University of Central Arkansas

Occupational Therapy
Student Handbook

Class of 2017
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The Occupational Therapy faculty and staff of the University of Central Arkansas welcome you to the Masters of Occupational Therapy Program. We extend congratulations to you for being accepted into the program, and believe that your experiences here will be both productive and satisfying.

This handbook is intended to help you progress through the educational program by providing information you will need to know about the courses, schedules, fieldwork, other requirements, and related activities. You should read the manual carefully; it contains information you will need throughout the academic program. Please retain it with your records, as you will be expected to comply with its contents throughout your occupational therapy studies.

We wish you much success in your academic and career pursuits and hope that you will contribute, by your enthusiasm and high achievement, to the quality of the Occupational Therapy Program at the University of Central Arkansas as well as to the occupational therapy profession.

FACULTY

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Veronica T. Rowe, MS, OTR
Brittany Saviers, MS, OTR
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FIELDWORK ASSISTANT
Lynn Baker, BA, MEd

ADMINISTRATIVE SPECIALISTS
Donita Hurley
Donna Ruth, BA
Welcome to a new adventure in life!!!

Within the next 2 years, you will make the transition from student to professional. The faculty of the Occupational Therapy Department strives to design quality, graduate level learning experiences to prepare you for a professional career. Becoming a professional means more than attaining additional knowledge, it also means developing the behaviors and persona expected of a professional practitioner. We are pleased to have the opportunity to enable you to meet these goals.

The purpose of this handbook is to assist you in becoming familiar with the policies and procedures of the Occupational Therapy Department, and to gain a better understanding of the curriculum and your participation in it. It specifically outlines the mission of the occupational therapy program, the faculty and their roles, your academic and professional responsibilities, our responsibilities to you, and other information to help make your educational experience a successful one. Do not hesitate to ask questions of the faculty; open communication is encouraged in order to maximize your learning opportunities. Our goal is to offer a program that is challenging, and one that will prepare you to competently provide occupational therapy services within a rapidly changing service delivery environment. The faculty and staff welcome you. We look forward to working with you over the next two years!

MISSION STATEMENT

The mission of the entry-level graduate occupational therapy program at the University of Central Arkansas is to educate practitioners competent and skilled in providing occupational therapy services to individuals and populations who are limited by physical or psychosocial situations that compromise independence and wellness. Graduates are prepared to practice in a variety of service delivery models, and to develop productive interpersonal and therapeutic relationships with clients, families, organizations, and other health and human service professionals. In addition, the department’s mission includes facilitating the continued professional growth of practicing occupational therapists through both graduate study and continuing education opportunities.

The program is committed to promoting student awareness and appreciation of different cultural and social value systems. Student sensitivity is cultivated through the improved awareness of self and appreciation of diversity among client populations. The program seeks to instill in students a sense of self direction, discernment, and a desire to assume active responsibility for learning, professional growth, and change.

In addition to educating competent practitioners, the program strives to have a strong positive influence on the Occupational Therapy profession throughout the state and region, by assisting in the development of new knowledge in the science of occupation and in conducting and disseminating research that establishes the efficacy of occupational therapy services.
PHILOSOPHY

Occupational Therapy Defined
Occupational therapy is based on the belief that the need to engage in occupation is innate and is related to survival, health, well-being, and life satisfaction. Occupational therapy, therefore, is a profession whose focus is to enable a person, group of persons, or community access and participation in activities that are meaningful, purposeful, and relevant to their lives, roles, and sense of well-being (AOTA, 2002). Occupation is both the primary form of intervention (means) and the desired goal of intervention (end) (Trombly, 1995).

Beliefs about Humans
Humans are complex beings dynamically interacting within a variety of contexts such as physical, social, temporal, cultural, psychological, spiritual, and virtual environments to evolve, change, and adapt to their highest potential. Each person possesses unique personal characteristics and experiences (e.g., genetic disposition, interests, values, beliefs, goals, abilities, skills, needs, and background/cultural environments). These characteristics and experiences may enable or interfere with a person’s ability to perform chosen occupations.

How Humans Learn
Successful learning is predicated on the learner and educator assuming joint responsibility for the educational experience. The potential for learning is enhanced through a developmental process in which the learner and the facilitator collaborate on establishing and evaluating goals, processes, and outcomes. Further, effective and progressive learning, from knowledge acquisition through synthesis, occurs via multidimensional instructional strategies that build on prior knowledge and experience. These strategies include didactic instruction, experiential learning, critical thinking and reasoning, problem-based learning and self-reflection (AOTA, 2007).

The Philosophy Personified
It is the intent of the program that graduates from the University of Central Arkansas Department of Occupational Therapy will use the power of occupation as their primary method of evaluation, intervention, and health promotion (AOTA, 2007).

PROGRAM GOALS

Overarching Student Outcome
Graduates will have a solid foundation in the history and trends of the profession and will value the use of occupation as means and ends to improve the quality of the client’s participation in work, play/leisure, activities of daily living, instrumental activities of daily living, and social participation.

Specifically, program graduates will:

1. Demonstrate behaviors consistent with the Core Values and Attitudes of Occupational Therapy Practice within all professional relationships.
2. Demonstrate understanding of the history of the profession, its present and future potential.

3. Consistently utilize a client-centered and occupation based approach in the provision of occupational therapy services.

4. Identify needs for occupational therapy services among individuals, groups, organizations or populations.

5. Implement the Occupational Therapy Process to clients across the lifespan and in a variety of practice settings utilizing evidence-based approaches, and appropriate application of occupational therapy theories and frames of reference.

6. Collaborate with families and other team members to assure that interventions are holistic and relevant.

7. Accurately and promptly document interventions according to organizational and regulatory policies and requirements.

8. Analyze the health care system environment, identify issues that impact practice and client health and well-being, and advocate in appropriate venues for both the profession and its clients.

9. Utilize technologies and other resources to support practice, research, and service.

10. Maintain professional competency in relation to the scope of the occupational therapy profession as well as in their specific practice area.

11. Understand the role of the OTA in service delivery; supervise and appropriately delegate tasks to OTAs and other support personnel.

12. Recognize the need for continuing competency, and seek learning experiences that will assure competency throughout their professional lives.

13. Comply with all aspects of the Occupational Therapy Code of Ethics and jurisdictional practice requirements.
ACADEMIC ISSUES

Academic Advisement
Each student has been assigned a faculty advisor who will meet with his/her advisees regularly for the purpose of discussing the student’s progress through the program. Course-related concerns should be discussed with the instructor(s) of each course. Each faculty maintains office hours, which are posted on office doors; you are encouraged to make appointments during these times.

Faculty Roles and Responsibilities
Occupational therapy faculty members are well qualified, with extensive practice experience as well as academic credentials to support their educational and teaching roles. In addition to their instructional duties, they are actively engaged in departmental, university, community, and national service activities. Moreover, faculty members have research agendas which support the development of new knowledge in the discipline.

Accreditation, Certification and Practice Eligibility
The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Accreditation assures that graduates meet the educational eligibility requirements for state licensure and national certification. In order to be licensed to practice occupational therapy in Arkansas, therapists must pass the certification examination currently administered by the National Board for Certification in Occupational Therapy. Licensing of occupational therapists in Arkansas falls under the auspices of the Arkansas State Medical Board.

<table>
<thead>
<tr>
<th>ACOTE</th>
<th>NBCOT</th>
<th>Arkansas State Medical Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>4720 Montgomery Lane</td>
<td>12 S. Summit Ave., Ste. 100</td>
<td>1401 West Capitol Ave., Ste. 340</td>
</tr>
<tr>
<td>Suite 200</td>
<td>Gaithersburg, MD 20877-4150</td>
<td>Little Rock, AR 72201-2936</td>
</tr>
<tr>
<td>Bethesda, MD 20814-3449</td>
<td>Phone: (301) 990-7979</td>
<td>Phone (501) 296-1802</td>
</tr>
<tr>
<td>Phone: (301) 652-AOTA</td>
<td>Fax: (301) 869-8492</td>
<td><a href="http://www.armedicalboard.org">www.armedicalboard.org</a></td>
</tr>
</tbody>
</table>

A felony conviction may adversely affect an individual’s eligibility for certification as an occupational therapist. Individuals with a felony conviction are urged to immediately contact the National Board for Certification in Occupational Therapy (NBCOT) for regulations regarding your specific circumstance, and procedures to follow to determine your eligibility to practice. All requests for early determination of practice eligibility are held in strictest confidence by the NBCOT.

