAD have established the following broad goals:

- To increase exposure to the occupational therapy profession with the local community through participation in service efforts that promote justice, diversity, equity, inclusion, anti-racism, and anti-oppression.
- To understand and reflect on our own privileges and unconscious biases to increase our own self-awareness and empathy to better serve consumers of occupational therapy services.
- To engage in respectful, thought-provoking dialogue on issues relevant to justice, equity, diversity, inclusion, anti-racism, and anti-oppression to enhance cultural humility.
- To encourage growth of the occupational therapy profession within diverse populations.

COTAD meets one time per month in the fall and spring semesters. Students meet in person in Grand Forks and connect virtually with members attending the Occupational Therapy Program in Casper, WY. Each meeting is focused around a different topic relevant to COTAD's mission. In addition to monthly meetings, COTAD members participate in one or two community service events and/or educational trainings to gain more in-depth knowledge.

Member Requirements

- Must be a registered student at the University of North Dakota.
 - Pre-occupational therapy students are encouraged to join and participate as they are able.
- Pay an annual \$10 membership fee.
- Attend and participate in monthly meetings, community service events, educational trainings, and fundraising.

If you would like more information or are interested in joining COTAD, please contact the group's faculty advisor, Karrianna Iseminger at Karrianna.iseminger@und.edu.

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 PLAN

Threading the Professional Development Plan Through the OTD Curriculum

Professional Development Plan

Creating a Professional Development Plan 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 Plan will be established in the first semester and will be embedded throughout the OTD curriculum. The purpose of the Professional Development Plan 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.

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 semester courses
- 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.

Each semester your Plan will be updated and submitted in the OT Advisement Site in Blackboard. All documents must be submitted by the due date to allow faculty advisors time to prep for advisement meetings. At your advisement meeting, 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.

Your Plan will consist of three documents that you will submit each semester. (1) Part One; (2) Part Two/Three; and (3) Appendices. Templates will be provided to you to get started with each of the three documents.

Part One – Semester Evaluation Paper completed by reflecting on curricular threads, macro concepts, & broad ability-based outcomes (20 points)

Introduction to Self - Write a paragraph introducing yourself to the reader of your Professional Development Plan. What would you want faculty members and future employers to know about you? Your introduction to self can be updated as you see fit throughout the semesters.

Part One is the completion of your Semester Evaluation Paper which is reflective writing. Please refer to the Student Manual for a description of reflective writing. Please refer to the Student Evaluation documents for specific prompts you will address each semester when writing your paper. 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 your current performance and areas of growth. It is expected that you will provide thorough reflection and examples as indicated in the associated 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/Three – Goal Setting (15 points) and Goal Reflection (5 points)

Part Two is your opportunity to create personal and professional 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. Information on SMART format will be provided in the OT Advisement Site on Blackboard. This section will also require specific strategies to meet your goal 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 active and progress updates will be provided each semester until the goal is met, modified, or discontinued. We anticipate you will have approximately 3-5 goals that are active 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 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.

Appendices

Appendix A. Documentation of Student/Advisor Meetings

Each semester you will meet with your faculty advisor for the purpose of ongoing student evaluation. At the meeting, you will review your submitted documents with your advisor. In Semesters 1 through 5, your advisor will share comments with you provided by faculty in your semester courses. The bottom of the semester evaluation document will be filled out collaboratively with your faculty advisor. Following your advisement meeting, your faculty advisor will email a copy of the evaluation document to you, which you will then include in Appendix A.

Appendix B. Documentation of Level I Student Performance

During Semesters 1, 2, 4, and 5, you will be completing Level I fieldwork experiences. 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. Required documents include Initial Meeting Evaluation of OT Student (semester 1), Second Evaluation of OT Student (semester 1), Focus on Evaluation (semester 2), Focus on Neuromusculoskeletal and Movement-Related Functions (semesters 4 or 5), and Focus on Mental Functions (semesters 4 or 5).

Appendix C. Documentation of Level II Student Performance

In Semester 5, faculty complete the Level II Fieldwork Readiness forms to determine student readiness for

Level II fieldwork. When the forms are completed and delivered to you, please upload them to Appendix C. Your Level II fieldwork placements will occur during Semesters 6 and 7.

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 midterm and final fieldwork evaluations will be placed in Appendix C.

