

2021 STUDENT MANUAL

Occupational Therapy Doctorate Program
Department of Occupational Therapy

UND Department of Occupational Therapy Civility and Core Values

Guiding Principles

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

- *Foster acceptance--embracing diversity, cultural competency, and accountability*
- *Seek to understand, have compassion for others, listen and be willing to have challenging conversations with empathy*
- *Contribute with awareness, creativity, and mindfulness*
- *Bring confidence, clarity, advocacy and a duty to stand up for others*
- *Strive for equal and fair treatment, occupational justice, and collaborative environments*

Core Statement

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

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

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

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

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

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

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

TO: Students Entering the Occupational Therapy Program

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

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

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!

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DEPARTMENT OF OCCUPATIONAL THERAPY

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

ACCREDITATION AND CERTIFICATION

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

Statement of Accreditation

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

Certification

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

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

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

Information regarding NBCOT's process of screening applicants for Character Review may be found at: 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. Helping people of any age learn to recover from life's challenges and relearn the skills for the "job of living" is profoundly unique.

MISSION STATEMENT

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

VISION STATEMENT

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

OCCUPATIONAL THERAPY AS A PROFESSION

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

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

Philosophy of the Occupational Therapy Program

Beliefs about Occupation, Occupational Therapy, and Humanity

Occupational therapy helps people of all ages engage in day-to-day activities through therapeutic use of occupations (AOTA, 2020). The word occupation refers to all of the activities that occupy the individual's time, meet personal needs, enable participation in family and community life, and sustain health and well-being (AOTA, 2017; Wilcock, 2006). Occupational therapists believe that humans need occupation to grow and thrive; as humans participate in occupation, the union of the mind, body, and spirit is expressed. Occupations are embedded in the everyday life of each person and are best understood in the context of the environment(s) in which they occur (Hooper & Wood, 2019). Occupational therapists believe that occupations, and especially occupational participation, have the power to impact humans' state of personal health. Restricted opportunity for participation

in personally valued occupations is believed to result in states of dysfunction, dissatisfaction, and an overall diminished well-being (Hasselkus, 2011). Occupational therapists believe in occupational justice – the right to access occupational participation and meet basic occupational needs regardless of life circumstances and/or disability (Wilcock & Townsend, 2019).

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

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

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

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

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

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

Beliefs About Teaching and Learning

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

Keeping occupation at the center, experiential learning philosophy guides our conceptualization of the learner, the educator, and methods utilized to facilitate learning. We believe that learning occurs when practical experiences are paired with methods that facilitate connection between these experiences and understanding occupation (Hooper et al, 2014; Merriam et al., 2007a). As students

come to understand occupation, we intentionally provide opportunities for critical reflection in order to prepare students for self-authorship (Brookfield 1987; Fink, 2003; Hooper, 2010; Merriam et al., 2007b). Therefore, we complement our experiential learning philosophy with transformational learning methods. The outcome is students are capable of self-authorship where they can use their internalized understanding of occupation and their identity as an occupational therapist to solve novel problems and aspire to become agents of change in the profession (Hooper, 2010). With this in mind, we set forth our view of the learner, educator, context, and process of learning.

View of the Learner

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

Learning Process

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

View of the Educator

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

Context

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

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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 (Bilics, 2014; Hooper et al., 2014). Consequently, ***four curriculum threads are connected to occupation and are integrated throughout courses in the program***: 1) Art and Science of Occupational Therapy); 2) Professional Identity and Collaboration, 3) Innovative and Intentional Leadership, and 4) Diversity and Inclusive Participation. These four threads organize our curriculum outcomes (see Table 1) and reflect those concepts inherent to understanding our profession (Giddens, Caputi, & Rodgers, 2015).

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

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

Semester 1: Stage 1: Foundational Concepts

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

Semester 3: Stage 2: Critical thinking

Semester 4: Stage 2: Critical thinking

Semester 5: Stage 2: Critical thinking

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

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

Semester 8: Stage 3: Synthesis (Experiential)

Overview of Course Sequence:

Semester 1 encompasses Stage 1: Foundational Concepts where students are learning those skills foundational to occupational therapy practice regardless of practice context. OT 400 Culture and Occupation emphasizes understanding culture and its influence on occupational performance. OT 401 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 402 Research Foundations in OT students understand qualitative and quantitative research methodology as used in the occupational therapy profession and applies principles of evidenced-based practice investigation, critiques and the process of presentation and publication of research projects. OT 404 Occupation and Analysis emphasizes understanding the occupational nature of humans, theories of practice and analysis of occupation. OT 405 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 406 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 403 Research Methods in Occupational Therapy, students design qualitative and quantitative methodology and engage in analysis. In addition, students learn to apply evidence to practical clinical scenarios and develop further their identity as occupational therapy clinician-researchers. In OT 439 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 440 Evaluation of Occupational Performance where they begin to analyze occupational performance in the evaluation process across the lifespan and across practice contexts. OT 442 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 442 Leadership Foundations in OT students apply leadership theories and models, understand OT leaders, and analyze their own leadership skills in regard to professional development in preparation for Level II Fieldwork and the Doctoral Experiential Placement.

During semester 3, students are engaged in Stage 2: Critical Thinking as they continue to critically think about occupational performance. In OT 443 Movement and Occupational Performance, students study human anatomy and kinesiology in order to gain competence in the evaluation of and intervention planning for the occupational performance of human beings. Included are human body dissection, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion. The emphasis of this semester is completing the evaluation process and beginning to engage in intervention; thus students are enrolled in OT 444 Introduction to OT Intervention where students are applying intervention approaches and types, health literacy concepts, client/teaching/learning process approaches, and group process with opportunities to function as a group facilitator.

The student continues in Stage 2: Critical Thinking, as the focus of study transitions from evaluation to the intervention component of the OT process in semester 4. In OT 500 Interventions for Mental Functions Applied to Occupational Performance, students use evaluation data to plan

interventions, intervention planning, implementation, review, and outcomes with specific emphasis for populations across the lifespan where occupational performance is affected by mental functions. In OT 501 Interventions for Neuro-musculoskeletal and Movement Functions Applied to Occupational Performance, students utilize critical thinking skills necessary to understand interventions across the lifespan for neuro-musculoskeletal and movement functions specific to occupational performance. In OT 502 Management and Advocacy for Occupational Therapy Practice, students will understand the role of the occupational therapy manager and be able to analyze public policy and apply leadership skills through advocacy efforts. OT 503 Integration and Fieldwork 3 is an opportunity for synthesis of content covered in this semester and students apply learning through integrated case studies, consumers, and level I fieldwork. In OT 510 Experiential 1, students will review expectations of the Doctoral Experiential Placement and process, IS/SP culminating project guidelines, samples of potential sites, procedures for contacting sites, and the Background/Purpose section of the Doctoral Experiential Memorandum of Understanding. Additionally, half of the students are enrolled in OT 469 Inter-professional Health Care course.

During Semester 5 students continue in Stage 2: Critical Thinking when they plan intervention in OT 512 Interventions for Sensory Functions Applied to Occupational Performance and OT 513 Community-based Practice Interventions. Concurrently, students are enrolled in OT 514 Innovative Practitioner where they critically think as they engage in needs assessment and program planning which brings together evaluation and intervention planning for populations or agencies. OT 516 Integration and Fieldwork 4 continues to provide an opportunity for integration of concepts learned across the semester as students learn through cases, consumers, and level I fieldwork. Students are also enrolled in OT 517 Education in OT where the primary emphasis is on understanding the role of OT as a fieldwork educator and as an academic educator. The remaining half of the students are enrolled in OT 469 Inter-professional Health Care. In OT 511 Experiential 2 students will develop a draft of the Memorandum of Understanding (MOU) for the Doctoral Experiential placement. The MOU will include an individualized learning plan, a schedule, and documentation of roles and responsibilities of all parties involved with the Doctoral Experiential Placement IS/SP. In addition, the experiential site will be secured with the Doctoral Experiential placement MOU signed and dated by the student, site and faculty mentors.

Semester 6 includes OT 583 Level II Fieldwork A, OT 518 Advanced Integration 1, and OT 589 Readings. Students are at the end of Stage 2: Critical Thinking. They are engaged in the first Level II experience and Advanced Integration 1 provides opportunities for students to apply their learning in occupational therapy clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities. OT 589 Readings is focused on literature review and related work for the Doctoral Experiential Placement and Scholarly Project of Independent Study to be completed in Semester 8.

During Semester 7 students Transition from Stage 2: Critical thinking to Stage 3: Synthesis. During this semester, Students are enrolled in OT 584 Level II Fieldwork B, OT 520 Advanced Integration 2, and OT 589 Readings. The emphasis becomes focused on transitioning to synthesis where students are independent, innovative, and ready to become agents of change. OT 520 Advanced Integration provides opportunities as it challenges students to apply critical thinking in action. Students prepare for and take the department's competency exam. Students continue to refine and prepare for the Doctoral Experiential Placement in OT 589 Readings.

During Semester 8 students continue to engage in Stage 3: Synthesis. During this semester students are enrolled in OT 594 Doctoral Experiential Placement to develop advanced skills beyond the generalist level in one of the following areas: 1) clinical practice skills, 2) research/theory development, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the Doctoral Experiential Placement, students complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area as they complete either OT 995 Scholarly Project (SP) or OT 997 Independent Study (IS). The culminating project will be consistent with the student's individualized learning objectives noted on the Doctoral Experiential memorandum of Understanding. The IS/SP culminating project can take one of the following forms: 1) Case study; 2) Program development/modification; 3) Course development; 4) Advocacy via professional journal or agency level, or 5) Research Report. The IS/SP culminating projects can be completed in groups, however must still reflect each student's individualized goals and objectives indicated on the Doctoral Experiential Memorandum of Understanding.

References

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

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

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

Figure 1: Curriculum Design

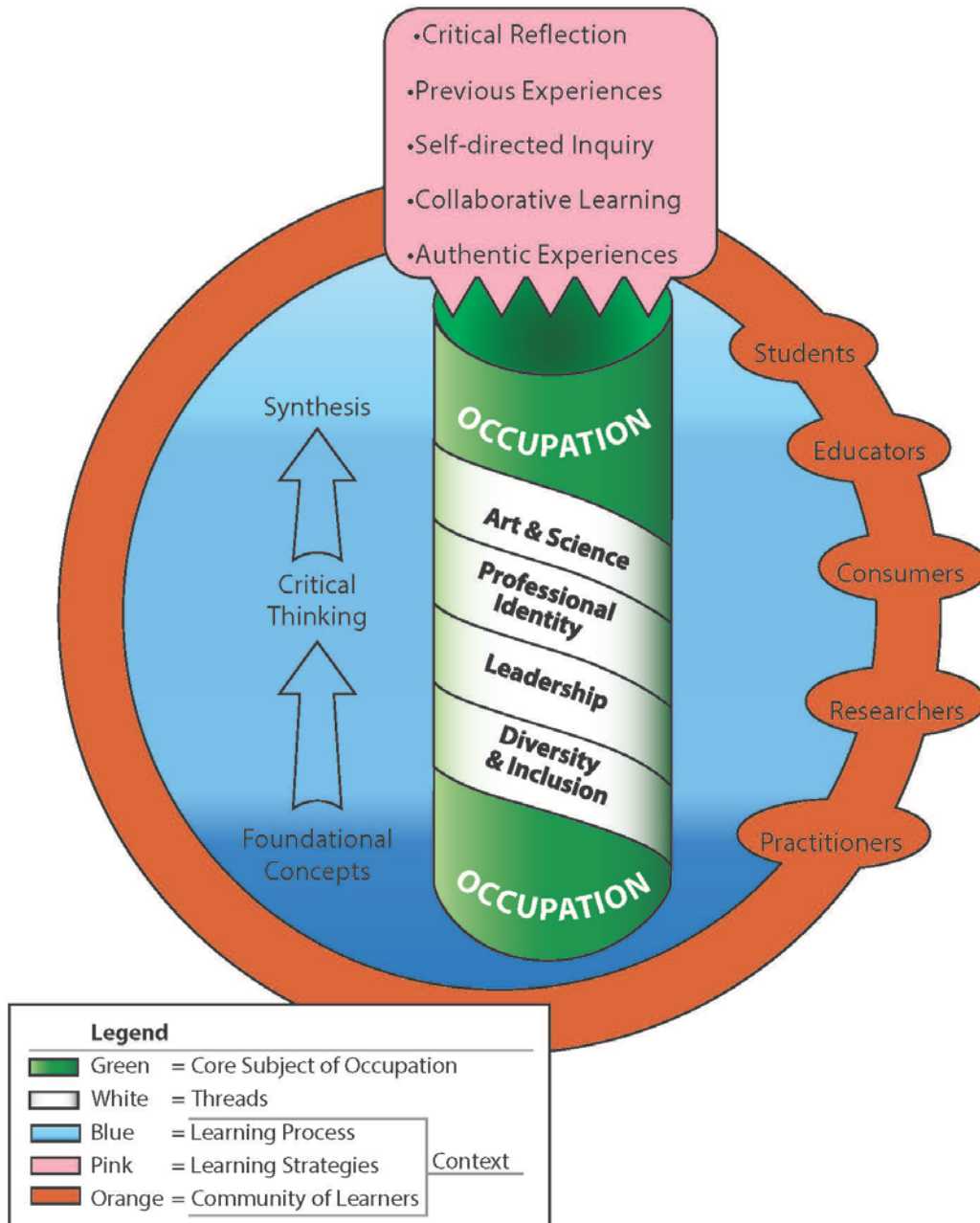


Table 1: Curriculum Outcomes

<p>Art and Science of Occupational Therapy: Emphasis on student’s development of professional reasoning, capacity to engage in the occupational therapy process including the therapeutic relationship, and becoming a research user and builder.</p> <ol style="list-style-type: none"> 1. The student will use professional reasoning strategies to provide rationale for decisions made during the occupational therapy process. 2. The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes. 3. The student will develop and maintain a therapeutic relationship with clients in order to collaborate during the OT process that would benefit the client’s health and well-being. 4. The student will act as a research user in planning and modifying intervention in light of evidence 5. The student will design, construct, and implement the process for building evidence to act as a research builder.
<p>Professional Identity and Collaboration: Emphasis on student understanding of the occupational nature of humans, the Occupational Therapy profession, application and synthesis of occupation performance theories of practice throughout the OT process, participation and understanding of professional engagement, and understanding in thought and practice of intra-professionalism and interprofessionalism.</p> <ol style="list-style-type: none"> 6. The student will analyze and articulate the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans. 7. The student will articulate an understanding of the history, values, and ethics of occupational therapy and advocate with confidence what occupational therapy can offer society 8. The student will apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process. 9. The student will actively participate in profession-specific and formal educational activities in a variety of context that enhance the role and awareness of occupational therapy demonstrating professional engagement. 10. The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.
<p>Innovative and Intentional Leadership: Emphasis on student knowledge and understanding of public policy in acting to improve access to OT services, student implementation of effective management skills in creating OT services, and student utilization of leadership skills/strategies for innovative practice.</p>