Teacher/Learner Responsibilities
As the occupational therapy student, it is your responsibility to assure that you receive maximum benefit from the learning experiences provided. Since this is a graduate professional program, students are expected to be self-directed learners, and to take responsibility for their own learning experiences. There will be many occasions in which professors will not simply provide answers to your questions, but will direct you to discover the answers yourself through scholarly exploration. The discipline of self-directed learning is an essential component of independent occupational therapy practice; best practice in occupational therapy requires that therapists possess intellectual curiosity, and that they continue developing new knowledge and skills throughout their
professional careers. It is important for the individual learner to recognize that progression through this program will assist in developing foundational knowledge for occupational therapy practice. It will constitute the beginning of your education, not the completion of your education.

It is the responsibility of the faculty to assist you in developing your abilities to find answers to your questions, and to understand how to determine the nature of best occupational therapy practice. Moreover, it is the faculty’s responsibility to assist you in developing your clinical/critical reasoning abilities so that you will be able to discern best practice in addressing the occupational needs of your clients.

**Academic Integrity**

Behavioral choices of occupational therapists, including occupational therapy students, must be guided by the Code of Ethics of the American Occupational Therapy Association. Moreover, all UCA students are expected to abide by the rules and regulations of the university as outlined in the UCA Student Handbook. You are encouraged to carefully review the AOTA Code of Ethics and Ethics (2015) at http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf. Any form of academic misconduct is viewed very seriously by the faculty in the Occupational Therapy Department. The public’s trust in you as a practitioner in health care requires behavior that is above reproach. Acceptance of that responsibility as a student is an essential component of your development as an ethical practitioner. Furthermore, you should know that at the present time the program is required to report any disciplinary action toward you during your education. Our program abides by the UCA Academic Integrity Policy.

As a guide for your personal behavior, you are strongly advised to refrain from any behavior that meets the definition of, or which gives the appearance of academic misconduct. Further, the AOTA Code of Ethics and Ethics Standards (2010) charges practitioners to report instances in which they observe occupational therapists or other professionals engaging in unethical behavior. It is therefore expected that you will report to your faculty advisor or the department chairperson any instances in which you observe unethical or academically dishonest behaviors. Failure to do so constitutes an ethical violation on your part.

**ACCOMMODATIONS**

The Disability Resource Center is located in suite 212 of the Student Health Center. The University of Central Arkansas seeks to be in compliance with both the spirit and letter of the law as stated in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Act Amendments of 2008 (ADAAA). The primary goal of the Disability Resource Center is to provide access to all programs and reasonable accommodations to qualified students. It is the responsibility of the student to notify the University of any disability or disabilities. In order to receive accommodations, students attending UCA must register with the Disability Resource Center. Refer to the UCA Student Handbook, visit the Disability Resource Center website at http://uca.edu/disability/ or call the Disability Resource Center at (501) 450-3613 for further information.

Occupational therapy practitioners are required to demonstrate competency while working under a
variety of conditions (noisy treatment areas, time restrictions, individuals with varying levels of physical abilities, etc.) and as such the UCA OT Program is responsible for preparing students to be proficient in all situations. Some requests for accommodations may interfere with the integrity of the course and/or program, therefore may not be deemed as reasonable.

ADVISING POLICIES AND PROCEDURES

Advising Policy
Each student is assigned a faculty advisor upon acceptance into the occupational therapy program. The advisor works with his/her advisees for the purpose of helping the student achieve educational and developmental goals. The advisor serves as a resource to:

1. Provide students with accurate information about academic progression and degree requirements.
2. Assist students in understanding academic policies and procedures.
3. Help students access campus resources that will enhance their ability to be academically successful.
4. Assist students in overcoming educational and personal issues that may affect students’ educational performance.
5. Identify systemic and personal conditions that may impede students’ academic achievement and develop appropriate interventions.
6. Review and use available data about students’ academic and educational needs, performance, aspirations and problems.
7. Increase student retention by providing a personal contact that students often need and request, thereby connecting them to the program/institution.
8. Develop professional behaviors expected of an occupational therapist.

Advisement Procedures
Each student meets with his/her assigned faculty advisor regularly for the purpose of discussing the student’s progress through the program. Advisors are required to meet with his/her advisees once a semester, but as a general rule the student and advisor meet more often as needs arise. Students are encouraged to seek assistance from their advisor.

If a faculty member or a student identifies an issue (e.g. professional behavior, extended illness, academic misconduct, personal issue) that needs to be addressed, the advisor is expected to develop a plan of action. The advisor serves as the liaison between the student and faculty.

Professional Behavior
Of particular importance to the occupational therapy profession, professional behavior is expected. All faculty, and in particular the students’ occupational therapy faculty advisor, will be mentoring the student as he/she develops the expected professional behaviors of an occupational therapist. At the end of each semester, the student will meet with his/her faculty advisor to review the results of the Attitude/Behavioral Check Sheet, an instrument designed to assess the students’
professional development. The Checklist is completed by the faculty advisor, incorporating input from all faculty members.
The Curriculum Model

ACTIVE LEARNER – Supports the Web

Didactic                 Self-Reflection
Doing                    P.B.L/Case Based
Critical Thinking        Service Learning
<table>
<thead>
<tr>
<th></th>
<th>Course Credits</th>
<th>Total Credit Hours</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHY 6323 Professional Foundations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OTHY 6402 Art &amp; Science of Occupation</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OTHY 6503 Applied Anatomy &amp; Kinesiology</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>OTHY 6317 Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHY 6404 Occupational Therapy Assessments</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>OTHY 6437 Conditions Influencing Occupational Performance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OTHY 6355 Applied Neuroscience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OTHY 6307 Theories in Occupational Therapy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OTHY 6102 Level I Fieldwork - Occupational Therapy Process</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Summer – Full Session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHY 6321 Administration &amp; Management</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>OTHY 6438 Evaluation and Intervention Planning</td>
<td>4</td>
<td>(or 8+ thesis credits if applicable)</td>
</tr>
<tr>
<td>OTHY 6190 Formative Competency Seminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>OTHY 6318 Research II <strong>OR</strong></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>OTHY 6175, 6275, 6375, or 6475 Thesis I <em>(Variable credits based on needs)</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHY 6510 Holistic Interventions – Birth to Young Adult</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>OTHY 6511 Holistic Interventions – Adult to End of Life</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>OTHY 6103 Level I Fieldwork – Evaluation &amp; Intervention</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>OTHY 6191 Summative Competency Seminar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>OTHY 6175, 6275, 6375, or 6475 - Thesis II <em>(Variable credits based on needs if you took Thesis I; Total thesis hours must equal 7 or more.)</em></td>
<td>Variable credit hours</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>OTHY 6651 Level II Fieldwork – Rotation I</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>OTHY 6V71* Level II Fieldwork – Rotation II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td>9</td>
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<tr>
<td>OTHY 6V71* Level II Fieldwork – Rotation II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>OTHY 6309 Population and Community Based Programming</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OTHY 6192 Transition to Occupational Therapy Practice</td>
<td>1</td>
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* A combination of OTHY 6171, 6271, 6371, 6471 or 6571 for a total of 6 hrs. Courses must be completed over the spring (typically 6171) and summer terms (typically a combination of 6271 and 6371).
You are now entering a professional community. This means that you will be developing the values, attitudes and behaviors of an occupational therapist, as well as gaining the knowledge and skills needed to become a qualified occupational therapy practitioner. While in classes or on fieldwork or community assignments, you are to communicate, through your language, behavior and appearance, respect for colleagues, instructors, clients, supervisors and the general public.