Appendix D. Documentation of Doctoral Experience Student Performance

During Semester 8, you will be completing your 14-week Doctoral Experience. During your experience, an on-site mentor 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 placed in Appendix D. You may also upload other documents related to your Doctoral Experience 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 Appendix E, 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 Appendix E. 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 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:

Dates Revised:

Key: goal met goal in progress new goal

Goal and related Curricular Thread	Strategies to meet the goal (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress Update: Goal Continued, Goal Met, or Goal Discontinued
Goals Established in Semester 1			
Goal: Date Goal Established: Thread:			Progress update: Date:
Goal: Date Goal Established: Thread:			Progress update: Date:
Goals Established in Semester 2			

Goal and related Curricular Thread	Strategies to meet the goal (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress Update: Goal Continued, Goal Met, or Goal Discontinued
Goal: Date Goal Established: Thread:			Progress update: Date:

(example to show formatting) Part 2: Goal Setting

Name:

Date Established: 11/07/2019

Dates Revised: 04/19/2020, 06/26/2020, 10/30/2020, 03/26/2021

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

Goal and related Curricular Thread	Strategies to meet the goal (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress Update: Goal Continued, Goal Met, or Goal Discontinued
Goals Established in Semester 1			
<p>Goal: (Met)</p> <p>Implement the OT process in the practice areas evaluation, intervention, and outcomes.</p> <p>Date Goal Established:</p> <p>11/07/19</p> <p>Curricular Thread: Art & Science of OT</p>	<ul style="list-style-type: none"> - Ask more questions to peers and faculty <p>Utilize resources</p>	<ul style="list-style-type: none"> - Rate my confidence on scale below - Articulate OT process to others - Feedback from faculty <p>Scale: 0-2</p> <p>0 = not at all confident</p> <p>1 = somewhat confident</p> <p>2 = confident</p>	<p>Progress update: Goal met The OT process will be fine-tuned throughout the next semester as we go through each stage more thoroughly, but the goal has been met in terms of explaining the OT process to someone else.</p> <p>Date: 04/19/2020</p>
Goals Establish in Semester 2			
<p>Goal (In progress)</p>	<ul style="list-style-type: none"> - Stop doubting myself and my 	<ul style="list-style-type: none"> - I will not ask to resubmit any assignments even if there is still 	<p>Progress Update: Goal continued</p>

Goal and related Curricular Thread	Strategies to meet the goal (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress Update: Goal Continued, Goal Met, or Goal Discontinued
<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>Date Goal Established: 04/19/2020</p> <p>Revised goal (10/30/20): 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>Goal in progress</p> <p>Curricular Thread: Art & Science of OT</p>	<p>abilities</p> <ul style="list-style-type: none"> - Believe that what I know is good enough 	<p>time to do so.</p>	<p>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> <p>Date: 06/26/20</p>
<p>Goals Established in Semester Three</p>			

Goal and related Curricular Thread	Strategies to meet the goal (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress Update: Goal Continued, Goal Met, or Goal Discontinued
<p>Goal: (New Goal)</p> <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 time</p> <p>Date Goal Established:</p> <p>06/26/2020</p> <p>Curricular Thread: Professional Identity and Collaboration</p>	<ul style="list-style-type: none"> - Block view of calendar past two weeks - Use lists for only two weeks at a time <p>Rely on classmates to hold me accountable for the remainder of the semester</p>	<ul style="list-style-type: none"> - Get through the semester without bringing up assignments that are due in MORE than 2 weeks. - Feedback from peers 	

Professional Development Plan Rubric

Student Name:

Semester:

Faculty Advisor:

Quality of Content (20) <i>*Reflective Writing*</i>	20 - 19 (A)	18 - 17 (B)	16 (C)	15 or less (D)
Part One: Semester Evaluation Paper completed by reflecting on curricular threads, macro concepts, & broad ability-based outcomes	Meets all criteria at exceptional level; clear and easy to follow	Meets most criteria; has occasional lapses in clarity or development	Meets some criteria; has some lapses in clarity or development	Meets few criteria; often unclear or underdeveloped
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) Part Two: Goal Setting	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 underdeveloped

<ul style="list-style-type: none"> Used areas of growth identified in reflection paper (Part One) to create goals (5) Strategies are clearly identified (5) Method of measurement is identified (5) 				
Quality of Content (5) *Reflective Writing* Part Three: Goal Reflection *First semester students receive free points*	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 underdeveloped
<ul style="list-style-type: none"> Thoroughly completed column 4 on goal table (5) 				
Effectiveness of Writing (5) <ul style="list-style-type: none"> **automatic 2-point deduction if materials are not uploaded from previous semester. 	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 the 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

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 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
12. The student will make use of management skills to create occupational therapy services for individuals and organizations.				X	X	X	X	X

Innovative and Intentional Leadership	1	2	3	4	5	6	7	8
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 Name:
Advisor:
Date:

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 Professional Development Plan in OT 505. 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 Plan. Your Plan should be updated and submitted 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.
 - b. Describe your progress and areas of growth for understanding occupational-based theories and models of practice.
 - c. 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.
 - d. 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

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 Name:
Advisor:
Date:

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 Professional Development Plan in OT 505 and are now updating your plan as part of OT 541. 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 Plan. Your Plan should be updated and submitted 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 the 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 and models of practice.
- b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behavior.
- 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 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

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 Name:
Advisor:
Date:

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 Professional Development Plan in OT 505 and are now updating your plan as part of OT 544. 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 Plan. Your Plan should be updated and submitted 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 critical 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 occupational-based theories and models of practice this semester.
- b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behavior.