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

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

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

Occupational Therapy Doctorate Curriculum Sequence

Professional Year 1

Fall		Credits
OT 400	Culture and Occupation	3
OT 401	OT Process and Practice Contexts	2
OT 402	Research Foundations in OT	3
OT 404	Occupation and Analysis	4
OT 405	Forming Your Professional Identity	2
OT 406	Integration and Fieldwork 1	3
Total Credits		17

Spring		Credits
OT 403	Research Methods in OT	4
OT 439	Health and Disease Affecting Occupational Performance	5
OT 440	Evaluation of Occupational Performance	5
OT 441	Leadership Foundations in OT	2
OT 442	Integration and Fieldwork 2	3
Total Credits		19

Summer		Credits
OT 444	Introduction to OT Intervention	2
OT 443	Movement and Occupational Performance	6
Total Credits		8

Professional Year 2

Fall		Credits
OT 500	Interventions for Mental Functions Applied to Occupational Performance	5
OT 501	Interventions for Neuromusculoskeletal & Movement Functions Applied to Occupational Performance	5
OT 502	Management and Advocacy for OT Practice	3
OT 503	Integration and Fieldwork 3	2
OT 469	Interprofessional HealthCare	1
	*students take either F/S	
OT 510	Experiential 1	1
Total Credits		16 or 17*

Spring		Credits
OT 512	Interventions for Sensory Functions Applied to Occupational Performance	4
OT 513	Community-Based Practice Interventions	4
OT 514	Innovative Practitioner	3
OT 516	Integration and Fieldwork 4	2
OT 517	Education in OT	2
OT 469	Interprofessional HealthCare	1
	*students take either F/S	
OT 511	Experiential 2	2
Total Credits		17 or 18*

Summer		Credits
OT 583	Level II Fieldwork A	12
OT 518	Advanced Integration 1	1
OT 589	Readings	1
Total Credits		14

Professional Year 3

Fall		Credits
OT 584	Level II Fieldwork B	12
OT 520	Advanced Integration 2	1
OT 589	Readings	1
Total Credits		14

Spring		Credits
OT 594	Doctoral Experiential Placement	16
OT 995	Scholarly Project	2
or		
OT 997	Independent Study	2
Total Credits		18

Minimum Total Credits Required		124
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Course Descriptions

OT 200: Introduction to Occupational Therapy: 2 credits. Prerequisites: None. History, scope, objectives, and functions of Occupational Therapy. F, S

OT 400: Culture and Occupation: 3 credits. Gain an appreciation and understanding of the influence of cultural diversity across the domains of occupational therapy. Investigate the role culture takes in shaping clients as occupational beings.

OT 401: Introduction to OT Process and Contexts of Practice: 2 credits. Students develop foundational understanding of occupational therapy including OT process, types of professional reasoning, and contexts where occupational therapy occurs.

OT 402: Research Foundations in OT: 3 credits. This course engages the student in concepts used in qualitative and quantitative research methodology as used in the occupational therapy profession. Specifically, the student applies principles of evidenced-based practice investigation, critiques and demonstrates a foundational knowledge of research methodology, engages in beginning-level data analysis and interpretation, and is introduced to the process of presentation and publication of quantitative research projects.

OT 403: Research Methods in OT: 4 credits. This course engages the student in qualitative and quantitative research design methodology and analysis used in the occupational therapy profession and introduces the student to inter-professional research engagement. In addition, students learn to apply evidence to practical clinical scenarios and develop further their identity as occupational therapy clinician-researchers.

OT 404: Occupation and Analysis: 4 credits. Introduction to the concepts of occupation, relation to health and wellness, occupation-based models, and analysis.

OT 405: Forming your Professional Identity: 2 credits. Introduction to foundational concepts of the Occupational Therapy profession and exemplars of personal and professional growth. Topics include historical development of the OT profession as well as personal application of professional exemplars.

OT 406: Integration and Fieldwork 1: 3 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process, professional reasoning, cultural competence and justice, therapeutic relationship, and occupation analysis.

OT 439: Health and Disease Affecting Occupational Performance: 5 credits. Students will understand normal development throughout the lifespan and how it impacts occupational performance when disruptions occur.

OT 440: 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).

OT 441: Leadership Foundations in OT: 2 credits. Students gain knowledge of leadership theories and models, OT leaders in the fieldwork, and analyze their own leadership skills in regard to professional development and practice.

OT 442: Integration and Fieldwork 2: 3 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the evaluation process.

OT 443: Movement and Occupational Performance: 6 credits. This course combines 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 body dissection, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion.

OT 444: Introduction to OT Intervention: 2 credits. Didactic and experiential learning in a small group setting. Students are provided with an introduction to intervention approaches and types, health literacy, client/teaching/learning process, and group process with opportunities to function as a group facilitator.

OT 469: Interprofessional Health Care (IPHC): 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 500: Interventions for Mental Functions Applied to Occupational Performance: 5 credits. This course focuses on intervention planning, implementation, review, and outcomes with specific emphasis for populations where occupational performance is affected by mental functions.

OT 501: Interventions for Neuromusculoskeletal and Movement Functions Applied to Occupational Performance: 5 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand interventions for neuromusculoskeletal and movement related functions specific to occupational performance. Concepts will be applied to the OT process through intervention planning, implementation, review, and outcomes.

OT 502: Management and Advocacy for OT Practice: 3 credits. Students will understand the role of the occupational therapy manager, be able to analyze public policy and apply leadership skills through advocacy efforts.

OT 503: Integration and Fieldwork 3: 2 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the intervention process.

OT 510: Experiential 1: 1 credit. Students begin developing the Doctoral Experiential Placement experience and the IS/SP Culminating Project.

OT 512: Interventions for Sensory Functions Applied to Occupational Performance: 4 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand interventions for sensory functions specific to occupational performance. Concepts will be applied to the OT process through intervention planning, implementation, review, and outcomes.

OT 513: Community-Based Practice Interventions: 4 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand various occupations for populations in community-based practice settings. The application of the OT process will be integrated through intervention planning, implementations and outcomes in relation to community-based practice and occupation-based models for these populations.

OT 514: Innovative Practitioner: 3 credits. This course will provide students with the opportunity to develop entrepreneurial skills in completing a needs assessment, develop a program proposal based on needs identified, as well as evaluate the effectiveness of programming for a community-based organization.

OT 516: Integration and Fieldwork 4: 2 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the intervention process.

OT 517: 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 511: Experiential 2: 2 credits. Students continue developing the Doctoral Experiential Placement experience and the IS/SP Culminating Project.

OT 518: Advanced Integration 1: 1 credit. Application of occupational therapy in a clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities.

OT 583: Level II Fieldwork A: 12 credits. Application of occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings.

OT 520: Advanced Integration 2: 1 credit. Students analyze contextual elements influencing provision of culturally sensitive care at their final Level II Fieldwork experience. Competency of the 4 threads is demonstrated in preparation for Experiential Experience.

OT 584: Level II Fieldwork B: 12 credits. Application of occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings.

OT 589: Readings in Occupational Therapy: 1-2 credits, repeatable to 6 credits. Selected readings in the student's area of interest with oral and/or written reports. Consent of instructor required prior to enrollment. F, S, SS

OT 594: Doctoral Experiential Placement: 16 credits. Students will develop advanced skills beyond the generalist level in one or more areas including: clinical practice skills, research/theory development, administration/policy, program development, advocacy, or education.

OT 995: Scholarly Project in OT: 2 credits. A collaborative investigation of a relevant professional topic and production of a scholarly report with approval of the major faculty advisor. F,S,SS

OT 996: Continuing Enrollment/Occupational Therapy: 1-12 credits. Credits and hours arranged. F,S,SS

OT 997: Independent Study: 2 credits. Independent investigation of a relevant professional topic and production of an independent scholarly report with approval of the major faculty advisor. F,S,SS

Electives in Occupational Therapy

OT 489: Independent Projects: 1-3 credits, repeatable to 12 credits. Individual study and/or research in a particular area of interest for the student with approval of a supervising faculty member. Elective for OT majors.

OT 490: Occupational Therapy Seminar: 1 credit. Foundational knowledge relevant to the preparation of an independent study proposal. Serves as the basis for OT 494: Directed Study in Occupational Therapy. F

OT 493: Workshop/Occupational Therapy: 1-12 credits, repeatable to 12 credits. A workshop course with topics dictated by faculty and student interests primarily for, but not confined to, continuing education. On demand.

OT 494: Directed Study in Occupational Therapy: 1 credit. Development of a proposal in an area of interest to the student approved and supervised by faculty. F,S,SS

OT 496: Community Experience in OT: 1-4 credits, repeatable to 12 credits. Student initiates and participates in off-campus professional learning activities related to OT under joint faculty and on-site professional supervision. F,S,SS

OT 497: Cooperative Education: Occupational Therapy: 1-6 credits, repeatable to 12 credits.

Qualified students are employed by selected facilities to further understanding of occupational therapy and health-related service provision. F,S,SS

OT 582: Graduate Practicum: 1-3 credits, repeatable to 12 credits. Supervised experience in a variety of OT practice settings. Students are afforded the opportunity to gain practical, on-the-job experience working in an area that matches the focus of their graduate study. Students will be supervised by on-site personnel. (One credit hour required as corequisite for OT 502; additional hours optional). F,S,SS

OT 593: Teaching Experience in OT: 1-3 credits, repeatable to 12. 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. F,S,SS

OT 599: Special Topics in Occupational Therapy: 1-2 credits, repeatable to 6 credits. A series of lectures, discussions, and/or laboratory experiences developed around one or more specific topics in occupational therapy. F,S,SS

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 occupational therapy personnel. Students are assigned in both semester-long community-based experiences and in block placements of five (5) day periods.

Semester-long community-based placements allow students to work with clients over a period of time and therefore experience the entire occupational therapy process, including assessment, treatment planning, treatment implementation and outcome measurement. Through this process students document their progress and gain valuable clinical reasoning skills. Block assignments of one week periods allow students to experience the delivery of services to at-risk populations in community-based, non-community, and settings that offer both. Students are able to 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 406 – Integration and Fieldwork 1***
 - **Structure:** Students are matched with participants from community agencies who are in need of developing or improving occupational performance. The fieldwork will take place over the course of the semester for a total of 25 hours.
 - **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 (either PEO or EHP).

- Semester 2
 - **OT 442 – 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 503 – Integration and Fieldwork 3**
 - Structure: This fieldwork will occur as a one-week block placement (40 hours) 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. Half of the students will complete a Neuromusculoskeletal and Movement-Related Functions Level I and the other half will complete a Mental Functions Level I.
 - 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 516 – Integration and Fieldwork 4**
 - Structure: This fieldwork will occur as a one-week block placement (40 hours) 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 of the 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 583 – Level IIA Fieldwork*
 - Structure: This level II fieldwork experience will occur as a 12 – week placement in a community-based, non-community, or a setting that offers both.
 - Focus: The focus will be either on Neuromusculoskeletal and Movement-Related Functions or Mental Functions. The placement will be either with the adult population or other population based on students' interest and placement availability.
 - Objective: Students will apply their academic learning to the occupational therapy clinical/healthcare setting with an emphasis on development of clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities.
- *Semester 7*
 - *OT 584 – 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 Experiential Placement Description

During semester 8 students are enrolled in OT 594 Doctoral Experiential Placement to provide indepth exposure to one or more of the following areas: 1) clinical practice skills, 2) research/theory development, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the Doctoral Experiential Placement, students complete a culminating project that relates theory to practice and demonstrates synthesis of knowledge in a practice area as they complete either OT 995 Scholarly Project (SP) or OT 997 Independent Study (IS). The culminating project will be consistent with the student's individualized learning objectives noted on the Doctoral Experiential Placement Memorandum of Understanding. The IS/SP culminating project can take one of the following forms: 1) Case study; 2) Program development/modification; 3) Course development; 4) Advocacy via professional journal or agency level, or 5) Research Report. The IS/SP culminating projects can be completed in groups, however must still reflect each student's individualized goals and objectives indicated on the Doctoral Experiential Memorandum of Understanding. Students are supervised by a site mentor and faculty mentor. Students must have successfully completed all didactic graduate level courses, pass Level I and II fieldwork experiences, and complete all preparatory activities prior to the experience. Please see the Doctoral Experiential Placement Manual for details, policies and procedures.

TECHNICAL STANDARDS FOR MATRICULATION, PROGRESSION, AND GRADUATION

University of North Dakota School of Medicine and Health Sciences

Overview

The University of North Dakota School of Medicine and Health Sciences (UND SMHS) has a responsibility to society to graduate the best possible healthcare providers. All 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.) In order 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 professional program.

Competency Areas

1. Health Care/Scientific Knowledge
2. Clinical Skills
3. Ethical and Professional Behavior
4. Interpersonal and Communication Skills
5. Lifelong Learning
6. Healthcare Systems-based Practice and Improvement

The educational programs offered at UND SMHS are academically rigorous with the structured broad general training that is intended to produce "undifferentiated healthcare providers." The school's academic standards and technical standards are intended to support that model. Whereas a truly undifferentiated healthcare provider may not be achievable, the standards attempt to ensure that graduates of the school possess the background to pursue virtually any area of specialty. Thus all students must meet the academic standards and the technical standards to matriculate, to progress through the curriculum, and to meet the requirements for graduation.