Professional Behavior
All faculty, and in particular your occupational therapy faculty advisor, will be mentoring you as you develop the expected professional behaviors of an occupational therapist. It is expected that as a student in this program that you will demonstrate professional and ethical behaviors at all times. On a regular basis, you will meet with your faculty advisor to review the results of the Attitude/Behavioral Check Sheet, an instrument designed to assess your professional development. The Checklist is completed by your advisor, incorporating input from all faculty members.

You will find information related to professional behavior and development in this handbook in the following locations:

1. Professional Behavior and Development
2. Advising Policies and Procedures
3. Academic Integrity
4. Level I and Level II Fieldwork Policies and Procedures
5. Appendix C: UCA Academic Integrity Policy
6. Appendix D: Attitude/Behavioral Check Sheet

In addition, you are expected to adhere to the following policies as they are enforced in the Department of Occupational Therapy:

1. Professional and Ethical Conduct Policy

Professional Activities
All occupational therapists are expected to engage in continuing professional development activities in order to assure their continued competency throughout their professional lives. Similarly, you will be expected to attend special presentations or to attend professional development workshops at various times throughout the educational program. These functions may occur on evenings or weekends, and may be required by one or more course instructors. This means that it may be necessary to occasionally alter your personal and/or work schedules in order to attend these professional activities. While there are usually significantly reduced rates for students to attend these activities, you are advised that you will be responsible for the registration fees associated with them.

Many students have found that attending the Annual Conference of the American Occupational Therapy Association is a wonderful opportunity to learn more about the profession and our professional organization. This conference is held each spring, in various cities in the U.S. While student rates apply, there are significant costs associated with this conference; planning ahead and
sharing expenses are recommended to enable students to attend this very worthwhile event.

In addition, the annual Student Conclave sponsored by AOTA, is a national meeting organized specifically for occupational therapy students. This meeting is held each fall, at various locations throughout the country.

Textbooks
Faculty members are careful to choose textbooks that are necessary for courses, and will serve as references well into the future. It is expected that you purchase and retain textbooks. Your textbooks will serve as excellent resources for fieldwork experiences and in your studies for the NBCOT national certification examination. Most textbooks required in this program are on the NBCOT list used to develop examination questions.

Professional Organization Membership
Membership and participation in professional organizations is important. The training and experience they provide are an invaluable part of becoming an occupational therapy professional. There are three organizations to which membership is required during the length of the program.

1. AOTA – American Occupational Therapy Association
2. SOTA – Student Occupational Therapy Association
3. AROTA – Arkansas Occupational Therapy Association

American Occupational Therapy Association (AOTA) membership is required prior to attending classes. AOTA is the national professional organization for occupational therapists. The Association of Student Delegates (ASD) is supported by the AOTA as the official organization for occupational therapy students. Membership in AOTA is essential for completion of some course requirements that necessitate access to the AOTA membership web site. Moreover, AOTA scholarships are limited to AOTA members. There are annual membership dues associated with membership. This entitles you to receive:

- The American Journal of Occupational Therapy
- O.T. Practice (online)
- All AOTA mailings
- Reduced fees for AOTA sponsored educational activities and publications
- Membership in the Student Delegate and eligibility to run for office and to vote for all candidates for office

Membership in the UCA Student Occupational Therapy Association (SOTA) is required. This group is sponsored by the Occupational Therapy Department.

Membership in the Arkansas Occupational Therapy Association (AROTA) our state professional organization is also required. As a participant in the occupational therapy program, students are usually required to attend the AROTA Fall Conferences. Membership in AROTA entitles members to reduced conference fees.

For more information about the purpose, activities and membership of the state and national organizations, please reference their web pages: [www.aota.org](http://www.aota.org) and [www.arota.org](http://www.arota.org).
Other Organizations

Pi Theta Epsilon
The mission of the Gamma Iota Chapter of Pi Theta Epsilon (PTE), the National Occupational Therapy Honor Society is to support the development of occupational science as well as the practice of occupational therapy through promotion of research and scholarly activities. The purposes of this organization are to 1) encourage and recognize scholastic excellence of occupational therapy program participants, 2) contribute to the advancement of the field, and 3) provide an avenue for participants to exchange information and engage in collaborative scholarly activities. To be eligible for membership, occupational therapy students must be in the top 35% of their occupational therapy class, have a grade point average of 3.5 or higher, have completed at least one academic semester, and have at least one semester remaining after initiation before leaving for Level II fieldwork placements.

Student Caucus for Diversity in Occupational Therapy (SCDOT)
The Student Caucus for Diversity in Occupational Therapy (SCDOT) was organized in 2007. The organization addresses the need for further increasing awareness about occupational therapy at the University of Central Arkansas, with a primary focus on increasing the diversity in each class in the occupational therapy program. The SCDOT considers diversity to include individuals from underrepresented ethnic groups, males, nontraditional students, international students, and geographically underrepresented student groups. In addition, the SCDOT identified the need to provide avenues for supporting such individuals in order to enhance retention and facilitate the matriculation process. Such support includes but is not limited to emotional, financial, academic, professional, and motivational.

In addition, the AOTA website is a resource for national multicultural occupational therapy networking groups.

Recruitment/Professional Activity
Each student is required to participate in at least one recruitment/professional activity while enrolled in the Occupational Therapy Program at the University of Central Arkansas. Completion of this activity is required for faculty approval for Level II fieldwork assignments. Your advisor will counsel you and approve appropriate recruitment/professional activities.

Class Attendance
The Occupational Therapy program is a full time program. Consistent and prompt class attendance is essential. The departmental attendance policy is as follows:

1. Instructor notification is expected (in advance) if a student will be late or will miss class.
2. Occupational therapy students are responsible for all missed learning material/experiences.
3. It is not possible to replicate lab experiences or exams; therefore, faculty members are not obligated to provide makeup learning experiences or exams.
4. There are no excused absences. However, personal injuries or serious illness will be considered on an individual basis.
5. If, for any reason, a program participant is absent from a course for more than the equivalent of two weeks, he/she will be automatically dropped from the course. (Note: This policy is not meant to imply an entitlement to miss up to two weeks of class; excessive tardiness or absences of less than the equivalent of two weeks may result in a
grade reduction in the course.)

Professional Appearance

First impressions are critical. It is important to inspire confidence in professional colleagues and clients. Therefore, students are expected to maintain an appearance and behavior that will convey a positive image of them, the program and the university. Further, students should be sensitive to differences among cultures, generations, and work environments as to what is acceptable attire and appearance. This means that attire in classes and practice settings may be required to be different from what one would wear in an outing with friends or family. You are expected to dress neatly and appear well groomed. Appropriate apparel is expected at all times.

Expected Site Visit/Practice Setting Apparel

• khaki slacks (Slacks should be well fitted. Baggy or tight fitting slacks are not acceptable. If slacks have belt loops, then a belt is required.) The waist band of the slacks should approximate the person’s waist.
• purple solid color polo shirt (tucked in)
• hose/socks
• closed toe, flat shoes
• name tag
• long hair pulled back (for safety)
• white lab coat (when applicable)

Please note: The purchase of purple solid color polo shirt and name tag will be coordinated through the Occupational Therapy Department.

DO NOT attend fieldwork or field trips with:

• long fingernails, bright nail polish
• heavy perfume
• excessive make up or jewelry
• chewing gum
• visible body piercing/jewelry
• visible tattoos

Failure to follow these guidelines will result in your being excused from the site/fieldwork location, with a 0 grade for the corresponding assignment or experience.