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

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

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 Name:
Advisor:
Date:

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 Professional Development Plan in OT 505 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 Plan. Your Plan 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 the 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 doctoral 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 in 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 behavior.
- 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. What management skills do you hope to continue to develop in preparation for entry- level practice?

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

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

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 Name:
Advisor:
Date:

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 Professional Development Plan in OT 505 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 Plan. Your Plan 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 the 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 doctoral experience?

Professional Identity and Collaboration:

- a. Describe your progress and areas of growth for understanding occupational-based theories and models 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 behavior.
- c. Describe your progress with communicating the role of occupational therapy during your upcoming Level II fieldwork and doctoral experience with specific emphasis on occupation.

Innovative and Intentional Leadership:

- a. Describe how knowledge gained this semester regarding innovation and product development has or will inform your steps when planning for your Doctoral Experience.

- b. 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?

Diversity and Inclusive Participation:

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

Summary of Progress:

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

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

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 (cover letter/resume, NBCOT prep course, etc.)
- 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:

Student Name:

----- Satisfactory
----- Academic Probation
----- Professional Probation

Advisor:
Date:

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 Professional Development Plan in OT 505 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 Plan. Your Plan 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 faculty advisor for your Doctoral Experience, 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 the 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 Doctoral Experience?

Professional Identity and Collaboration:

- a. Describe how you have employed occupational-based theories and models of practice 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 summary of progress made on your personal and professional development goals.

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

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 (cover letter/resume, NBCOT prep course, etc.)
- 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 Name:
Advisor:
Date:

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 Professional Development Plan in OT 505 and are now updating your plan as part of OT 689. 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 Plan. Your Plan 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 the 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 regarding the Doctoral 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-based theories and models of practice 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 summary of progress made on your personal and professional development goals.

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

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 the 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 (cover letter/resume, NBCOT prep course, etc.)
- 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 Name:
Advisor:
Date:

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 ongoing 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 Professional Development Plan in OT 505 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 Plan. Your Plan 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 the 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 on how it is addressed in the curriculum. Specific examples are helpful.

Summary of Progress:

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

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

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 the Appendix for required documents.
- Reviewed Doctoral Experience evaluation(s)
- Reviewed feedback on oral comprehensive exams.
- Discussed feedback received by faculty and fieldwork educators.
- Discussed any resources needed for continued student professional development (cover letter/resume, NBCOT prep course, etc.)
- 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 ADL's, IADL's, Work, Education, Play, Leisure, Social Participation, Rest and Sleep	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: Development of professional reasoning, engagement in the occupational therapy process, establishing therapeutic relationships, and becoming a research user and builder.

Student demonstrates adequate progress in:	Concern	Some Concern	No Concern
Professional reasoning			
Engagement in the occupational therapy process			
Establishing therapeutic relationships			
Becoming a research user and builder			
Comments:			

Thread #2: Professional Identity and Collaboration: Understanding occupational nature of humans, the OT profession, use of occupation performance theories, professional engagement, and development of intra/inter-professional skills.

Student demonstrates adequate progress in:	Concern	Some Concern	No Concern
Understanding the 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:	Concern	Some Concern	No Concern
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:	Concern	Some Concern	No Concern
Engagement in culturally relevant practice			
Promotion of occupational justice through advocacy			

Comments:			
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Faculty Advisor Comments:

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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: Sarah Nielsen, 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>
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At the following:

<i>Date</i>	<i>Day</i>	<i>Hour(s)</i>
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Instead of:

<i>Date</i>	<i>Day</i>	<i>Hour(s)</i>
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(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

<i>Instructor of Course</i>	<i>Date</i>	<i>Yes</i>	<i>No</i>
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<i>Chairperson, O.T. Dept.</i>	<i>Date</i>	<i>Yes</i>	<i>No</i>
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Occupational Therapy Writing Tips

During 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 means 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 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 daily. 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. 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, a few abbreviations are used in writing to ensure that both medical and non-medical staff can 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 is provided as well. Taking the time to become familiar with the organization of the manual will 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