Academic standards refer to acceptable demonstrations of mastery in various disciplines, before matriculation and after, as judged by faculty members, examinations, and other measurements of performance. Every effort is made to meet the academic needs of the health science student within the professional program. When a student's ability to perform the technical standards is compromised, the student must demonstrate alternative means and/or abilities to perform the specified tasks. The following technical standards describe the basic competencies essential to successful completion of healthcare programs at UND SMHS.

Beyond the stated admissions requirements, students must demonstrate the following technical standards **with or without accommodations**. It is the student's responsibility to identify/disclose any disabilities if requesting any needed accommodations.

Technical Standards and Capacity

In order for a student to adequately address the six competency areas noted earlier, he/she must possess the requisite capacities/abilities in the following broad areas:

1. Perception/Observation

To achieve the required competencies in the classroom setting, in the clinical setting, and in the small group setting, students must be able to perceive, assimilate, and integrate information from a variety of sources. Students must be able to perceive and appropriately interpret nonverbal communications.

2. Communication

Students must be able to skillfully communicate, both orally and in writing (in English) and with faculty members, health care team members, patients, families, and other students in order to elicit, convey, and clarify information; create rapport; and work collaboratively. Students must be able to clearly speak and hear in order to effectively communicate sensitively with patients, including individuals from different cultural and social backgrounds: this includes, but is not limited to the ability to establish rapport with patients and effectively communicate judgments and treatment information.

3. Functional Activities

Students must possess sufficient motor, tactile, and sensory functions in order to attend and participate in activities which are part of the curriculum. This includes production of written and oral communication commensurate with the profession. Depending on the health care profession at the SMHS, students are expected to assess patients using all appropriate evaluation tools, diagnostic maneuvers and procedures, perform basic laboratory procedures and tests, and provide patient care appropriate to the circumstances. Students are expected to function in a wide variety of patient care

settings in a reasonably independent and potentially high speed/high demand environment. Motor, tactile, sensory, and proprioceptive abilities are necessary to perform a complete and thorough assessment and intervention plan with the patient. Students must also be able to safely and efficiently utilize equipment and materials necessary to assist patients.

4. Professional and Ethical Behavior

Students must consistently demonstrate the core attributes of professional behavior appropriate to the healthcare field, including commitment to excellence, honesty, and integrity, respect for others, empathy and compassion, professional responsibility, social responsibility, and altruism. Students must exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems.

It is the student's responsibility to attend and be able to travel to and from classes and clinical assignments in a timely manner. He/she must possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.

Students must adhere to the policies of the State Board of Higher Education, University, SMHS, the healthcare program, and the clinical sites. This includes matters ranging from professional dress and behavior to attending the program's academic schedule which may differ from the University's academic calendar and be subject to change at any time.

Students need to take the initiative to address and direct their own learning. They are required to work cooperatively and collaboratively with peers on assigned projects, and participate willingly in the supervisory process involving evaluation of abilities and acquisition of skills. The students will take initiative in becoming a contributory member of a health care team as appropriate for their program and level of education.

5. Cognition

Students must demonstrate critical thinking skills so that they can problem solve, understand abstract ideas, and synthesize information presented in the classroom, laboratory and clinical settings. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, retain and apply facts, concepts, and data related to the art and science of healthcare. Students must have the cognitive capacity to appropriately utilize technology in the classroom and in the clinical setting. They must also be able to analyze three-dimensional and spatial relationships. Sound judgment and ethical reasoning as well as clinical reasoning are essential. Students must possess the above abilities to reach diagnostic and therapeutic judgments.

6. Behavioral and Social

Students must demonstrate emotional stability and be capable of developing mature and effective interpersonal relationships with other students, faculty, and healthcare workers. Students must be able to tolerate physically and emotionally taxing workloads and function effectively under psychological or cognitive stress. Students must be able to adapt to changing environments, display flexibility, accept and integrate constructive criticism, and function in the face of uncertainties inherent in the educational and clinical settings. Students must be able to engage in personal

reflection and self-awareness as a mechanism of effective personal growth, development and lifelong learning.

Additional or clarifying technical standards may be required of the individual health science program. See individual departmental policies for specific details.

Occupational Therapy Department Technical Standards

In addition to the Technical Standards set forth by the UND SMHS, the Department of Occupational Therapy has developed the following technical standards specific to the Occupational Therapy Program.

1. Perception/Observation

Students must be able to perceive, assimilate, and integrate information from a variety of sources including oral presentations, printed materials, visual media, and hands-on demonstrations. Students must demonstrate adequate functional use of visual, tactile, auditory, and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance. Students must be able to perceive and appropriately interpret nonverbal communications.

2. Communication

Students must demonstrate stability and acceptable communication skills and be capable of developing mature and effective interpersonal relationships with other students and health care workers. Effective communication is critical for students to build relationships with faculty, advisors, fellow students, co-workers, clients and their significant others in the student's various roles of learner, colleague, consultant and leader. Students must effectively and sensitively communicate with patients and colleagues, including individuals from different cultural and social backgrounds, this includes, but is not limited to, the ability to establish rapport with patients and effectively communicate judgments and treatment information. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice. Students are expected to use grammar and vocabulary proficiently.

3. Functional Activities

Students must possess the sensory and motor functions needed to participate effectively in procedures common to occupational therapy practice. Students must be able to exhibit sufficient postural and neuromuscular control, sensory function and coordination to safely and accurately provide assessment and treatment for clients. Students must be able to demonstrate safe use of accepted techniques accurately which includes safety when involved in the use of hand and mechanical tools as well as other treatment materials. Students must be able to gather, comprehend, utilize, and disseminate information effectively, efficiently, and according to professional standards. Students must be able to gather information, and describe findings verbally and in writing (e.g., in a physical examination record and treatment plan). The communication should be comprehensible by patients, professionals, and lay-persons. Students need to be able to participate in physical activity involving lifting of approximately 50 lbs., bending, moving and supporting others. Students must possess functional use of visual, auditory and tactile senses to observe and interpret client signs and symptoms.

4. Professional and Ethical Behavior

Students must demonstrate a commitment to excellence, honesty, integrity, respect for others, compassion, social responsibility, and altruism. Students must demonstrate stability and acceptable communication skills and be capable of developing mature and effective interpersonal relationships with other students, faculty, and health care workers. Students must exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate responses without interference of personal or medical problems. This requires training for medical emergencies (e.g., CPR, infection control). It is each student's responsibility to attend and be able to travel to and from classes and fieldwork assignments on time and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. Students must adhere to policies of the university, the occupational therapy program, and clinical sites. This includes matters ranging from professional dress and behavior to attending to the program's academic schedule, which may differ from the university's academic calendar and be subject to change at any time. Students must demonstrate knowledge of and commitment to the code of ethics of their profession as well as behaviors that reflect a sense of right and wrong in the helping environment. Students must develop and exhibit a sense of medical ethics and also recognize and apply pertinent legal and ethical standards including adherence to confidentiality requirements. Students are expected to recognize and act on the need to take initiative to direct their own learning. They are required to work cooperatively, collaboratively, and respectfully with other students on assigned projects and participate willingly in supervisory processes involving evaluation of abilities and reasoning skills. Students must exhibit the ability and commitment to work with individuals in potentially intense settings to meet the needs of diverse cultures, age groups, socioeconomic groups, and challenges without bias. These individuals may be severely injured, may be limited by cognitive, emotional, and functional deficits, and may have behavior that, at times, creates an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationships. The professional qualities and expectations outlined herein are critical for successful completion of the program.

5. Cognition

Students must demonstrate critical thinking skills so that they can problem solve efficiently and creatively, master abstract ideas, and synthesize information presented in the classroom, laboratory, and fieldwork settings. Students must be able to integrate and accurately utilize a defined level of required information as presented through educational experiences in both basic arts and sciences. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, retain, and apply facts, concepts, and data related to the art and science of health care. This may require comprehension of three-dimensional relationships and an understanding of the spatial relationships of structures. Students must have the cognitive capacity to appropriately utilize technology in the classroom and in clinical or community settings. Sound judgment, ethical reasoning, and clinical reasoning are essential.

6. Behavioral and Social

Students must demonstrate emotional stability and be capable of developing mature, respectful, and

effective interpersonal relationships with other students, faculty, and healthcare workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. Students must be able to adapt to changing environments, display flexibility, and function professionally in the face of the uncertainties inherent in educational, clinical, and community settings. Students must be able to engage in personal reflection and self-awareness as a mechanism of effective personal growth, development, and lifelong learning.

If any health sciences applicants or students have a question about whether he or she can meet these standards due to functional limitations from a disability, he or she should contact Disability Services for Students (DSS), the campus resource for confidential discussion and support regarding reasonable accommodations:

Disability Services for Students
Room 190 McCannel Hall Stop 9040
Grand Forks, ND 58202 – 9040
dss@und.edu
701 – 777-3425 Voice/TDD
Fax 701 – 777 – 4170

Disability Support Services
Gateway Building Rm 344
Casper College
Casper, WY 82601
307-268-2557
FAX 307-268-3058

OT DEPARTMENT POLICIES FOR MATRICULATION, PROGRESSION, AND GRADUATION

Overview

Progression, Retention, and Graduation Requirements

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

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

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

1. the GPA is raised to at least 3.00 (2.75 for M.Engr.) or
2. 9 graduate credit hours are accumulated, whichever occurs first.

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

Students may be dismissed from the School of Graduate Studies for failure to maintain the required academic standing as described in this graduate catalog. Dismissal from the School of Graduate Studies will be noted on the transcript. The Graduate Committee will hear grievances brought by graduate students regarding dismissal decision made by the Dean of the School of Graduate Studies. No decision on dismissal will be reached until a minimum of 9 graduate credits has been accumulated. A student who has been dismissed from the School of Graduate Studies will not be allowed to take any graduate courses or enter any graduate program at the School of Graduate Studies.

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

DEGREES AWARDED

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

Bachelor of General Studies Degree with Health Studies Option

Requirements

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

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

Academic Honors and Minors

Please refer to the University Catalog for details.

Occupational Therapy Doctorate Degree

Requirements

1. Students must be formally accepted into the professional education component of the OTD. Acceptance by the UND Office of Admissions or the School for Graduate Studies does not constitute acceptance into the professional program in Occupational Therapy.
2. The professional education component of the OTD will require three academic years (8 consecutive semesters) following completion of the pre-occupational therapy entrance requirements.
3. No student will be allowed to remain in the program or complete fieldwork unless he/she attains a letter grade of at least "C" in the major courses.
4. To advance to candidacy in the Graduate School, the student must successfully complete the first year courses and maintain a cumulative School of Graduate Studies GPA of ≥ 3.00 . Students who fail to advance to candidacy during the first year will be dismissed from the professional program.
5. After advancement to candidacy, the student is expected to maintain a cumulative GPA of ≥ 3.00 . The School of Graduate Studies will monitor the cumulative GPA, which must be ≥ 3.00 . If the cumulative GPA is not ≥ 3.00 , the School of Graduate Studies policies for probation and dismissal for GPA will govern the student's status.
6. Students in the professional program should be aware of special requirements for fieldwork, professional liability insurance, medical insurance, immunizations, cardiopulmonary resuscitation (CPR) certification, and completion of a criminal background check. These requirements must be met prior to any fieldwork contact with clients. The student will also be responsible for travel, housing, and food costs in addition to the payment of tuition and fees during the full-time fieldwork and experiential experiences. The majority of these experiences will be completed at a geographical location other than the city of Grand Forks or Casper.
7. Prospective students should be aware that a felony conviction may affect a graduate's ability to obtain a professional license to practice occupational therapy. Licensure is monitored and directed by occupational therapy licensure boards within each state and requirements vary. Please refer to state licensure board websites to explore state requirements.
8. The faculty reserve the right to place a student on professional probation or to cancel the registration of any student in Occupational Therapy whose performance in the classroom or clinic is unsatisfactory.
9. Students in the occupational therapy program are required to have a laptop for engaging in learning activities in the classroom and while on level II fieldwork and the Doctoral Experiential Placement. It is expected that internet access is available.

10. Final reports, which are evidence that the student has completed all University, Graduate School and Departmental requirements needed for graduation, will be signed by the Occupational Therapy Department's Graduate Director after the student has completed all requirements.

SCHOOL OF MEDICINE AND HEALTH SCIENCES POLICIES

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

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

DEPARTMENTAL POLICIES

Appointments with Faculty Members

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

Academic Advisor

Every professional level student has an occupational therapy faculty member assigned as his/her advisor. Faculty expects each student to schedule a meeting with his/her 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 his/her professional level advisor(s) about completion of the necessary credits, and where required, obtain the advisor's signature for approval of course work. The student may be assigned a new advisor based on their doctoral experiential placement.

Health Insurance Requirements

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

UND OT Distance Technology and Classes

To best provide student access to the experience and expertise of all UND OT faculty, courses in the professional program are delivered in a variety of formats, including on-site instruction, videoconferencing courses, and web-based courses. Students will attend classes in a combination of these formats throughout the length of the program. Students may have instruction with a faculty member who teaches through videoconferencing directly to the distance site (instructor to Casper or

Grand Forks only). Students may attend classes simultaneously in Casper and Grand Forks with the instructor teaching via videoconferencing (on-site in Grand Forks through video to Casper). Similarly, students may attend classes simultaneously with instructors located at both sites. Students may also attend web-based courses which are offered to students in Grand Forks and Casper simultaneously. Several courses in the program contain web-based interaction between Grand Forks and Casper students to aide in collaboration and learning between classes on both campuses.

Line of Communication

Students must follow the proper line of communication:

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

Addressing Faculty

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

Attendance

The purpose of this policy is to prepare students in this graduate-level program for a work environment. These policies were designed to promote the ethical course of action expected of the profession (AOTA, 2015). One component of being a professional is being honest. 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.

Occupational therapy code of ethics (2020). American Journal of Occupational Therapy, 74(Suppl.3), 7413410005. <https://doi.org/10.5014/ajot.2020.74S3006>**Class Attendance Expectations and Absence Processes.** Success of students in the professional occupational therapy program is highly dependent on active and consistent participation. Students are expected to attend ALL classes, arrive early, and dress in appropriate attire (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.