Classroom and Laboratory Apparel

Conservative classroom apparel is expected. While many classes are conducted in an informal environment, please refrain from wearing provocative attire in the classroom. Students may be required to wear conservative shorts and halter or bathing suit tops during specified laboratory sessions on campus (during manual muscle testing, etc.)
PROGRAM PROGRESSION POLICIES

Course Sequencing and Interruption of Studies
Accreditation of the program is based on a curriculum designed to prepare therapists for entry level practice. The UCA curriculum is based on a developmental progression of knowledge and skill acquisition. Therefore, progression in occupational therapy is contingent upon taking courses in the prescribed sequence. If a student is unable to complete a course in sequence for any reason a significant delay in program completion will likely result (usually 1 year). If a student should find it necessary to drop out of the program for reasons other than academic issues, her/his request for readmission will be considered on an individual basis and will be based on such factors as current academic status, availability of space in major courses, and the student’s written justification for readmission. The student must have successfully completed at least one full semester to be eligible for readmission; otherwise, the student will be required to reapply to the program. Furthermore, if a student drops out for more than one academic year, it may be necessary to repeat coursework (at the discretion of faculty) and to comply with new university and program policies with regard to degree requirements. This information should be sent to the student’s advisor who will present it to the faculty of the department for consideration.

Grades and Academic Probation
Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below C are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program.

All grades, once reported, remain a matter of permanent record and are used in calculating the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year from the time the grade was awarded.

Calculation of the graduate grade point average includes all residence course work attempted. No transfer credit grades are used to calculate the cumulative GPA.

A graduate student is expected to maintain a cumulative 3.00 average. A student whose cumulative grade point average is less than 3.00 is on academic probation. In the next semester or summer term in attendance, the student should achieve a cumulative 3.00 or at least show meaningful improvement towards a 3.00 GPA. If the cumulative 3.00 is not met or meaningful improvement shown, the student is ineligible to continue graduate studies at UCA.

A GPA of 3.00 or above is required for graduation. Up to six hours beyond the degree requirements can be used to meet this GPA, but all such hours must be approved by the student’s advisor.

The grade of X (incomplete) is given only if satisfactory completion of the remaining course requirements can result in a passing grade for that semester’s work. An X grade is not computed in the GPA. One calendar year is the maximum time limit for removal of an X grade except in independent study courses and theses. If one year passes and the X has not been removed, the grade is changed automatically to an F. An individual instructor may specify a shorter time period
for removal of an X. The instructor is required to state, in writing, the requirements for removing the grade of X at the time it is assigned. One copy of the requirement is to be given to the registrar, one to the student, and one to the department chair; one copy is retained by the instructor. Failure of the student to meet these requirements may result in the X becoming an F. A student may not re-enroll in a course for which an X is in effect. No student may be cleared for conferral of a graduate degree until all incomplete (X) grades have been removed.

Refer to the Graduate Bulletin for policies.

Academic Suspension
A student who earns a grade of D or F in any professional level or graduate course will be suspended from the program, and will not be permitted to enroll in further coursework in the professional curriculum. A suspended student may file a petition for reinstatement and appear before the Departmental Appeals Committee. The Appeals Committee consists of members of the Departmental Faculty. Decisions regarding reinstatement will be based on information provided in the written appeal, as well as observations of the individual’s performance and attendance while in the program. A student may apply for, and receive, reinstatement only once; a student suspended from the program a second time because of a D or F grade is ineligible for reinstatement. Further, a program participant who is suspended (earns a D or F) because of violation of the academic integrity policy is not eligible for reinstatement.

Note that Department of Occupational Therapy policy on Academic Suspension takes precedent over the Graduate School policy.

Appeal Procedures
Appeal procedures for graduate students related to grades, student educational records, academic policy/requirements, and professional program selection are outlined in the UCA Student Handbook.

GRADUATION POLICY

The master’s degree is required for entry as an occupational therapy practitioner. In order to be eligible to graduate with a Master of Science, you must complete all of the didactic and fieldwork coursework outlined in the curriculum sequence with the required cumulative GPA of 3.0. Additionally, you must meet all of the university requirements for graduation. Read the UCA Graduate Bulletin, visit the UCA website, and become familiar with the contents, requirements, and deadlines for the awarding of degrees. While the department makes every effort to ensure that students meet all requirements, you are ultimately responsible to determine if you have met all university requirements for graduation.

All candidates are required to make formal application for the graduate degree and graduation by the dates specified in the academic calendar. This is typically the first week in May for August graduation. Students not meeting this application deadline may have their graduation delayed by one semester. See the Graduate School website for the required graduation forms.
SCHOLARSHIPS

There are a variety of scholarships available to occupational therapy students. The department will make every effort to provide information regarding scholarship opportunities available as soon as it is received. This information is conveyed via class announcements. Below are scholarships students have received in the past. You are also encouraged to contact Financial Aid, the UCA Foundation, and research other potential outside sources.

- American Occupational Therapy Foundation Scholarship (AOTF)
- AMBUCS Scholars: Scholarships for Therapists.
- Arkansas Rehabilitation Association Scholarship
- Conway Regional Health Foundation
- AOTA E.K. Wise Scholarship
- SOTA Scholarship
HEALTH AND SAFETY

Working in a health care environment requires that certain measures be taken to protect the practitioner and his/her clients from serious communicable diseases, and to assure competence in responding to emergency health situations. To this end, students are required to provide annual documentation showing they are up to date with certain health and safety requirements. Additionally, since occupational therapists work with vulnerable populations, and are in positions of public trust, criminal background and other documentation is required. **NOTE:** Individuals who fail to complete and keep records current will not be allowed to continue in the program. Below is the list of requirements and deadlines:

- **Current TB Skin Test** (verification must be updated annually)
- **Hepatitis B Immunization** (submit evidence of immunization for Hepatitis B, a series of three immunizations. You must sign a waiver or submit to the first Hep B immunization by the first day of orientation. The first two immunizations are given 1 month apart; the final immunization is given 5 months after the second one. It should be noted that many health care facilities require Hep B immunizations for students and employees.)
- **CPR Certification for the Health Care Provider** (includes CPR and AED training for infants, children, and adults; certification good for one to two years depending on course; The American Red Cross or American Heart Association are recommended providers).
- **Criminal Background Checks**
- **Arkansas Child Maltreatment Central Registry**
- **Mandated Reporter**

All students are required to provide annual documentation of a TB skin test and maintain current CPR certification. Additionally, health cards and CPR certifications must be current throughout any and all fieldwork placements, service learning, field experience to name a few. The contracts we sign with sites specify that we maintain current records on our students. Therefore, students whose health cards and/or CPR certifications are due to expire prior to or during any given semester, must provide proof of update prior to the beginning of classes (not just before going out on one of these experiences). This means that at times, a student may need to update their information prior to the start of a term.

A special statement about OSHA Blood-borne Pathogens Standards:
“Because of the requirements of final regulations issued by the Occupational Safety and Health Administration governing employee exposure to blood-borne pathogens in the workplace under Section VI(b) of the Occupation Safety and Health Act of 1970, which regulations became effective March 6, 1992 (the “Regulations”), the School shall be responsible for compliance with the Regulations, including but not limited to responsibility as “the employer” to provide all employees with (a) information and training about the hazards associated with blood and other potentially infectious materials, (b) information and training about the protective measures to be taken to minimize the risk of occupational exposure to blood-borne pathogens, (c) training in the appropriate actions to take in an emergency involving exposure to blood and other potentially infectious materials, (d) information as to the reasons the employee should participate in hepatitis B vaccination and post-exposure evaluation and follow-up, (e) the maintenance of all employee records as required under the Regulations. The School shall make all records regarding its
compliance responsibilities, hereunder available to the health care center as required by as or under the health care center’s reasonable request.

Please read the Occupational Therapy Department Safety Manual: Policies and Procedures.

GENERAL INFORMATION

Communication
Occasionally the department will need to contact you at times other than class time. For this reason, it is essential to provide a current local address, telephone, email address, as well as name changes to the departmental administrative assistant. If/when you have a change in this information, please promptly provide the new information so that records can be updated.

Use of Departmental Offices and Facilities
The office equipment, storage and copier room are not for individual use. The department is unable to provide office supplies and copying for program participants. Copies may be made in the Torreyson Library. Access to faculty offices is limited to appointment times with faculty members. The seating area of the office suite is for guests, and individuals with appointments.