1. Notification of Absence. For classes, students who must be absent are to notify the ***department*** in person or via telephone [Casper: (307-268-2613) / Grand Forks: 701-777-2209] and provide a reason for the absence. If no reason is provided, the absence will be considered unexcused. The student should follow-up as needed with his/her instructors regarding missed course content.
- B. **Fieldwork I and II Experience Attendance and Absence Processes.** Students are expected to attend ALL Fieldwork Experience days.

Attendance policy for Level I Fieldwork (one-week block placements; 40 hours):

Students are required to attend and participate in all scheduled Level I fieldwork placements for the entire period of the assignment. It is the responsibility of the student to report any fieldwork schedule changes to the UND OT department in accordance with departmental attendance policies. If the student misses more than 4 hours of a scheduled one week block placement due to constraints that are out of the students control (ie. weather conditions, illness, funerals, etc.), the student must notify the AFWC and the course instructor so that alternative arrangements can be made to fulfill the course requirement.

Attendance policy for Level I Fieldwork (across semester; 30 hours):

Students are required to attend and participate in approximately 30 hours of direct contact with their assigned participant during the fieldwork experience. In the case that the student must miss a previously scheduled visit, it is expected that he/she will email the community agency and their small group instructor.

Attendance policy for Level II Fieldwork:

Level II fieldworks are scheduled for a twelve (12) week rotation. If a student will be absent or tardy, he/she must inform their fieldwork educator at the facility prior to the beginning of the work day. In addition, the student must notify the occupational therapy department by 8:00 am at 701-777-2209. A student who misses a day of work for any number of reasons (sickness, job interviews, funeral, wedding, etc.) is required to make up absences during the 13th week, or make arrangements with the fieldwork educator to make-up the time equivalent in the 12-week time frame. If more than 2 days of fieldwork are missed due to weather related facility closures, the student is required to make them up. Any special arrangements to make up time must be approved by the site fieldwork educator and confirmed by the academic fieldwork coordinator. Students must notify academic fieldwork coordinators regarding all alternations to the originally planned schedule.

- C. Excused/Unexcused Absences and Tardiness. Excused absences are at the discretion of the instructor and/or Chairperson of the Department. Instances that qualify as excused absences typically include personal illness, death or serious illness of a family member, illness of a dependent family member, and potentially certain unique life events (weddings, graduation, etc.) of family members. The definition of family member includes spouse, grandparents, parents/step-parents, siblings, children, and mother/father/brother/sister/son/daughter-in-law of a student in the professional program. Unexcused absences include all other reasons for missing an educational session. Unexcused absences and/or tardiness will be addressed in the following manner:
1. The instructor and/or chairperson will discuss the issue with the student.
 2. Three or more unexcused absences and/or repeated tardiness in a single semester are considered unprofessional behavior, will be documented in the student's file, and may result in referral to the faculty for consideration of professional probation.
- D. 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.

1. The student should check with the instructor to determine how best to compensate for missed material.
2. To ensure the student's knowledge base, the instructor has the option to assign additional work for missed laboratories or lectures.

E. Examination Make-up:

1. If an excused absence is anticipated on the date of a scheduled examination, the student is expected to make arrangements prior to the absence to schedule the makeup examination.
2. If an excused absence is unexpected, arrangements for make-up examinations must be made by the student within three (3) business (class) days following the student's return.
3. If the student fails to take the responsibility for scheduling a make-up examination and/or the absence is unexcused, the total point value of the examination is forfeited. Drop quizzes are not considered scheduled exams and are not eligible to be taken after the class period in which the quiz was given.

F. Extended Absences (i.e. more than 3 days). 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 days), the students will submit a written explanation from his/her medical provider.

Student Leave Of Absence

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

Conduct

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

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

Attitude will be reflected in:

- Learning in the classroom: Students are expected to read assignments prior to class, and all

class related activities, and to participate in lecture sessions in a positive manner. Talking with other students, passing notes, using social media, texting, and distracting non-verbal behaviors are not acceptable. It is expected that cell phones will be turned off during class time.

- Day-to-day relationships with instructor and students: The expectation is that students will be respectful towards others. Any criticisms should be constructive in nature; students should demonstrate an awareness of and sensitivity to the needs of others. Courtesy, respect, and consideration should be observed at all times.
- Response to guest speakers: Students are expected to demonstrate an interest in the lecture topic as evidenced by asking questions and showing appreciation in an appropriate manner (applause, thanking the speaker, no eating or side conversations and be on time). Dress appropriately for both on and off campus presentations/tours.
- Relationship with Level I Fieldwork Supervisors: It will be responsibility of students to take the initiative in the relationship; asking questions, but not making demands on the supervisor's time. Students will demonstrate respectfulness in communication and will demonstrate appreciation through written thank you letters at the conclusion of the experience.

Judgment will be reflected in:

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

Performance will be considered in:

- Class assignments: Coursework needs to be completed thoroughly and on time. When working in groups or pairs, students need to take equal responsibility for completing the assignment. If the assignment is not understood, it is the student's responsibility to seek out information or clarification from the instructor.
- Plagiarism will not be tolerated and may be grounds for dismissal from the OT Program. (See Code of Student Life for definition/description of plagiarism.)
- Communication skills: Demonstration of respectful and professional communication skills in working with faculty, community supervisors (e.g., setting up meeting, making

professional phone calls, returning calls/requests for information, timeliness of contacts, etc.) and peers.

- Respect for classroom: Students are expected to leave classrooms/work areas as they found it (or better) as others will also be using this area/resource.
- Punctuality for classes: Students know in advance when the class meets, and those who come late can be asked to leave. It is distracting to have students entering the classroom during lecture, and also reflects negatively upon the student's attitude toward learning.

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

Social Networking

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

1. Do not ask your faculty or fieldwork supervisor to "friend" you during the program. This puts you, your faculty, and your fieldwork supervisors in an awkward situation by sharing personal information. If you mutually decide to do this after you graduate, this is your personal choice.
2. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider Googling your name to discover what is in cyberspace that others can see about you.
3. Names of peers, faculty members, supervisors, comments or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. It is critical that you protect classmates and not disclose specific information regarding performance or your perceptions of their personalities.
5. It is a serious HIPPA violation for students to mention a consumer (e.g. patient, participant, client, resident, etc.) with enough information that the consumer might be identified, even if you avoid protected health care information. The consequences for violations are severe. Violations could result in professional probation or dismissal from the program.
 - Private OT class groups on social network sites are NOT secure networks. They are vulnerable to serious privacy risks.
 - When in doubt about appropriateness of a potential post, do not post it.

- Blackboard course sites ARE within a secure UND network, so you may share general information about experiences with consumers but avoid identifying information and speak more in generalities.
6. Stating where you are on fieldwork is up to you, but make sure to follow any facility's policies on social networking while you are on fieldwork. There may be policies or problems with you being identified. Consider if you want privacy from clients, patients and staff.
 - On a private OT class group on a social networking site, students shall NOT mention consumer or classmate information, comments or criticism about fieldwork sites, and/or specific information regarding any academic performance, including fieldwork.
 7. If you have any posts that are even questionable, please remove them immediately.
 8. If you are unsure of whether or not to pursue some aspect of social networking, you are advised to obtain advice from a professional source, such as your advisor, fieldwork educator, the Academic Fieldwork Coordinator or another faculty member of the occupational therapy department.
 9. Use your official School of Medicine and Health Sciences e-mail address for all professional correspondence needed via e-mail for all academic and fieldwork related issues. Know that you are a representative of the program and you are expected to act professionally in all correspondence. Please review your emails for tone and professionalism before sending.

Dress Code

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

Personal/professional attire in the academic classroom:

- Clean denim jeans with no tears
- No sweatpants or pajamas
- Casual tops including shirts, sweaters or sweatshirts, excluding
 - Low-cut or midriff tops
 - Baggy, oversized sweatshirts
 - Shirts with offensive or questionable graphics/messages
- Shorts need to be mid-thigh or longer
 - No gym shorts
- Tunic top/legging combinations are acceptable provided the tunic is mid-thigh or longer
- Appropriate footwear including flip-flops, sandals, dress shoes, boots, clean athletic shoes, excluding shoes with holes, or tears. Shoes need to be appropriate for the class activity. For example, labs require closed toed shoes with solid support.

- Hats are acceptable outside of testing environments, provided the brim is worn high enough to see the individual's eyes.
- It is preferred that students do not wear athletic logos or other emblems that may be perceived as offensive.

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

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

Business Casual:

- Tops: Dress shirt, polo, collared shirt, or sweater, excluding low-cut or midriff tops. Informal dress with appropriate skirt length. Tunic/legging combinations are not acceptable.
- Bottoms: Reasonable length skirt (knee length preferred), dress pants, or capris of non-jean material
- Footwear: Appropriate footwear including sandals, dress shoes, or boots. No flip flops.
- No hats or gym clothes including sweatpants.

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

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

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

Business Casual (see above) plus school name tags. In addition to the policy listed above, students will be expected to abide by dress codes of fieldwork and doctoral experiential placements, which may have additional requirements. These additional requirements may specify the number or location of visible piercings/tattoos allowed, type of footwear, use of fragrances, whether or not long or acrylic fingernails are allowed, or the specific color of clothing to be worn.

Student with Disabilities: Accommodation Request

Students who are requesting disability accommodations for their courses are expected to register with Disability Services for Students (DSS). How to register can be found at <http://www1.und.edu/disability-services/> or by contacting DSS at 701-777-3425 (190 McCannel Hall).

For students in Casper, WY: once registered with UND DSS, 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 UND DSS and notify his or her instructors and/or Academic Fieldwork Coordinator to request and arrange for accommodations. When requesting and working out arrangements for the specific accommodations, the student may be asked to provide proof of support from DSS (DSS 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 DSS office for test-taking accommodations should schedule exams through their course instructor. If the course instructor is unable to arrange for the specific accommodation students sign up with UND Testing Services for an accommodated test. Students in Casper can schedule through the Testing Center at Casper College. All scheduling on both locations must be completed at least two weeks in advance of the scheduled exam. Due to limited time and space students may be required to complete tests at alternate times.

Personal Computer

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

Examinations

- Examinations will be given in the class period at times set by the instructors and administered electronically unless there is an extenuating circumstance or technology difficulty.
- A student who misses a regularly schedule exam due to an excused absence will be scheduled to make up that exam at a specific time.
- Any special arrangements for accommodations must be arranged by the student.
- Drop quizzes are not permitted to be made up. The student scores a “zero” for that quiz.
- Final examinations are to be held on the date and the time listed in the course syllabus.
- An individual student wishing to request a change of time or date for a final exam may request such a change by:
 1. submitting a request stating exact change requested and giving the reason(s) for the requested change. (See Appendix)
 2. forwarding the request to the class instructor for signature indicating approval or disapproval.
 3. forwarding the request to the Department Chairperson for signature indicating approval or disapproval. The chairperson will inform the instructor who will inform the students.
- A class wishing to request a change of time or date is to follow the same procedure and include signatures from all students enrolled in the course.
- Students should not make end-of-semester travel arrangements that will conflict with the final exam schedule.
- Students are referred to the Code of Student Life for policies regarding academic dishonesty during examinations.

Testing Etiquette

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

- a. Students are to turn off cell phones and other electronic devices and store in

- backpacks, purses, etc. Please attend to this before entering the exam location.
- b. Students are to remove caps and hats with brims during exams.
 - c. Professors will not answer last minute questions pertaining to subject matter (i.e. as the class is gathering for the exam). Students are encouraged to contact their professors with questions well in advance.
 - d. Desks are to be clear of all objects with the exception of testing materials and writing tools, unless otherwise instructed. Students may have a drink (coffee cup, water bottle), if the classroom allows for food/drink.
 - e. When completing the exam and leaving the room, students will make every effort to limit noise and distraction for those still completing the exam. If students need materials (cell phones, books, etc.) from backpacks or bags, please take the bag into the hall before removing items.
 - f. Students will not ask content questions during the exam. Questions related to the exam format should be addressed to the instructor directly and with limited distraction to other students.
 - g. Students will not leave the room and return during an exam, except in the case of an emergency (i.e. sudden illness, etc.).
 - h. Failure to follow these rules may be grounds for review of the incident by faculty. Outcomes from this review may range from an advisement meeting with the student's department advisor and a note in the student's file up to faculty review of professional probation standing.
 - i. Computerized Examination: Students are allowed 1 piece of scratch paper provided by the instructor. Students are to turn in the scratch paper with their name on the exam AFTER the examination.
 - j. Faculty should provide the code to begin the exam. Faculty will not post the resume code. Students will need to ask for the resume code

Course Assignments

- Students will be informed in advance of dates that assignments are due.
- The UND Occupational Therapy Department requires APA (American Psychological Association) format for selected written assignments and it is the responsibility of the student to be familiar with this format.
- Assignments rarely are accepted in handwritten form (check with instructor). Grammar, spelling, sentence structure and neatness are important and will be included as part of the grading process in addition to the content of the assignment.
- Assignments not turned in at the time/date specified in the course syllabus will receive a lower grade according to the following:
 - 1 calendar day late - lowered 1 grade
 - 2 calendar days late - lowered 2 grades
 - 3-4 calendar days late - lowered 3 grades
 - 5 or more calendar days late a grade of 0 will be recorded
- Any student earning less than 76% on a given assignment will be required to re-do that assignment until he/she achieves 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.)

- If a student scores less than 76% on any assignment or exam it is highly recommended that the student schedule an appointment with his/her instructor or advisor.
- During your time in the OT program at the University of North Dakota, you will be required to produce a variety of writing assignments. Four different types of writing will be addressed:
 - Reflective writing
 - Fact sheets or handouts
 - Technical writing specific to the OT profession
 - Scholarly writing (research papers, professional summaries, etc.)

The general requirements for each type of writing are outlined in the “Occupational Therapy Writing Tips” document. Some course assignments may require implementation of only one type of writing, while other assignments may require a combination of two or more types of writing.

In a graduate program, it is expected that students are proficient in the utilization of standard writing mechanics such as the proper use of punctuation and grammar. Students are also responsible for following APA guidelines when indicated by style of writing or instructor direction. All written assignments should be presented in a professional and logically organized manner. Course instructors will indicate the expectations and associated point deductions for written assignments in the corresponding assignment rubric.