Food must be consumed in the Student Lounge on the first floor of the Doyne Health Sciences Center or in other designated areas on campus. The kitchen area in Room 309, or other office/classroom areas are not for personal use, for lunches or studying. Similarly, the departmental refrigerator is designated for training use, not for storage of lunches. Drinks will be permitted as long as the facilities continue to be free of empty cans and litter.

The Occupational Therapy classrooms and labs will remain well equipped, well kept and clean if each one does his/her share. Clean and return equipment when you use it, wipe up spills, etc. In other words, take pride in your department. When guests tour the department, it is important that it reflect the professional nature of the program.

Personal Items
Put your name in all textbooks, handouts, etc. Protect your possessions by leaving valuables at home.

Class Supplies
It will be necessary to purchase supplies and materials for some classes. These will be items that may be kept for personal or professional use. Every effort will be made to keep these expenses at a minimum.
LABORATORY REGULATIONS

Lab Use
- Available for use during regular office hours 8:00am - 4:30pm for practice of skills associated with laboratory experiences. Study sessions should occur in the Torreyson Library, in areas designated for group or individual study.
- May be available after hours with special permission, but must be arranged with faculty supervision. The kitchen or lab areas may not be used for eating lunches or for breaks. After each class, students and faculty are responsible for cleanup of any area (i.e. washing surfaces, stowing items in their proper place, running dishwasher, emptying the washer and dryer after use, etc.)
- Permission must be granted for use of the lab facilities for special events, such as parties, potlucks, etc. To receive permission at least one individual must be designated and responsible for thoroughly cleaning the area after the event. See Dr. Moore for permission to use the facilities; no other person is authorized to give permission to use the facilities for these purposes.

Equipment/Supplies
- Equipment and supplies are not available for loan or personal use. Students are to follow the equipment and supply checkout procedure when items are needed for study and course assignments. Students are not allowed to remove equipment or supplies from the department unless authorized by a faculty member only.
- Equipment or supplies are to be used only for the purposes for which they were designed.
- Clean and replace all supplies and tools immediately after use.
- Report broken items or any equipment malfunctions to the department staff.
- Put your name on all personal equipment or materials that you may bring in to the department.

Cleaning/Storing Supplies and Equipment
- Unfinished projects should be stored in areas designated by instructors.
- Clean up work area and equipment after each use.
- Do not store personal items in the department.

Lockers
- Lockers are located in the DHSC 309 rest rooms. See Ms. Ruth for locker availability.
- Register your locker number with the administrative assistant and provide the department with an extra key or the combination being used.
- All lockers of non-returning program participants must be cleaned and left empty prior to leaving for fieldwork.
- Persons using lockers will be responsible for any costs incurred in having locks removed.
LEVEL I & LEVEL II FIELDWORK POLICIES AND PROCEDURES

It is expected that you will be exposed to a variety of clients across the life span and to a variety of settings. The program will ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. It should be understood that the program utilizes Level I and Level II fieldwork sites both in-state and out-of-state. Students are assigned randomly and must be prepared to complete fieldwork in any location. The individual must assume responsibility for all finances necessary for these experiences, including tuition, travel, and living expenses.

Accreditation Standards
The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits educational programs for the occupational therapist. The standards set forth by ACOTE state that:

“Fieldwork education is a crucial part of professional preparation. The experience should provide the individual with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. Fieldwork is divided into Level I and Level II 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 a understanding of the needs of clients” (Standards for an Accredited Educational Program for the Occupational Therapist, American Council for Occupational Therapy Accreditation, p. 33). Level I fieldwork shall be integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The degree of independence and level of performance expectation will change with each Level I rotation.

Level I Fieldwork Eligibility
In order to be eligible for enrollment in Level I fieldwork courses, a participant must have faculty approval. Approval is based on, but not limited to, the following criteria: acceptable performance, as documented on the Attitude/Behavioral Check Sheet, consistent classroom attendance, cumulative GPA of 3.0 or better, and current health and safety records as well as any site-specific requirements.

Level II Fieldwork
“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (Standards for an Accredited Educational Program for the Occupational Therapist, American Council for Occupational Therapy Accreditation, p. 34).
It should be understood that the program participants may be required to go out of state for at least one of the Level II fieldwork experiences. The individual must assume responsibility for all finances necessary for these experiences, including tuition, travel, and living expenses. Level II Fieldwork experiences must be completed no later than 24 months following completion of the academic preparation. Failure to complete Level II fieldwork in this time frame may result in repeating some coursework in order to assure that the student’s knowledge and skills are current.

The Level II fieldwork assignments typically follow AOTA’s suggested fieldwork dates. Those dates for this class are as follows:

- January 9 – March 31, 2017
- April 3 – June 23, 2017

**Level II Fieldwork Eligibility**
In order to be eligible for enrollment in Level II fieldwork courses, a student must have: 1) completed all required on-campus coursework including thesis if student enrolled in thesis; 2) a cumulative grade point average in the program of 3.0; 3) approval of the faculty; and 4) current health and safety records valid throughout the entire fieldwork experience as well as any site-specific requirements.

**UCA Occupational Therapy Program Authority and Responsibility**
In order to achieve accreditation standards, coordination of Level I & II Fieldwork materials, correspondence for reservation of fieldwork sites and general meetings are the responsibility of the fieldwork coordinator. Fieldwork assignments may be made only to facilities with whom the Occupational Therapy Department has letters of agreement or contracts. The fieldwork coordinator must develop and negotiate contracts with sites, and maintain clear communication and positive working relationships with the site personnel. Within this context, UCA does not permit students or family members to independently contact fieldwork sites prior to their formal placement without expressed permission of the fieldwork coordinator.

**Fieldwork Advisement**
All faculty members are available to discuss fieldwork sites/experiences in their particular area of expertise. However, ultimate responsibility for Level I & II Fieldwork assignments rests with the Academic Fieldwork Coordinator.

**Student Responsibility**
To be eligible to begin the Level II fieldwork experience, all required professional (OTHY) courses must be completed with a grade no lower than "C" and with a cumulative GPA of 3.0 in the professional program prior to the start of the fieldwork experience. Program participants must receive permission from the faculty to participate in Level I & II Fieldwork. The faculty reserves the right to deny an individual the opportunity to participate in these experiences based on classroom performance, professional behavior,
or other factors that would hinder the individual from having a successful fieldwork experience or would threaten the safety of clients in the fieldwork site.

Assignments to Fieldwork Facilities
Fieldwork sites may require students to provide immunization records, a health status report, proof of medical insurance and also require participants to submit to a background check, drug screen, purchase additional liability insurance, etc. It is the student’s responsibility to identify and fulfill specific requirements of the fieldwork site. Be prepared to assume financial responsibility for all requirements, and to provide the necessary documents by the deadline established by the fieldwork site.

Due to the limited number of reserved sites, no completely fair and equitable system exists for participants to request specific assignments. Generally speaking, all persons have family and financial concerns; these issues cannot be used to dictate a decision about a participant’s fieldwork placement. Assignments will be made by the academic fieldwork coordinator.

Once fieldwork assignments are completed, all assignments are considered permanent. Assignments for additional/optional fieldwork assignments, once scheduled with the site, are also considered binding.

Unfortunately, there are some unexpected events in the facility which may cause a cancellation of a scheduled placement. Circumstances of these situations vary widely and must be addressed individually.
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Appendix B
Occupational Therapy Student Handbook 2015
Faculty Biographical Information
Department of Occupational Therapy Faculty

Catherine R. Acre, EdD, OTR, FAOTA (Pre-OT Advisor)
Elizabeth D. LeQuieu, MS, OTR
Tina A. Mankey, EdD, OTR
Jennifer A. Moore, PhD, OTR, FAOTA (Department Chairperson)
Letha J. Mosley, PhD, OTR, FAOTA
Lorrie A. George-Paschal, PhD, OTR, ATP
Veronica T. Rowe, MS, OTR
Brittany Saviers, MS, OTR
David Stearns, MD, FACS
Marc S. Willey, PhD, OTR, CHT

Catherine Acre, Ed.D, OTR, FAOTA

Education
1996 University of Arkansas at Little Rock, Little Rock, AR
Doctor of Education
1991 Texas Women’s University, Denton, TX
Master of Arts in Occupational Therapy
1983 University of Central Arkansas, Conway, AR
Bachelor of Science in Occupational Therapy

Primary Practice Area and Scholarly Interests
Mental health, geriatrics, community based programming, continuing competency, continuing education, attitudes, values and practices of occupational therapists.

Elizabeth LeQuieu, MS, OTR

Education
1995 Rhodes College, Memphis, TN
Bachelor of Arts
2002 University of Central Arkansas, Conway, AR
Master of Science in Occupational Therapy

Primary Practice Area and Scholarly Interests
Rehabilitation with adults and pediatrics, leadership, health literacy, professional development, fall prevention, vision, rehabilitation, leisure, Scholarship of Teaching and Learning.
**Tina Mankey, EdD, OTR**

**Education**
2005 University of Arkansas at Little Rock
Doctorate – Higher Education

1996 University of Central Arkansas, Conway, AR
Master of Science degree in Occupational Therapy

1986 University of Central Arkansas, Conway, AR
Bachelor of Science degree in Occupational Therapy

**Primary Practice Area and Scholarly Interests**
Pediatrics, families, transition planning and special education services, and interdisciplinary leadership.

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**Jennifer Moore, PhD, OTR/L, FAOTA**

**Education**
2001 Texas Woman’s University, Denton, TX
Doctor of Philosophy in Occupational Therapy

1996 Texas Woman’s University, Denton, TX
Master of Arts in Occupational Therapy

1986 University of Central Arkansas, Conway, AR
Bachelor of Science in Occupational Therapy

**Primary Practice Area and Scholarly Interests**
Occupation-based programming, Theory of Occupational Adaptation, community-based practice, Scholarship of Teaching and Learning

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**Letha J. Mosley, PhD, OTR/L, FAOTA**

**Education**
2005 University of Georgia, Athens, GA
Doctor of Philosophy in Adult Education & Interdisciplinary Qualitative Studies Certificate

1993 University of Oklahoma, Norman, OK
Master of Education in Instructional Psychology and Technology

1980 Oklahoma University Health Sciences Center, Oklahoma City, OK
Bachelor of Science in Occupational Therapy
Primary Practice Area and Scholarly Interests
CBPR with community and faith based organizations to address health disparities and obesity including community based programs for older adults (CarFit; Fall Awareness and Prevention, Matter of Balance, and health promotion through incorporation of Planned Energy-Expenditure Principles (PEP), cultural and contextual relevant practice among health professionals as a lifelong process, obesity and occupational performance.

Lorrie A. George-Paschal, PhD, OTR, ATP

Education
2001 Texas Women’s University, Denton, TX
Doctor of Philosophy in Occupational Therapy

1996 Texas Women’s University, Denton, TX
Master of Science in Occupational Therapy

1983 University of Central Arkansas, Conway, AR
Bachelor of Science in Occupational Therapy

Primary Practice Area and Scholarly Interests
Assistive technology, accessibility, adult rehabilitation, evaluation of the effectiveness of instructional methods (Scholarship of Teaching and Learning), interprofessional education.

Veronica T. Rowe, MS, OTR/L

Education
ABD – Texas Woman’s University, Dallas, TX
PhD in Occupational Therapy

1996 Washington University School of Medicine, St. Louis, MO
Master of Science in Occupational Therapy

1995 St. Louis University, St. Louis, MO
Master of Science (Research) in Experimental Psychology

1991 Hendrix College, Conway, AR
Bachelor of Arts in Psychology

Primary Practice Area and Scholarly Interests
Adult rehabilitation, neuro-rehabilitation, especially stroke and head injury, outcome measures related to the neurologically involved population.

Brittany N. Saviers, M.S., OTR/L

Education
Currently Enrolled – NOVA Southeastern University, Fort Lauderdale, FL
PhD in Occupational Therapy
2008 University of Central Arkansas, Conway, AR.
Master of Science in Occupational Therapy

2006 University of Central Arkansas, Conway, AR.
Bachelor of Science

**Primary Practice Area and Scholarly Interests**
Development and effectiveness of occupation-based programming, community-based practice, transition process and planning of young adults, pediatrics, and Theory of Occupational Adaptation.

**David Stearns, MD, FACS**

**Education**
1966 University of Iowa
Doctor of Medicine

Undergraduate degree Iowa State University
Bachelor of Liberal studies

**Primary Practice Area and Scholarly Interests**
Correctional Medicine and the role of OT, neuroscience, Alzheimer's disease, value of exercise in multiple disease states

**Marc Willey, PhD, OTR, CHT**

**Education**
1999 University of Arkansas, Fayetteville, AR
Doctor of Philosophy in Exercise Science

1985 Texas Women’s University, Denton, TX
Master of Occupational Therapy

1982 Stephen F. Austin State University, Nacogdoches, TX
Bachelor of Science in Education

**Primary Practice Area and Scholarly Interests**
Biomechanical analysis of functional activities and hand rehabilitation.
A. Academic Integrity

The mission of the University of Central Arkansas commits all members of the university community to acquiring, sharing, evaluating, and communicating knowledge. Such a commitment includes an expectation of academic integrity, an organizational and individual commitment to honesty and responsibility in teaching and learning. By their affiliation with the University of Central Arkansas, all members of the university community are committed to shared responsibility for maintaining the highest standards of academic integrity. Although this policy focuses on academic integrity in course-related work, its basis and context is the commitment made by the entire university community.

B. Academic Misconduct

Violation of the expectation of academic integrity is academic misconduct. Examples of misconduct commonly identified by universities include but are not limited to those listed here (definitions are quoted from the *Random House Webster’s Unabridged Dictionary*, 1999 ed.):

- **Cheating:** to cheat is, in an academic context, “to take an examination or test in a dishonest way, as by improper access to answers.” Cheating may also occur in the context of other academic assignments.

- **Plagiarism:** “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” This concept may apply to any kind of intellectual property.

- **Fabrication:** to fabricate is, in this context, “to fake; forge (a document, signature, etc.).” Fabrication is commonly associated with the falsified research findings.

Other forms of academic misconduct may include unauthorized collaboration or submitting the same paper or portions of the same paper to two different courses without the consent of both instructors. The university will provide extensive publicly accessible examples of and information about forms of academic misconduct (see section C, below).
The university’s academic integrity policy applies to all students enrolled in courses at the University of Central Arkansas. All forms of academic misconduct at the University of Central Arkansas will be regarded as serious.

C. Requirement to Inform Students

UCA will discuss the academic integrity policy during new student orientation for freshmen, transfer, and graduate students each fall semester. Beginning in fall 2010, first-year freshman students will be required to participate in an official orientation program.

The Divisions of Academic Affairs and Student Services will collaborate in publishing information about academic integrity and misconduct, with explanations and examples intended to help students make informed decisions about how they conduct themselves in their academic work, including the use and presentation of information.

Beginning in the fall semester 2010, every course syllabus, including those for courses offered by distance education, must include the following language: “The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the University’s Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy.” An instructor may include in the course syllabus additional information about academic integrity if he/she wishes to do so.

D. Notification of Charge of Academic Misconduct

In the event an instructor determines that a student has engaged in academic misconduct, the instructor will notify the student of the allegation and the basis on which it is made and inform him/her of the action or sanction the instructor deems appropriate, consistent with the terms of section E of this policy.

The university registrar will provide a form to be used by instructors in reporting allegations of academic misconduct.

E. Penalties for Academic Misconduct

1. Each instructor will decide on a case-by-case basis what penalty will be given to the student for his/her academic misconduct; such penalty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Depending on the nature of the misconduct and the context in which it occurs, other penalties may be appropriate; additional penalties, if any, will be recommended by the instructor in consultation with the department chair.
The instructor will submit the signed Academic Integrity Violation form to the department chair as notification of the alleged violation and any penalty/penalties. The chair confirms the allegation by signing the form and submitting it to the university registrar for recording (the “official allegation”).