Students having difficulty meeting the writing requirements are expected to utilize resources such as the UND or Casper College Writing Centers and Blackboard Smarthinking Writing feature to assist with improving their writing skills.

Equipment and Assessment Check Out Policy

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

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

Casper: Check out will be done through staff in the main office once approved by faculty. All assessments checked out will need to be documented on check out sheet and signed in when

returned. If the assessment is an electronic version, faculty will ask the appropriate staff to check out the assessment to the student.

Course Evaluations

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

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

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

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

Etiquette for Videoconferencing in Classes and Meetings

Microphones:

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

Cameras:

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

Presentation:

1. When using multiple technologies (i.e. PowerPoint, projectors, Breeze), set up and test prior to starting, when possible.
2. Speak clearly and without shouting. The microphones are sensitive, and will capture your normal speaking volume, as long as you are not mumbling.
3. Do not over-exaggerate hand gestures or facial expressions.
4. When needing to capture the attention of a participant at a remote site, say the name of the person, or “excuse me”, and then wait for them to acknowledge you. You may also choose to raise your hand for the instructor’s attention. Ask the instructor at the start of a course which method he/she prefers.
5. When speaking, identify yourself by name before asking your questions or making comments.
6. If you interrupt a speaker at a remote site, say “excuse me”, and give them the opportunity to continue, or pause for your question or comment.
7. Display the same attentiveness you would if all participants were in the same room. Even though it is a distance format, disinterested posture, fidgeting, and inappropriate technology use (i.e. cell phone, texting, IM) can still be seen.
8. Professionalism is expected of all students at all times regardless of the delivery format.

Grading and Evaluations

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

Courses taught in the department will utilize the following grading system

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

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

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

Consequences of not receiving a passing course grade

A student who does not pass (D or F or U grade) a professional level course is subject to termination from the professional program. A student who receives an F in an academic course (not related to fieldwork or practicum) is dismissed. A student who receives a D in such a course is

dismissed from the program but may petition to be reinstated in the program on academic probation. The student has the right to petition to remain in the program, and, upon unanimous affirmation by the faculty, the student is allowed to remain in the program on academic probation. However, this means repeating the course which may cause the student to be behind his/her class and graduate later. *Please refer to the policies on probation and termination.*

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

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

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

Course Withdrawals

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

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

Student Evaluations and Professional Development Portfolio

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

Fieldwork Evaluations

During the course of the professional program students will participate in a series of Level I fieldwork experiences. The student must have a minimum passing score for successful completion of each.

Each student is expected to complete a total of 24 weeks of level II fieldwork; 12 weeks with a focus on neuro-musculoskeletal or movement related functions, and 12 weeks with a focus on mental functions. In order to successfully complete fieldwork, the student must have a minimum passing score on the Fieldwork Performance Evaluation for the Occupational Therapist provided by AOTA.

Fieldwork Readiness Evaluation

An additional student evaluation is conducted by all faculty members in the middle of the spring semester to determine the readiness skills for Level II fieldwork. Students will be evaluated based on understanding occupation, the core of our profession, and demonstration of knowledge and

professional behaviors related to the threads of the curriculum design. Students who require additional remediation with regard to 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.*)

Requirements for Doctoral Experiential Placement

For detailed information regarding the Doctoral Experiential Placement, please refer to the Doctoral Experiential Placement Manual. In order to progress to the Doctoral Experiential Experience, students must have completed the following:

Successfully complete all didactic graduate level courses included in semesters 1-7.

- Pass Level I Fieldwork Experiences
- Pass Level II Fieldwork Experiences
- Completed the Doctoral Experiential Placement Memorandum of Understanding and secured approval from the site, faculty mentor, and Doctoral Experiential Placement Coordinator

Student Probation and Dismissal

Unsatisfactory performance by a student within the professional program may result in his/her being placed on probation or dismissed from the program.

Probation

There are two forms of probation:

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

The academic standing and progress of degree seeking students will be reviewed by the departments and Graduate School 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 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 or
2. 9 graduate credit hours are accumulated, whichever occurs first.

If, at the end of the probationary period, the GPA is still less than 3.00, 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 the 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. (School of Graduate Studies Academic Policies)

- **Professional Probation** When a student exhibits a pattern of inappropriate behavior regarding conduct, judgment or honesty, faculty meet and discusses the student's problematic behavior. The student may then be notified in writing of the concern and be asked to meet with the faculty to discuss the issues. During that meeting with the student, faculty will ascertain whether the student should be allowed to continue in the professional program while on probation or be dismissed from the program. If there is unanimous affirmation, the student is allowed to remain in the professional program. The student will then be asked to develop individualized goals for remediation and deadlines for completion of each goal. Faculty will review and either accept the goals or ask for modification.

Once placed on either probation status, the student is not permitted to complete Level I, Level II or doctoral experiential 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.

Termination

- If a student fails to meet the established objectives by the deadline for remediation of professional and/or academic probation, he/she may be terminated from the professional program.
- During the professional program, a student who is placed on probationary status twice, whether it is professional and/or academic, will be terminated from the professional program.
- If a student is on academic probation and earns less than a "C" or an "Unsatisfactory" in a professional level course, he/she will be terminated from the professional program.
- Egregious and unprofessional behavior by a student that, in the judgment of the faculty, is not remediable will result in termination from the professional program.

Formal Student Appeals

All students have access to the appeal process as stated in the policies of the School of Medicine and Health Sciences, Graduate School, and the UND Code of Student Life. The Occupational Therapy Department abides by the established guidelines regarding student appeals as delineated in the School of Medicine and Health Sciences Rules of Governance and the UND Code of Student Life. A student may initially appeal the Occupational Therapy Department decision through the appeals process as defined in the School of Medicine and Health Sciences Rules of Governance.

Time lines for all grievances must be adhered to: academic grievances with respect to grades must be initiated by the student within ten (10) calendar days after receipt of the grade. Grievances regarding decisions of admissions, probationary status or dismissal must be initiated by the student within ten (10) days after receipt of the academic program/departmental decision. If the student and/or department is not satisfied with the decision from the School of Medicine and Health Science Appeals Committee, he/she must follow the guidelines as published in the University of North Dakota Code of Student Life.

Scholastic Dishonesty

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

Student Leave Of Absence

A student may request a leave of absence by submitting to the chair of the department a written request which lists the reasons for the leave, how the time will be spent and date for planned return. All faculty will review the request and after discussion, vote on the request. If unanimous affirmation is not received by faculty, the student will not be granted the leave. The faculty and/or the School of Medicine and Health Sciences dean may specify conditions that must be met during the leave of absence period.

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 he/she has unusual circumstances that warrant transfer to the other campus, he/she can write a formal petition letter to the faculty outlining the circumstances currently being experienced and a clear plan for how a transfer to the other location will allow him/her to successfully complete the program. Faculty will review the petition at a scheduled faculty meeting and will notify the student of the decision. Students have the right to grieve the faculty decision through the School of Medicine and Health Sciences Grievance Committee.

Student Class Representatives and Faculty Class Advisor

At the beginning of each school year (fall semester) one Year I class member and two Year II class members (one from each section of the Year II class) will be elected by their class members to serve as class representatives. A faculty member will be assigned to serve as a class advisor.

Class Representatives Responsibilities:

- Class representatives must be in good academic and professional standing; students who are on academic or professional probation may not serve in a class leadership capacity.
- Be available to give the class the opportunity to express concerns.

- Communicate written or verbal information to the class from the faculty or others involved in the Occupational Therapy Program
- Arrange class meetings as opportunities or needs arise
- Communicate to class advisor any concerns
- Be available for faculty meeting or other meetings upon request of faculty
- Initiate class related activities and delegate responsibilities to class members when appropriate

Class Advisor Responsibilities:

- Be available to attend meetings when requested by the class.
- Act as a liaison between the class and faculty.
- Request class representative's attendance at a faculty meeting when appropriate.
- Communicate written or verbal information to the class regarding any general concerns which affects the class involvement in the professional OT program.

References and Temporary License Information

Students requesting faculty to provide references for scholarships, employment or temporary licenses must sign a "release form" that will be placed in the student's file. For letters of reference, it is important 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. For temporary license letters, send the OT office manager a request with the complete address of where to send it and what is required to be in the letter.

National Board for Certification in Occupational Therapy (NBCOT) Exam

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.

Students with disabilities 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.

For more information about exam development and administration, please refer to the Certification Exam Handbook.

Ready to apply for the certification exam? Please follow the steps below:

- Read the Certification Exam Handbook found on the NBCOT website.
- Create or log in to your MyNBCOT account.
- Complete the online exam application and pay the fee.
- Have your school registrar submit an official final transcript.
- Submit the Degree Verification Form (DVF) to NBCOT and the Program Director will review and approve (if appropriate) the student's DVF through the portal for Program Directors. The Program Director will also provide a copy to the University/College registrar who will complete the DVF process. Note, this process underwent changes in 2020 due to the COVID-19 pandemic and may continue to evolve. Confirm this process on the NBCOT website, which contains the most up-to-date information. (NBCOT, 2021)
- Submitting a transcript/DVF before applying for the exam will delay your application.

*To apply with a paper application, download it from NBCOT. Processing times increase when submitting a paper application.

Degree Verification Policy: (Effective January 1, 2021)

Per the NBCOT (2021, p. 11), “Students 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.

The UND OT Chairperson will sign the DVF once the student has submitted all required doctoral experiential placement paperwork and documentation, completed the scholarly project or independent study process, fulfilled any additional requirements required by NBCOT, completed the year 3 checklist and after the current semester grades are submitted and posted. Students must be cleared for graduation by the Graduate Director. Students must be 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 obtain signatures from your advisor, the Fieldwork Coordinator and the Graduate Director. Once that is complete, the graduate director will notify the chair, who will then sign off electronically on the DVF.
- Indicate on the Registrar’s site that you wish to have your official transcript, with the awarded degree sent to NBCOT. Your official examination pass/fail status will not be released (to the state board of practice) until the official transcript, confirming degree and title, is received.

RESEARCH INVOLVING HUMAN SUBJECTS

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

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

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

SAFETY POLICIES AND PROCEDURES

Emergency, Evacuation, and University Closures

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

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

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

General Lab Safety Policy and Procedures

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

- Know the hazards associated with the use of all equipment.

- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate foot wear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping hazards (pay attention where you place equipment to prevent blocking a walkway.)
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished
 - Return extra equipment/supplies to their original location when you have finished using them.
- Faculty periodically checks equipment to ensure that it is in good condition. If you have a problem with a piece of equipment or notice that it is not in good condition, report the problem to the faculty member in charge of the lab.
- All equipment/supplies are stored in a secure location in the department. Following completion of a task, sharps and tools must be counted and returned to their original storage place.

In the event of an emergency:

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

Wheel Chair Safety Policies and Procedures

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

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.

- Wear appropriate foot wear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping hazards (pay attention where you place equipment to prevent blocking a walkway.)
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished
 - Return extra equipment/supplies to their original location when you have finished using them.
- Guidelines for using wheelchairs
 - Insure the seating system is complete with all removable pieces properly positioned and attached.
 - Make sure locks are in good working repair and adequately work.
 - Check tires to make sure they are properly inflated.

In the event of an emergency:

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

Assistive Technology Lab Safety Policies and Procedures

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

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate foot wear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.

- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping hazards (pay attention where you place equipment to prevent blocking a walkway.)
 - Make sure tools are appropriately positioned on your working space to avoid catching on clothing or other objects
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished
 - Return extra equipment/supplies to their original location when you have finished using them.
- Guidelines for use of soldering irons:
 - Work stations with the soldering irons are to be kept clear of clutter – no papers, books, backpacks etc.
 - Keep hands and fingers a minimum of 4 inches away from the heated tip of the soldering iron.
 - Always use a clip holder or pliers to hold the solder because it will become hot enough to cause a burn.
 - All soldering should be done on the wood blocks provided and not on the table – soldering irons must be placed in the holder when plugged in and not in use.
 - After using the soldering irons, allow them to completely cool before cleaning and returning to their original location.
 - Clear your work area of all wire and materials scraps.
- Faculty periodically checks equipment to ensure that it is in good condition (no loose pieces, no frayed cords, etc.). If you have a problem with a piece of equipment or notice that it is not in good condition, report the problem to a faculty member.
- Equipment/supplies are stored in secure locations in the department. Following completion of the task, sharps and tools must be counted and returned to their original storage place in the department.

In the event of an emergency:

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

Splinting and Sewing Safety Policies and Procedures

The following serve as a guide when using splinting equipment:

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

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

In the event of an emergency:

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

Gross Motor Activity Labs Safety Policies and Procedures

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

General Guidelines:

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

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

In the event of an emergency:

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

Physical Agent Modalities Lab Policies and Procedures

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

- Know the hazards associated with the use of all equipment.
- Be sure you are fully educated on the proper use and operation of all equipment before beginning to use. Review the direction manuals before beginning.
- Wear appropriate foot wear and clothing: loose, baggy or flowing clothing may be accidentally caught on tools/equipment causing equipment and you to fall.
- When using tools and manipulating parts of the equipment make sure to use pay attention to prevent injuring fingers or hands.
- Follow the principals of good body mechanics when lifting/moving objects, equipment, and people.
- Maintain good housekeeping standards:
 - Make sure the work area is free from slipping/tripping 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 work space as clean as possible during a lab, and clean the space when you are finished, following infection control procedures.

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

In the event of an emergency:

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

FIELDWORK POLICIES AND PROCEDURES

General Fieldwork Policies

Fieldwork Pre-Requisite Policy:

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

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

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.

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 of the required fieldwork experiences for a total of 18 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 and for attendance at regional and national occupational therapy meetings pertaining to education.

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 10 days during Year II for Level I Fieldwork and during this time are responsible for their own accommodations and travel expenses.

Approval to Participate in Fieldwork:

If a student is on probation, he/she is 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*.

Disability Accommodation in the Fieldwork Setting:

The Department of Occupational Therapy has a responsibility for the welfare of clients treated or otherwise affected by students enrolled in the program as well as the educational welfare of its students. The technical standards have been developed for the Occupational Therapy Doctorate program to identify knowledge, skills, and abilities required for entry-level occupational therapists. Thus, students must meet the technical standards of the program with or without reasonable accommodations throughout the course of study, including their fieldwork experiences. Reasonable accommodations will be made for students with documented disabilities in accordance with federal disability laws (Section 504 and ADA). Each student must meet all of the occupational therapy program standards with or without reasonable accommodation. We are committed to equal opportunity for all students. All school representatives including faculty, staff, Disability Services for Students (DSS) staff, and (Academic Fieldwork Coordinator) AFWC are not legally able to provide any information about a student's disability 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 courses are expected to register with Disability Services for Students (DSS). How to register can be found at <http://www1.und.edu/disability-services/> or by contacting DSS at 701-777-3425 (190 McCannel Hall).

For students in Casper, WY: once registered with UND DSS, 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 UND DSS and notify his or her instructors and/or Academic Fieldwork Coordinator to request and arrange for accommodations. When requesting and working out arrangements for the specific accommodations, the student may be asked to provide proof of support from DSS (DSS 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.

Disability Accommodation for Level I Fieldwork

All students are scheduled for their first Level I fieldwork placement in the fall semester of the first year of OT school. Therefore, any student wishing to request disability accommodations for his/her fieldwork placement will be encouraged to contact the AFWC, as the fieldwork course instructor, as soon as the need for disability accommodation is identified, preferably prior to the start of the first semester coursework.

The AFWC will meet with the student to discuss Level I fieldwork expectations and if appropriate, may encourage the student to visit their assigned fieldwork site to evaluate what type of disability accommodations may be needed. Following the AFWC and/or site visit, the student is encouraged to meet with the DSS office and the AFWC to discuss disability accommodations that will meet his/her learning needs based on the student's understanding of the fieldwork site. Disability

Services for Students will assist the student in determining what disability accommodations would be indicated based on the individual student's circumstances. The disability 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 disability accommodations he/she will be requesting during the fieldwork placement; or 2) give permission to the AFWC to notify the fieldwork site of requested disability accommodations. The student is not required to provide the Verification of Accommodations Form to the fieldwork setting. Once notified, the fieldwork site will determine whether the disability accommodations identified are reasonable given the resources available to the site and the UND OT program. If accommodations are available, the student will be placed for fieldwork at the site. If the site is not able to provide the requested accommodations, the AFWC will assign the student to an alternative placement.

Disability Accommodation for Level II Fieldwork

In the spring semester of the first year of OT school, all students will participate in the Level II fieldwork lottery and fieldwork selection process as outlined in the section titled *Student Placement Process and Policies* in the student manual. Once fieldwork selections have been chosen, a student wishing to request disability accommodations for his/her fieldwork placement will be encouraged to contact the AFWC, as the fieldwork course instructor, as soon as the need for disability accommodation is identified. The AFWC will meet with the student and encourage the student to visit the chosen fieldwork site to evaluate what type of disability accommodations may be needed. Following the site visit, the student is encouraged to meet with the DSS office and the AFWC to discuss disability accommodations that will meet his/her learning needs based on the student's understanding of the fieldwork site. Disability Services for Students will assist the student in determining what disability accommodations would be indicated based on the individual student's circumstances. The disability access specialist will provide the student with a Verification of Accommodations Form that describes the functional impact of the disability and recommended accommodations. The student will be asked to maintain this document in his/her personal records, as well as provide a copy to the AFWC which will be placed in an individual file labeled DSS next to the active student folders and cleaned out at the end of each year.

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 disability accommodations he/she will be requesting during the fieldwork placement; or 2) give permission to the AFWC to notify the fieldwork site of requested disability accommodations. The student is not required to provide the Verification of Accommodations Form to the fieldwork setting. Once notified, the fieldwork site will determine whether the disability accommodations identified are reasonable given the resources available to the site and the UND OT program. If accommodations are available, the student will be placed for fieldwork at the site. If the site is not able to provide the requested accommodations, the AFWC will assist the student in choosing an alternative placement.

In the circumstance that a student has already begun the Level II fieldwork experience and during the fieldwork identifies the need for disability accommodations, the student will be encouraged to meet with the DSS office and/or the AFWC to discuss disability accommodations that will meet his/her learning needs based on the student's understanding of the fieldwork site. Disability Services for Students will assist the student in determining what disability accommodations would

be indicated based on the individual student's circumstances. The disability 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 disability accommodations he/she will be requesting during the fieldwork placement; or 2) give permission to the AFWC to notify the fieldwork site of requested disability accommodations. The student is not required to provide the Verification of Accommodations Form to the fieldwork setting. Once notified, the fieldwork site will determine whether the disability accommodations identified are reasonable given the resources available to the site and the UND OT program. If accommodations are available, the student placement will continue at the site as scheduled or with a timeframe modification if needed. If the site is not able to provide the requested accommodations, the AFWC will assist the student in choosing an alternative placement.

Level I Fieldwork Policies and Procedures

Attendance policy for Level I Fieldwork (one-week block placements):

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

Attendance policy for Level I Fieldwork (across semester):

Students are required to attend and participate in direct contact with their assigned participant during the fieldwork experience. In the case that the student must miss a previously scheduled visit, it is expected that he/she will email the community agency and their small group instructor. Level I fieldwork hours must be fully completed as outlined in the syllabus.

Establishment of Level I Fieldwork Sites:

Fieldwork experiences may be initiated by the facility or by the UND Occupational Therapy Department. Each facility must fill out an AOTA Data Form, which includes contact information, pre-requisite requirements, and detailed description of the learning experiences available at the site. If the learning experiences available are consistent with the learning objectives for the level I experience, the site will be added as a fieldwork site and an affiliation agreement established. Level I fieldwork sites are located within an 8-hour distance from the central campus (Casper, WY and Grand Forks, ND) for one-week block placements and within the campus community for community placements. Ongoing site evaluation will occur as the academic fieldwork coordinator reviews student descriptions of their level I learning experiences in view of course objectives. If it is determined that a site no longer meets the learning objectives for a level I experience, the site will be notified.

Assignment of Level I Fieldwork:

Students must complete level I fieldwork coursework in sequential order. Students are assigned for level I fieldwork experiences in both one-week block placements and a semester-long placement. The one-week block placement can occur up to 8 hours away from the central campus.

In year one students are assigned to a semester-long community-based setting and a one-week block placement with a focus on assessment. In year two, students are assigned to two, one-week block placements, with a focus on neuromusculoskeletal and movement related function interventions and a focus on mental function interventions. Students are responsible for their own accommodations and travel expenses incurred during these one-week block placements. Students will complete at least one fieldwork (level I or level II) experience in the state of Wyoming or North Dakota.

Students with extenuating circumstances which interfere with assigned level I placements must petition the faculty for placement exemption. If the petition is approved, the level I placement will be rescheduled at a later date 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.

Semester 1: OT 406 – Integration & Fieldwork 1: Students will be assigned to work in pairs with a classmate. Each pair will be matched with participants from community agencies who are in need of developing or improving occupational performance. The fieldwork will take place over the course of the semester for a total of 25 hours. This placement will occur within the community in which the central campus is located (Grand Forks or Casper).

Semester 2: OT 442 – Integration & Fieldwork 2: Students will be assigned to a one-week block placement (40 hours) in a community, non-community, or setting that offers both.

Semester 4: OT 503 – Integration & Fieldwork 3: Students will be assigned to a one-week block placement (40 hours) in a community, non-community, or setting that offers both.

Semester 5: OT 516 – Integration & Fieldwork 4: Students will be assigned to a one-week block placement (40 hours) in a community, non-community, or a setting that offers both.

Evaluation and grades for Level I Fieldwork (one week block placement):

During the course of the professional program students will participate in a series of Level I fieldworks, three of which use the Satisfactory/Unsatisfactory (S-U) grading system. 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. The professional program maintains that the traditional Level I fieldwork experiences do not have a corresponding point value awarded within the course.

Level II Fieldwork Policies and Procedures

Attendance policy for Level II Fieldwork:

Level II fieldworks are scheduled for a twelve (12) week rotation. If a student will be absent or tardy, he/she must inform their fieldwork educator at the facility prior to the beginning of the work day. In addition, the student must notify the occupational therapy department by 8:00 am at 701-777-2209. A student who misses a day of work for any number of reasons (sickness, job interviews, funeral, wedding, etc.) is required to make up absences during the 13th week, or make arrangements with the fieldwork educator to make-up the time equivalent in the 12-week time frame. If more than 2 days of fieldwork are missed due to weather related facility closures, the student is required to make them up. Any special arrangements to make up time must be approved by the site fieldwork educator and confirmed by the academic fieldwork coordinator. Students

must notify academic fieldwork coordinators regarding all alternations to the originally planned schedule. In addition, no Level I fieldwork experiences can be substituted for Level II fieldwork experiences.

Establishment of Level II Fieldwork Experiences:

Within the Geographic Region

Fieldwork experiences 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 is able to offer learning experiences consistent with the UND OT curriculum design and the readiness of the occupational therapy student. Once contact has been made, one of the academic fieldwork coordinators (AFWC) at the Occupational Therapy Department at UND will oversee the following process:

1. A copy of the master affiliation agreement initiated by UND will be sent to the facility for consideration or revision if needed. If the site would rather have a departmental agreement or use their own agreement rather than a master affiliation agreement, this is negotiated.
2. Simultaneous to affiliation agreement negotiations, the site is provided a copy of the AOTA fieldwork data form for completion, the UND OT Department template for writing fieldwork learning objectives, the UND OT Department template for sequencing learning experiences for fieldwork, and the UND OT Department Facility Evaluation Form.
3. The fieldwork site is invited to use these materials and to communicate directly with one of the AFWC as they establish or refine their fieldwork program. Upon receipt of the AOTA fieldwork data form, the UND OT Department Facility Evaluation Form and the Facility site specific learning objectives, the information is evaluated by the academic fieldwork coordinator to determine whether the facility meets the UND Occupational Therapy Department criteria for fieldwork settings. This information may also be reviewed by other occupational therapy department faculty, and the facility may be requested to modify some aspect of the experience to meet the criteria.
4. Once the facility has been approved as a fieldwork site, information from the site is added to UND fieldwork information on Blackboard. The site is then listed as a possible choice for students when choosing fieldwork.
5. Facilities not approved as fieldwork sites will be provided specific rationale as to the decision made, and will be provided with suggestions should they wish to pursue approval as a fieldwork site in the future. If a fieldwork facility chooses to withdraw from offering fieldwork experiences to UND students, they are also expected to notify the UND OT department of the decision and the reasoning behind it. The information concerning that facility will then be removed from the fieldwork information on Blackboard.

Outside the Geographic Region

The Occupational Therapy Department at the University of North Dakota schedules students for fieldwork experience within a fourteen (14) state geographical area, including Arizona, Colorado, Idaho, Iowa, Minnesota, Montana, Nebraska, Nevada, North Dakota, South Dakota, Utah, Washington, Wisconsin, and Wyoming. Additional contracts are established only upon approval of the Fieldwork Petition Committee.

The student who wishes to arrange for a fieldwork experience outside the geographical region must follow this procedure:

1. It is the student's responsibility to contact an agency which will meet the criteria of the American Occupational Therapy Association and that of the Department of Occupational Therapy, and which will agree to accommodate the student during the specific time frame requested.
2. The student, after securing a commitment by the facility to reserve a space, must petition the fieldwork committee to be allowed to complete the fieldwork out of the geographic region. This petition should include information about the facility and should outline how the education experiences offered by this particular facility meet the student's educational and career goals.
3. The fieldwork committee, which consists of the chairperson of the Occupational Therapy Department along with up to two (2) representatives from the fieldwork agencies, will consider the request and inform the student in writing of their decision.
4. If the petition is approved, the student is directed to meet with one of the UND academic fieldwork coordinators and provide to the coordinator all information regarding the facility. The academic fieldwork coordinator then follows the process as developed by the department for establishing fieldwork education experiences within the geographic region. Because of the costs and time involved in establishing these unique fieldwork experiences, students pursuing this option will not be allowed to petition for changes once the fieldwork contract 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 the reservation. If the student is not satisfied with the decision made by the fieldwork committee, he/she may request to appeal the decision and meet with the departmental faculty in person. Other appeals follow the normal UND School of Medicine and Health Sciences channels.

Choosing Level II Fieldwork Placements:

The academic fieldwork coordinator meets with all of the Year I students in the late fall or early spring semester of their first year. At that time, the coordinator describes the purposes of the fieldwork experience and presents guidelines to assist students in making their fieldwork choices.

A second meeting with the Year I OT students is scheduled to plan the process for selecting Level II fieldwork experiences. A lottery method is used to give equal opportunity for all students to choose fieldwork experiences. At this meeting, each student's name will be drawn; the student who is number one will have first choice of the facility he/she selected and so forth, down the list of students.

Questions regarding the process of choosing fieldworks are once again addressed and students have the opportunity to meet with the academic fieldwork coordinator for a one hour time period to be shared among 6 – 10 students. During this time period, students will have an opportunity to read fieldwork information and to ask the coordinator pertinent questions. Fieldwork information on Blackboard contains specific information regarding the types of learning experiences available at each facility. Before putting fieldwork choices in writing, all students are expected to view the fieldwork information located in Blackboard regarding chosen centers.

Once all students have met with their AFWC in small groups, students will meet with one of the AFWC individually, in order of their lottery number, for a 15 – 20 minute time period to make their fieldwork selections. Each student will bring a completed form detailing their top three choices for each of their required fieldwork experiences and will be prepared to provide a rationale for their fieldwork choice, using the fieldwork reflection worksheets provided to them. During this meeting, the AFWC will assist the student to carefully select the fieldwork setting which is a best fit for the student's career interests. After each group of 10 students has selected their fieldwork choices, the AFWC will post the choices made, so that students with higher lottery numbers are aware of remaining fieldwork options.