2. Using the student’s preferred email address listed in Banner, the department chair will inform the student of his/her right to appeal. Within 10 working days of the department chair’s notification, the student has a right to appeal the decision through the procedures set forth below.

Institutional Penalties

Institutional responses to allegations of misconduct fall into two categories: (1) automatic penalties based on the official allegation and (2) additional penalties that will result if the student is not exonerated. The institutional responses seek both to educate and reprimand students while promoting academic integrity. These responses vary based on student classification, previous infractions, and their outcome.

All official allegations against a student, whether undergraduate or graduate, made by the instructor and confirmed by the department chair, will be maintained in a permanent electronic record by the registrar. Similarly, every official allegation made by the instructor and confirmed by the department chair, may result in course-related sanctions determined by the instructor. Other penalties may apply on a first infraction, based on the nature and context of the misconduct. Penalties will escalate on further infractions.

The following escalating consequences apply to undergraduate students:

- Second infraction
  - Automatic additional penalties: completion of compulsory Academic Integrity course or workshop as determined by the university to be completed within 45 calendar days of notification of the requirement to complete the course or workshop by the registrar or a registration hold will be placed on the student’s file. The cost of this course/workshop will be paid by the student and charged to their student account.
  - Additional penalty, if not exonerated: meeting with administrator (dean or designee).

- Third infraction
  - Additional penalty, if not exonerated: referral to Academic Integrity and Discipline Committee for possible university sanction (e.g., probation, suspension, expulsion)
• Subsequent infractions
  
  o Automatic additional penalty: referral to Academic Integrity and Discipline Committee for university sanction (e.g., probation, suspension, expulsion)

The following escalating consequences apply to **graduate students**:

• First infraction
  
  o Automatic additional penalties: (1) completion of compulsory Academic Integrity course or workshop as determined by the university to be completed within 45 calendar days of notification of the requirement to complete the course or workshop by the registrar or a registration hold will be placed on the student’s file; the cost of this course/workshop will be paid by the student and charged to his or her student account; (2) meeting with graduate dean.

• Second infraction
  
  o Automatic additional penalty: referral to Academic Integrity and Discipline Committee for university sanction (e.g., probation, suspension, expulsion).

Third infraction
  
  o Automatic additional penalty: expulsion from the Graduate School.

F. **Academic Misconduct File**

All documentation relevant to a student’s academic misconduct will be maintained in both electronic and paper files. The electronic files will be created and housed in the Office of the Registrar, based on documentation submitted by a department and, if applicable, developed in an appeal process. Hard paper copies will reside on file in the office of the college dean or administrator in whose college/division the alleged misconduct occurred. Academic misconduct files shall only be used by non-student university employees as necessary in the case of an appeal. If the student makes a formal appeal, it will be decided in accordance with the procedures set forth below.

G. **Appeals Process**

A student may appeal the charge of academic misconduct and any sanctions or actions taken by the instructor through the procedures set forth below, beginning at the department level and proceeding to the university level if necessary.
1. Appeals at the Department/College Level

   a. The instructor will advise the student of an accusation of academic misconduct and the penalties to be applied. Within 10 working days of receiving this information and the chair’s notification of his/her right to appeal (see E.2), a student may meet informally with the instructor to attempt to resolve the matter.

   b. If the student is not satisfied with the action of the instructor, then within 10 working days of the meeting with the instructor, the student may submit a formal written appeal to the department chair. Within 10 working days of receipt of the written appeal, the chair will meet with the student to attempt to resolve the matter.

   c. If the student is not satisfied with the action of the department chair, then within 10 working days of the meeting with the department chair, the student may submit a formal written appeal to the dean of the appropriate college, with copies to the instructor and the department chair.

   d. Within 10 working days of receipt of the written appeal, the instructor and department chair must submit the following materials to the dean of the college: a description of the academic misconduct and any penalties assigned, and all pertinent documentation concerning the academic misconduct. The dean of the college may ask for additional documentation from the student’s academic misconduct file if such documentation exists.

   e. Within 10 working days of receipt of the appeal, the dean of the college will submit a written decision to the student with copies to the instructor and to the department chair. The dean of the college will forward the written decision and documentation to the university registrar for the permanent electronic record and retain all pertinent documentation regarding the academic misconduct in the student’s academic misconduct file.

2. Appeals at the University Level

   a. If not satisfied with the action of the dean of the college, the student may submit, within 10 working days after receiving notice of the decision, a written appeal to the dean of students for referral to the Academic Integrity and Discipline Committee. Any appeal of course grade as a result of sanctions will follow the procedures outlined in this policy rather than the grade appeal process.

   b. Within 10 working days of receipt of the student’s appeal, the dean of students will refer the appeal to the Academic Integrity and Discipline Committee for a hearing and inform the instructor, department chair, college dean, dean of students, and, as appropriate, the associate provost for finance and administration, and graduate dean. The composition of the committee and the procedures to be followed are set forth in Section H below.
e. The committee will submit the report of the hearing and the recommendations of the committee to the provost and vice president for student services. The provost and the vice president for student services may choose appropriate designees to act on their behalf. The provost and vice president for student services (or designees) will render the final decision after considering the recommendations and report of the Academic Integrity and Discipline Committee. The provost and vice president for student services (or designees) will send a report of the final decision to the student, instructor, department chair, college dean, dean of students, and, when appropriate, the graduate dean. The report, along with the written recommendation of the committee and any additional documentation developed in the appeals process, is forwarded to the university Registrar for completion of the Banner record and permanent electronic archiving.

H. Procedures for the Academic Integrity and Discipline Committee

The following procedures apply to the Academic Integrity and Discipline Committee when it is reviewing cases of academic misconduct.

1. The dean of students will give the committee a copy of the appeal and all pertinent documentation regarding the charge of academic misconduct. Copies of the appeal will also be sent to the instructor, department chair, college dean, dean of students, and, when appropriate, the graduate dean.

2. Academic integrity hearings require a quorum, which will be met when 50% plus one of the committee members are present with at least one appointee from the staff, the faculty, and the Student Government Association present. Decisions must be reached by a majority of the members present. The chair may cast a deciding vote in the event of a tie. The number of yes, no, and abstention votes will be recorded without designating individual votes.

3. The student, instructor, department chair, and the relevant deans will be entitled to five working days’ notice of the date, time, and place of hearing.

4. After the committee considers the matters referred to it by the dean of students, the student and instructor may present relevant witnesses and documentary evidence. The committee will accept all oral testimony and documentation that it feels to be relevant and material to the issue. The chair has the power to rule on the admissibility of the evidence and on the relevance of questions. The responsibility for questioning witnesses, securing evidence, and determining the degree of proof will be vested in the committee.

5. Strict judicial rules of evidence will not be applied. The student, the instructor, the department chair, and the appropriate deans may be accompanied by an advisor, who may be an attorney. The university general counsel may be present to advise the committee. An attorney will not be provided at university expense. Advisors will only
function in an advisory capacity; they will not address the committee, question witnesses, or otherwise actively participate in the hearing.

6. The student and the instructor (and advisors), the department chair, the college dean, the dean of students, and the graduate dean, when appropriate, may be present at any time testimony is presented and be provided copies of all evidence considered by the committee. If any person is unable to attend, that person may submit written information on his/her behalf.

7. The office of the college dean or administrator in whose unit the alleged misconduct occurred will retain and secure copies of all evidence considered by the committee.

8. A copy of the minutes and the committee’s recommendation will be provided to the student, the instructor, the department chair, the college dean, dean of students, the graduate dean (when appropriate), the vice president for student services, and the provost within 10 working days of the final meeting of the committee.

9. Within 10 working days of receipt of the committee’s recommendation, the provost and the vice president for student services, or their designees, will render a final decision. The provost and the vice president for student services, or their designees, will give the student, the instructor, the department chair, the college dean, and, when appropriate, the graduate dean written notice of the final decision. The report, along with the written recommendation of the committee and any additional documentation developed in the appeals process, is forwarded to the university registrar for completion of the Banner record and permanent electronic archiving.
Appendix D
Occupational Therapy Student Handbook 2015
Attitude/Behavioral Check Sheet
DIRECTIONS: The purpose of this evaluation is to provide feedback to the student regarding his/her professional development towards becoming an occupational therapist. The following rating scale is to be used by the faculty. Ratings are based on observations of the students in the classroom and other professional academic situations.