After all students in the cohort have made their fieldwork selections, the data is entered into the UND fieldwork data base and an official fieldwork request form is generated for each student. Students are advised to carefully review the information on the form and then sign if in agreement. The AFWC also signs the form, and it is sent to the fieldwork site as an official record of the fieldwork site request. If the facility can accommodate the student, the site fieldwork coordinator signs the facility request form, verifying that the fieldwork educator who will be assigned to the student has at least one year of experience as an OTR and is adequately prepared for the position. Once the form is signed by all parties (the facility representative, the AFWC and the student), the agreement is binding. Changes requested by the student can be made only by appeal to the fieldwork committee as described in the previous section. This must be completed at least three months prior to the level II experience.

It should be noted that although students may commit themselves to a fieldwork site at this time, they also may elect to delay making a choice. This will allow them to complete more advanced study and/or observation at a site, prior to commitment. Many fieldwork sites also have reservations about accepting students until the student completes an interview or spends time visiting the site. Through this process the OT personnel at the facility can determine whether the student can meet facility expectations. Any student already scheduled for a Level II fieldwork might also determine, through completing observation, that a particular site does not meet his/her educational goals and initiate the process to initiate a change, if desired.

Currently, many fieldwork facilities are requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. It is the responsibility of the student to check facility information to ensure that requirements for both Level I and Level II fieldwork have been

met. In addition, each student will review site contracts for his/her assigned facility to ensure that he/she is aware of and responsible to meet all facility pre-requisites. The University of North Dakota Occupational Therapy Department is not responsible for ensuring that students meet facility requirements nor is the department a clearing house for these records.

Level II Placement Restrictions:

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

Changing Level II Fieldwork Experiences:

Once the student has signed a fieldwork request form indicating his/her 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 fieldwork committee in the following manner:

1. Students will write a letter to the committee 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 his/her educational goals. The student should also provide information as to the process he/she 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 his/her educational goals.

All requests for change must be received by the fieldwork petition committee 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.

Faculty or the fieldwork committee will review both the student's past performance in the OT program as well as any extenuating circumstances surrounding the request.

2. The fieldwork petition committee, which consists of the chairperson of the Occupational Therapy Department along with up to two representatives from the fieldwork agencies, will consider the request and inform the student in writing of their decision.
3. If the petition is approved, 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 a fieldwork experience matching his/her educational goals. If the student is requesting a fieldwork outside of the geographic region, all policies and procedures involved in establishing such fieldwork will be observed.

Evaluation and grades for Level II Fieldwork:

Each student is expected to complete six (6) months of fieldwork, three (3) months in neuromusculoskeletal and movement related functions and three (3) months in mental functions. Students will be evaluated by their fieldwork educator using the AOTA Fieldwork Performance Evaluation (FWPE) at both midterm (end of week 6) and final (end of week 12). In order to pass

each fieldwork, the student must receive the minimum passing score on the FWPE. A student will not receive a grade in the fieldwork courses until the FWPE and the Student Evaluation of Fieldwork (SEFW) are received by the University of North Dakota OT Department AFWC. In addition, all additional assignments for the fieldwork course must be met before the AFWC assigned to the fieldwork course assigns a grade for the course and the Registrar's Office updates the student's transcript.

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

Student Initiated Withdrawal: Students are able to take an incomplete in the course only if withdrawal occurs within the first three weeks of the course.

Terminated Passing: In this situation, the student, fieldwork educator and University of North Dakota academic fieldwork coordinator agree that the student is unable to perform to his/her potential due to a mismatch of student and facility. Students may choose to withdraw from the fieldwork site at any point up until midterm. If they withdraw within three weeks of the fieldwork start date, they may take an incomplete in the course and be re-scheduled at another facility when available. After three weeks the withdrawal will be reflected on the student transcript as a withdrawal (w) for the course and the student must re-register and pay tuition for the course. Students may withdraw from a fieldwork course only once; the second registration in a given fieldwork course will culminate in a grade.

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

Terminated Failing: The student is not meeting competencies and receives a non-satisfactory (failing) mid-term evaluation. At this point, the fieldwork facility may enter into an agreement of remediation with the student to rectify the deficiencies identified. However, the fieldwork facility may terminate, at any time, a student whose performance is not meeting competency or threatens the clients' treatment or safety.

If a student is terminated and/or receives a failing evaluation, the student is subject to termination from the professional program, and must petition the faculty to remain in the program. Upon unanimous affirmation by the faculty, the student is allowed to remain in the program on academic probation. If unanimous affirmation through a formal vote by the faculty is not received, the student will be terminated from the professional program and his/her registration cancelled. This decision may be appealed by the student according to the appeal policies of the School of Medicine and Health Sciences and/or the University. (Also see the departmental "Student Probation and Dismissal" policies described earlier in this manual.)

FIELDWORK RESPONSIBILITIES:
DEPARTMENT, FIELDWORK FACILITIES, AND STUDENT

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

UND Occupational Therapy Department Responsibilities

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

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

Fieldwork Facility Responsibilities

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

Student Responsibilities

1. Professional behavior begins in the classroom. The student will demonstrate professional judgment in all didactic activities by:

- (a) being prepared for class, paying attention and participating with relevant material in class discussion
- (b) showing respect for the instructor and guest lecturers

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

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

Revised: 2021

DOCTORAL EXPERIENTIAL PLACEMENT POLICIES AND PROCEDURES

Please refer to the full Doctoral Experiential Manual for further detail.

Overview

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

Length: The required length of the Doctoral Experiential Placement 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).

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

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

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

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

IS/SP Culminating Project: In conjunction with the Doctoral Experiential Placement, students will complete a culminating project that relates theory to practice and demonstrates synthesis of in-depth advanced knowledge in a practice area. The culminating project will be consistent with the student's individualized learning objectives noted on the Doctoral Experiential Memorandum of Understanding. The IS/SP Culminating Project can take one of the following dissemination type: 1) Case study, 2) Program Development/Modification, 3) Course Development, 4) Advocacy Via Professional Journal or Agency Level, and 5) Research Report. Students under the direction of their faculty mentor will submit a Topic Proposal to the graduate school prior to beginning the IS/SP Culminating Project.

IS/SP Culminating Projects can be completed in pairs; however must still reflect each student's individualized goals and objectives indicated on the Doctoral Experiential Memorandum of Understanding. For example, two students may complete the Doctoral Experiential Placement at the same site, but each would have their own learning goals and objectives. Based upon the goals and objectives and discussion with the site, the students may collaborate on an IS/SP Culminating Project. In addition, two students may be completing a clinical practice skill Doctoral Experiential Placement at two different sites and collaborate on the IS/SP Culminating project if it reflects both students Doctoral Experiential Memorandum of Understanding.

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

Dissemination of IS/SP Culminating Project: Students will present the culminating project to the site upon completion of the project. Presentation style will be based on site preference. Additionally, as a part of the doctorate program at UND, students are expected to present their

scholarly work in a professional forum. At minimum, students are required to present at oral comprehensive exams and prepare a handout that is in a professional poster format for the Occupational Therapy Department oral comprehensive examination and continuing education event held at the University of North Dakota. Students are further encouraged to disseminate findings through state or national presentations or publications.

Financial Obligations and Doctoral Experiential Placement:

The professional program at the University of North Dakota can be completed in eight semesters, which includes six months of fieldwork experience and 4 months of the doctoral experiential placement. Students enroll and pay tuition for the doctoral experiential placement for a total of 16 credits. Although students may not be on campus during the doctoral experiential placement period, the cost to the University for the doctoral experiential placement portion of the Occupational Therapy Program includes faculty time, secretarial help, liability insurance, telephone, paper and mailing costs, travel expenses for faculty to visit the facilities regularly and for attendance at regional and national occupational therapy meetings pertaining to education.

Students are responsible for associated travel expenses and living arrangements.

PROFESSIONAL ORGANIZATIONS

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

The American Occupational Therapy Association (AOTA)

<http://www.aota.org/>

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

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

State Organizations

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

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

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

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

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

Pi Theta Epsilon

PTE is the occupational therapy honor society. Students eligible for membership must have completed the second 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.

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.

APPENDIX

OCCUPATIONAL THERAPY CODE OF ETHICS (2015)

PREAMBLE

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

CORE VALUES

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

PRINCIPLES AND STANDARDS OF CONDUCT

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

BENEFICENCE

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

NONMALEFICENCE

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

AUTONOMY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.

- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

JUSTICE

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.

- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

VERACITY

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

FIDELITY

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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Ethics Commission (EC)

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Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17–S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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Citation. American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3).

**STUDENT EVALUATION IN OCCUPATIONAL THERAPY
AND
PROFESSIONAL DEVELOPMENT PORTFOLIO**

Threading the Professional Development Portfolio Through the OTD Curriculum

Professional Development Portfolio

Creating a Professional Development Portfolio can serve as a valuable tool as you progress through the academic coursework and into entry-level practice. The habits you establish now in keeping your plan current will better prepare you in the future when you are a busy practitioner. The portfolio will be established in the first semester and will be embedded throughout the OTD curriculum. The purpose of the Professional Development Portfolio is two-fold: (1) to assist in tracking your professional development from professional student to entry-level practitioner; and (2) create habits of tracking and maintaining your documentation of professional involvement. The portfolio will contain your professional development plan along with appendices that include your semester evaluations, level I and II fieldwork evaluations, and your Doctoral Experiential Placement documentation.

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

Professional Development Plan

A professional development plan is an effective way to outline identified needs, set parameters, and establish goals. Tipton (2017, p. 17-18) provides several strategies for determining what you will include on your personal and professional growth plan. This plan will follow you throughout the course of your OT education. It will be updated and revised each semester based on the following:

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

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

Introduction to Self

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

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

Part one is the completion of your semester evaluation paper by responding to the prompts. Please refer to the Semester-by-Semester Evaluation Information for specific prompts for writing your paper each semester. Before you answer the semester evaluation questions, you will internally reflect on the curricular threads, macro-concepts, and the broad ability-based outcomes to consider current performance and areas of growth. In your paper, you will identify which areas are most in need of improvement at this time. You will describe the specific issue needing improvement and why it is important to you, including how you generally act in these areas.

Part Two – Goal Setting (15 points)

Part two is your opportunity to create personal goals for yourself reflecting the areas you identified in part one as areas in which you want to improve. We anticipate you will have approximately 3-5 goals that are being addressed at any given time. It would be helpful to have goals that you can target for next semester and goals for a few semesters in the future. Starting in semester two you will complete goal reflection, which is part three.

Part Three – Goal Reflection (5 points)

Part three involves the reflection on your previously set goals. After reflecting and completing the semester evaluation paper, update your progress on the goals you previously identified and are working on by completing column 4 of the goal table. Please indicate when your goal has been met including a date. Semester 8 goals should be related to future practice. In Semester 1 students will receive ten free points as goal reflection is not possible until Semester 2.

Professional Development Portfolio Appendices

The appendices of your portfolio will be as follows:

Appendix A. Documentation of Student/Advisor Meetings

Each semester you will meet with your academic advisor for the purpose of ongoing student evaluation. A week prior to the meeting you will have completed Part 1, 2 and 3 of your Professional Development Plan and uploaded the materials to your Blackboard Portfolio site. At the meeting, you will review your full portfolio with your advisor. Your advisor will share with you comments from other faculty. With your advisor, you write a brief summary of the meeting on your semester evaluation form. Your advisor will also share with you the grading rubric used to score your performance on your professional development plan. At the conclusion of the meeting, your advisor will give both the rubric and the evaluation form to support staff who will place a copy of both forms in your mailbox within one week. The student will upload a copy of the evaluation form and rubric to his/her portfolio. Support staff will also provide a copy of the grading rubric to the designated course instructor.

Appendix B. Documentation of Level I Student Performance

During semesters one, two, four, and five, you will be completing Level I fieldworks in practice settings that match the semester content focus. Semester one Level I fieldwork will occur across the 16-week semester, whereas the other three Level I fieldworks will occur as one-week block placements. 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 your Professional Development Portfolio.

Appendix C. Documentation of Level II Student Performance

During semesters six and seven, you will be completing Level II fieldworks, consisting of 12 weeks each for a total of 24 weeks of full time Level II fieldwork. During each experience, an on-site fieldwork educator will evaluate and provide feedback to you on your performance related to the objectives of the fieldwork. You will be evaluated at midterm and final during each experience. A copy of the evaluations will be uploaded to your Professional Development Portfolio.

Appendix D. Documentation of Experiential Student Performance

During semester eight, you will be completing your 14-week doctoral experiential placement. During your experience, an on-site supervisor and/or your faculty advisor will evaluate and provide feedback to you on your performance related to your objectives for your placement. You will be evaluated at midterm and final. The evaluations will be uploaded to your Professional Development Portfolio.

Appendix E. Documentation of Professional Engagement

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

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

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

Tipton, David. (2017). Personal and Professional Growth for HealthCare Professionals. Jones and Bartlett Learning

Professional Development Portfolio Template
(Also located on Blackboard)
Table of Contents for your
Professional Development Portfolio

Introduction of self.....	
Part One: Semester Evaluation Paper	
Part Two: Goal Setting	
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Goal Setting Template

Name:

Date Established:

Date Revised:

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

(example) Part 2: Goal Setting

Name:

Date Established: 11.11.2019

Date Revised: 04.20.2020

Color-Code:

Yellow highlight – Goal met

Goals and related Broad Ability-Based Outcome (include date established).	Strategies to meet the goal. (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress (Semesters 2-8 provide a statement on progress and include a date.) Indicate when goal is met.
Semester 1 Goals			
I will become confident with all areas of the OT process (evaluation, intervention, and outcomes). Written on 11.11.2019	I will perform the OT process at least 25 times in order to become comfortable and confident in my abilities with this process.	After each completion of the OT process (with a client, case study, during fieldwork, on a classmate, etc.), I will reflect on my performance by recalling and journaling about the things I did well and the things that did not go well. This will help me to identify areas which need improvement as well as aspects that are going well.	During this semester (semester 2), we have been learning about the evaluation process. Thus far in my academic career, I have performed six assessments on "clients" not including my classmates: three occupational profile assessments (OSA, COSA, and COPM), two cognitive based assessments (Short Blessed Test and Menu Task), and one motor function assessment (UE

			functional AROM). Following administration of these assessments, I have also completed thorough write up reports to meet class requirements. Therefore, I have started to work towards this goal, but this goal is still not met at this time. Written on 04.20.2020
I will improve my therapeutic listening skills, specifically during the evaluation process, by refraining from thinking of responses while my client is speaking. Written on 11.11.2019	I will actively stop and correct myself if I notice that I am thinking about a response while my client is talking.	I will complete an interview 15 times, focusing on active listening, and refraining from thinking of responses while my client is speaking. I will be successful if I can complete the interview while actively listening the entire duration of the interview.	Through being conscious of this goal I have set for myself, I have actively corrected myself when I notice that I am thinking about a response in my head during general interactions with others. Thus far, I have completed three occupational profile interviews with "clients" other than my classmates. I have used active listening skills and refrained from thinking of responses each time. Therefore, I am 1/5 of the way towards meeting my goal. Written on 04.20.2020

<p>I will expand and strengthen my professional engagement by participating in as many events related to professional engagement and growth as possible.</p> <p>Written on 11.11.2019</p>	<p>I will need to plan ahead and make time to attend events when they arise. I will need to prioritize the events and get other things done before hand so that I have "enough time" to attend the event.</p>	<p>I will be successful in this area if I attend as many events offered to OT students on campus related to professional engagement and growth as possible. Exceptions: time conflicts, previous commitments, illness</p>	<p>I believe that I have actively worked towards this goal this semester. I have become a mentor through the SOTA mentorship program, I was inducted into PTE, and I started to attend Roundtable events this semester. I have also attended various speaker and in-service events as well. With that being said, I believe that this goal is one that will be life long and cannot be achieved in one semester, therefore I am deciding that I have not yet met this goal at this time.</p> <p>Written on 04.20.2020</p>
<p>I will attend an AOTA conference at least one time while I am a student.</p> <p>Written on 11.11.2019</p>	<p>I am going to need information about the AOTA conference from faculty and other students who have gone to the event or know about the event. I will need to plan ahead, which includes saving money in order to afford to go to the event.</p>	<p>My goal will be met once I attend an AOTA conference, thus I will measure my success by if I attend the event or not.</p>	<p>I have not met this goal at this time.</p> <p>Written on 04.20.2020</p>

<p>I will learn about cultures which are unfamiliar to me in order to become a culturally competent therapist. At the minimum, I will learn about one unfamiliar culture per semester.</p> <p>Written on 11.11.2019</p>	<p>When I come in contact with others who are from a culture which I am unfamiliar with, I can ask them questions about their culture to gain information. If I know I am coming into contact with a person or client who is part of an unfamiliar culture, I can research their culture and educate myself prior to meeting them. Once I meet them, I can then ask questions about aspects of their culture that were confusing to me. If I don't have the opportunity to research a culture before meeting someone from a different culture, I can still do research after I meet them to continue to learn about their culture.</p>	<p>I will research, ask questions, and strive to understand one unfamiliar culture on a basic level each semester.</p>	<p>This semester I learned about the culture of individuals who have sustained a traumatic brain injury. In our OT439 course, we learned about TBI through independent study via the online learning module portion of the course. We also had the opportunity to listen a guest speaker whom sustained a TBI, hear his story, and learn how his occupational performance has been impacted since his injury. Before the speaker presentation, I brushed up on my knowledge and educated myself on TBI in order to be knowledgeable during the discussion. Therefore, I believe that I met this goal for this semester.</p> <p>Written on 04.20.2020</p>
Semester 2 Goals			

<p>I will be a leader in my class through being authentic, open and honest, and through leading by example.</p> <p>Written on 04.20.2020</p>	<p>I will need to self reflect weekly in order to see if I am meeting my goal. During semester three, I will reflect once a week on my demonstration of leadership during the previous week. I will ask for peer feedback twice during the semester and I should receive faculty feedback once during my PDP meeting that semester as well.</p>	<p>I will need self feedback, peer feedback, and faculty feedback in order to measure if I have met my goal. I will rely on honesty through these three forms of feedback to determine if I am leading authentically and honestly by example.</p>	
<p>I will perform independent study during semester three to learn the Kawa Model by Dr. Iwama. We were not taught this model in our OT404 class in semester one, however I attended Dr. Iwama's presentation that PTE hosted and would like to learn about this model in order to apply it in my future practice.</p> <p>Written on 04.20.2020</p>	<p>I will need to reach out to faculty for resources that provide information on the Kawa model (preferably in a textbook that I already own). If not, I will need to reach out to faculty for free online and accurate resources about the Kawa model. And last resort, I will need to reach out to faculty about textbook options to purchase that will aid me in my self study of the Kawa model. I will also need to carve out intentional time during semester three for my independent study. I will need to study the principles of the model, the components of the model, and how it is to be used in practice.</p>	<p>First and foremost, I will initially measure my success by if I have completed my own self study of the Kawa model before the end of semester three or not. I will also measure my success by applying my new basic knowledge to at least five case studies that we receive in class or from the Lowenstein and Halloran Case Study textbook to further apply my knowledge.</p>	

Professional Development Plan Rubric

Student Name:

Semester:

Faculty Advisor:

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

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

Semester-by-Semester Evaluation Information

Semester One: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the concepts and related outcomes in semester one. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement
 - *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.*

- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

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

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You will develop your initial personal and professional development plan in OT 405. Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During semester 1, the emphasis has been on stage 1 of the learning process, understanding foundational concepts inherent to the profession of occupational therapy, and more specifically the foundations of the Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using the following questions:

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, the therapeutic relationship, and understanding contexts for practice.
 - b. Describe your progress and potential growth areas for developing research skills.
-

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?
- c. What is your understanding of the impact of culture on occupational engagement?

Professional Identity and Collaboration:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Two: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the concepts in semester two. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

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

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You have developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 441. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During semester 2, the emphasis has been on the transition from stage 1 of the learning process, understanding foundational concepts inherent to the profession of occupational therapy, to stage 2, critical thinking about occupation and applying foundational concepts to the OT process. Evaluation is the primary emphasis of the OT process in this semester. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. Please see the attached specific learning objectives. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

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.
-

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?
-

Professional Identity and Collaboration:

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

Innovative and Intentional Leadership:

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.

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Three: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the concepts in semester three. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement
 - *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.*
 - Intraprofessional/Interprofessional

- *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 1, Semester 3 (Summer)
Transition to Critical Thinking about Occupational Performance

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You have developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 444. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During semester 3, the emphasis has been on stage 2 of the learning process: critical thinking. It is here that you are asked to continue to engage in critically thinking about occupational performance. The primary emphasis of this semester is completing the evaluation portion of the OT process and beginning to engage in intervention. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using the following questions:

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 with regard to the therapeutic use of self?
-

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.
-

Professional Identity and Collaboration:

- a. Describe how you have applied occupational performance theories 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 behaviors.
- c. What progress have you made in engaging in professional organizations and associated activities at a campus, state, and national level?
-

Innovative and Intentional Leadership:

Reflecting on your leadership goals, what progress have you made toward reaching these goals? How do these relate to your knowledge regarding leadership in groups?

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Four: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester four. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations.*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 2, Semester 4 (Fall)
Critical Thinking about Occupational Performance: Intervention

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 502. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During semester 4, the emphasis continues in stage 2 of the learning process: critical thinking. In this semester, the focus of study transitions from evaluation to the intervention component of the OT process. It is here you apply interventions in the areas of mental functions as well as neuromusculoskeletal and movement functions. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

Art and Science of Occupational Therapy:

- a. As you begin your trajectory to developing your experiential experience what areas of professional reasoning, theory application, and research are you most competent in and what areas do you need to continue to develop?
 - b. In neuromusculoskeletal and movement related interviews and mental functions in what areas are you most competent and in what areas do you need to continue to develop?
-

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.
-

Professional Identity and Collaboration:

- a. Describe your understanding of occupation in intervention.
- b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
- c. How have you begun engaging in professional organizations and associated activities at a campus, state, and national level? What goal do you have for increasing your professional engagement?
-

Innovative and Intentional Leadership:

- a. Describe an opportunity where you either engaged in advocacy or could have engaged in advocacy.
- b. What skills do you hope to continue to develop for the role of manager?
-

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Five: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Board Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester five. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations.*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 2, Semester 5 (Spring)
Critical Thinking about Occupational Performance: Continued Emphasis on Intervention

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 510. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During semester 5, the emphasis continues in stage 2 of the learning process: critical thinking. In this semester, the focus of study remains on the intervention component of the OT process. It is here you apply interventions in the areas of sensory functions as applied to occupational performance as well as community based practice interventions. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

Art and Science of Occupational Therapy:

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

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 this semester. What challenges do you continue to address?
-

Professional Identity and Collaboration:

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

Innovative and Intentional Leadership:

Describe how you will be innovative in your Level II fieldwork and experiential semesters.

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Six: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester six. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations.*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 2, Semester 6 (Summer)
Critical Thinking about Occupational Performance: Engaging in Entry-Level Practice

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 518. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. During this semester, you will meet with your Occupational Therapy Department Experiential Advisor either in person or via alternative technologies.

During semester 6, the emphasis continues in stage 2 of the learning process: critical thinking. In this semester, you are engaged in your first Level II fieldwork along with an Advanced Integration course. You are again asked to respond to progress you are making in each thread: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

Art and Science of Occupational Therapy:

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

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.

Professional Identity and Collaboration:

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

Innovative and Intentional Leadership:

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

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Seven: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester seven. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

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

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 as part of OT 520. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. During this semester, you will meet with your Occupational Therapy Department Experiential Advisor either in person or via alternative technologies.

During semester 7, the student is transitioning to stage 3—synthesis, where students use critical thinking for innovative practice, becoming agents of change. In this semester, you are engaged in your second Level II fieldwork along with an Advanced Integration course. You are again asked to respond to progress you are making in each thread: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

Art and Science of Occupational Therapy:

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

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.
-

Professional Identity and Collaboration:

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

Innovative and Intentional Leadership:

Describe one way that you have been innovative during your Level II fieldwork.

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Eight: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Board Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester eight. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

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

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 594. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. Performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. During this semester, you will meet with your Occupational Therapy Department Experiential Advisor either in person or via alternative technologies.

During semester 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 Experiential Placement. This is your final self-evaluation and we ask that you reflect on how you have achieved the objectives associated with each curriculum thread. It is also an opportunity for you to update your Professional Development Portfolio for the first year of practice *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

Art and Science of Occupational Therapy:

Describe your progress on each objective related to the thread. Do you have any feedback related to the Art and Science of Occupational Therapy and how it is addressed in the curriculum?

Diversity and Inclusive Participation:

Describe your progress on each objective related to the thread. Do you have any feedback related to the Diversity and Inclusive Participation and how it is addressed in the curriculum?

Professional Identity and Collaboration:

Describe your progress on each objective related to the thread. Do you have any feedback related to the Professional Identity and Collaboration and how it is addressed in the curriculum?

Innovative and Intentional Leadership:

Describe your progress on each objective related to the thread. Do you have any feedback related to the Innovative and Intentional Leadership and how it is addressed in the curriculum?

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Intervention Binders

Task: Upon the completion of each unit in an intervention course, Level I and Level II's, review for the interventions that were identified, discussed and observed. Either make a copy or put the description of the intervention into a binder.

Role: Your role as an OT is preparing for your Level II and subsequent entry level OT practice. This is the beginning of your 'tool chest' of interventions to develop and strengthen your skills for clinical practice.

Format: This is really your decision as far as organization. Some suggestions are:

1. Organize by practice area
 - Pediatrics
 - Adolescent Mental Health
 - Adult Mental Health
 - Adult Physical Disabilities
2. Organize by Occupations
 - ADLs
 - IADLs
 - Rest & Sleep
 - Education
 - Work
 - Leisure
 - Social Participation
3. Organize by Performance Skills
 - Motor skills
 - Process Skills
 - Social interaction skills
4. Organize by types of OT Interventions
 - Occupations and Activities
 - Preparatory Methods and Tasks Education and Training
 - Advocacy
 - Group Interventions

Student Fieldwork Readiness Form

Student Name: _____

Faculty Advisor: _____

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

Thread #3: Innovative and Intentional Leadership

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

Student demonstrates adequate progress in:

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

Thread #4: Diversity and Inclusive Participation

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

Student demonstrates adequate progress in:

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

Faculty Advisor Comments:

Student

Date

Faculty Advisor

Date

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

Request for Examination Date Change

TO: Janet S. Jedlicka, Chair
Occupational Therapy Department

FROM:

DATE:

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

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

<i>Course No.</i>	<i>Course Title</i>	<i>Instructor</i>
at the following _____ instead of		
<i>Date</i>	<i>Day</i>	<i>Hour(s)</i>
_____.		
<i>Date</i>	<i>Day</i>	<i>Hour(s)</i>

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

REASON:

SIGNATURE(S):

APPROVAL DISAPPROVAL

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

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

Occupational Therapy Writing Tips

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

Journal or Reflective Writing

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

In academia, reflective writing exercises are commonly used to facilitate the student's learning from educational or practical experiences. Writing about your experiences can help you develop and become more aware of the connections between what you already know and what you are learning. You become a more active and aware learner in the process. Examples of reflective writing in occupational therapy education include journal writing and reflection papers.

Reflective writing assignments are designed to facilitate personal reflection and, as such, are typically written in the first person. "I" statements are expected as the student takes ownership of his/her 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.

Fact Sheets & Handouts

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

When writing a fact sheet or handout, keep the writing brief, concise and to-the-point. Use at least a 12-point font, 1-inch margins and present related information in groups or 'chunks' using headings and bullets to separate content. Writing is in third person; verb tense is usually present tense since the information is usually assumed to be current, if not recent. Be sure to provide references for your information; include citations in text and complete references, if appropriate.

Technical Writing in the Profession

Technical writing in the profession refers to the writing of reports of varying sizes and purposes to communicate the occupational therapist's actions or perspective. Whenever you are using your professional skills as an occupational therapist, you can expect to be documenting what

you are doing as part of the clinical documentation required in the practice setting. In each case, to convey the message that occupational therapy is a highly skilled profession and your services are important to the client and the facility, your writing needs to demonstrate a high degree of professionalism.

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

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

Scholarly Writing (Research Papers)

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

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

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

Last updated: 08/08/2019

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