0 = Unsatisfactory: The student does not demonstrate the required and/or level of professional skill.
1 = Need Improvement: the student (while beginning to demonstrate the required level of professional skill) needs improvement in either quality or quantity.
2 = Meets Requirements: the student demonstrates the required level of professional skills.
3 = Exceeds Requirements: the student demonstrates refinement of additional qualities beyond the required by his/her progression through this curriculum.
4 = N/O Not Observed: (Student has not been observed) . . . or (has not had the opportunity to display) . . or (faculty have not had the opportunity to observe the student).

The student:

<table>
<thead>
<tr>
<th>Physical Competencies (Mobility and Dexterity)</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves independently throughout the campus setting and fieldwork settings.</td>
<td>0 1 2 3</td>
<td>N/O</td>
</tr>
<tr>
<td>Utilizes and manipulates a variety of media and equipment</td>
<td>0 1 2 3</td>
<td>N/O</td>
</tr>
<tr>
<td>Independently performs motor coordination needed for treatment activities</td>
<td>0 1 2 3</td>
<td>N/O</td>
</tr>
<tr>
<td>Maintains alertness and ability to act in an emergency situation</td>
<td>0 1 2 3</td>
<td>N/O</td>
</tr>
<tr>
<td>Detects odors, sights, and sounds which may cause or indicate a potential hazard</td>
<td>0 1 2 3</td>
<td>N/O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays appropriate dress and personal hygiene</td>
</tr>
<tr>
<td>Demonstrates the ability to work productively with authority figures</td>
</tr>
<tr>
<td>Demonstrates the ability to work productively with peers</td>
</tr>
<tr>
<td>Displays honesty and integrity in academic and professional matters</td>
</tr>
<tr>
<td>Assumes responsibility for own actions</td>
</tr>
<tr>
<td>Demonstrates ability to be flexible by adapting appropriately to unexpected situations</td>
</tr>
<tr>
<td>Demonstrate judgment by assessing situations, analyzing options, and problem solving.</td>
</tr>
<tr>
<td>Attends scheduled academic activities (classes, clinical experiences, etc.) on time</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates awareness of personal needs and seeks appropriate intervention when problems arise:</td>
</tr>
<tr>
<td>1. Personal  2. Academic  3. Other(specify)</td>
</tr>
<tr>
<td>Demonstrates dependability by notifying faculty of circumstances prevent attendance and by making up missed assignments.</td>
</tr>
<tr>
<td>Effectively utilizes organizational and time management skills.</td>
</tr>
<tr>
<td>Demonstrates sensitivity and respect for people of varied racial, cultural, religious and/or disability backgrounds</td>
</tr>
<tr>
<td>Demonstrates the ability to be a cooperative and contributing member of class, clinical, and professional activities</td>
</tr>
<tr>
<td>Deals with personal emotions maturely</td>
</tr>
<tr>
<td>Demonstrates the ability to modify behavior in response to feedback</td>
</tr>
<tr>
<td>Demonstrates the ability to give constructive feedback</td>
</tr>
<tr>
<td><strong>Communication Competencies</strong></td>
</tr>
<tr>
<td>Communicates effectively with peers</td>
</tr>
<tr>
<td>Communicates effectively with faculty and staff</td>
</tr>
<tr>
<td>Communicates effectively with patients and clinical personnel (according to practicum grades)</td>
</tr>
<tr>
<td>Recognizes and utilizes appropriate non-verbal communication</td>
</tr>
<tr>
<td>Has student completed recruitment/service activity?</td>
</tr>
<tr>
<td>Does student have current TB, CPR and AOTA records?</td>
</tr>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>
Appendix E
Occupational Therapy Student Handbook 2015
Professional and Ethical Misconduct Policy and Procedures
The purpose of this policy is to address professional and ethical behavior not addressed by other university or college policies. This policy does not address academic performance or misconduct issues.

Standards of Professional and Ethical Conduct
To ensure that the highest standards of professional and ethical conduct are promoted and supported in the Department of Occupational Therapy, students must adhere to the prescribed professional and ethical standards of the profession. The AOTA Code of Ethics [http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf](http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf) describes the principles used to promote and maintain high standards of conduct within the profession.

Professional and Ethical Misconduct Definition
Professional Misconduct is defined as behavior that violates professional or ethical standards for the profession for which a student is preparing. The term includes, but is not limited to, misconduct that demonstrates the student’s unfitness for such profession or discipline.

Professional and Ethical Misconduct Procedures
A student who engages in professional or ethical misconduct (see above) may be subject to academic sanctions including but not limited to grade reduction, failing grade, probation, repeating internship, suspension or dismissal from the program, or other sanctions as appropriate. Sanctions may also include a written reprimand, and/or written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

1. Any person who observes or discovers that a student has engaged in professional or ethical misconduct should file a written complaint with the department chair within ten (10) business days of the date of discovery of the alleged violation.

2. Upon receipt of the complaint, the department chair will, within ten (10) business days, a) meet with the department faculty to discuss the alleged misconduct, and b) arrange meeting with department chair, faculty, and accused student to give the student an opportunity to respond. The department chair and faculty may interview the complaining party and any other persons believed to have pertinent factual knowledge of the allegations. The department chair and faculty may also review any other relevant evidence, including documentary evidence.

3. Within thirty (30) business days of the receipt of the complaint (from initial reporting in step 1), the department chair shall determine whether there is a reasonable basis to believe that the student engaged in professional or ethical misconduct. If the department chair determines that there is no reasonable basis to believe that the student engaged in professional or ethical misconduct, the student will be notified and the matter will be dismissed. If the department chair determines that there is a reasonable basis for believing that the student engaged in professional or ethical misconduct,
he/she shall determine the appropriate sanction(s) and shall take whatever steps are useful to that end. If the student complies with the terms and conditions of the sanction(s), no further action against the student will be taken and the matter will be closed.

4. If the student feels the decision of the department chair/coordinator was arbitrary and capricious, s/he may seek an appeal through the Dean of the College of Health and Behavioral Sciences.
Appendix F

Occupational Therapy Student Handbook 2015
Sexual Misconduct and other Forms of Harassment
UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 511

Subject: Sexual Misconduct

Date Adopted: 08/89     Revised: 12/12, 08/14

POLICY STATEMENT
Sexual misconduct, including, but not limited to sexual harassment, sexual assault, dating violence, domestic violence, and stalking, by any faculty member, staff member, student, or a third party who is a participant in a university-sponsored program, event, or activity, is a violation of both state and federal law as well as university policy and will not be tolerated at the University of Central Arkansas. Further, the University of Central Arkansas is committed to providing ongoing sexual misconduct primary prevention, awareness, and risk reduction programs and training for the entire UCA community. Sexual misconduct of employees is prohibited under Section 703 of Title VII of the Civil Rights Act of 1964 and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972. This policy seeks to comply with requirements mandated by the Violence Against Women Reauthorization Act of 2013. The university considers sexual misconduct a very serious issue and shall subject the offender to dismissal and/or other sanctions following the university’s investigation and substantiation of the complaint and compliance with due process requirements.

TITLE IX COORDINATOR
The university has designated a Title IX coordinator who will be responsible for ensuring the university has required policies and procedures in place; ensuring prompt and effective processing of complaints; administering a centralized complaint filing system; conducting evaluations of school compliance; for analyzing trends revealed by complaints, investigations and enforcement activities; assist in arranging for training for staff and students; and for monitoring on behalf of the institution overall compliance with this policy and related federal and state legislation and regulation.

The university may designate one or more deputy coordinators to assist the Title IX coordinator. Such deputies will be authorized to receive complaints and will have full power to conduct reviews and investigations and hear appeals as directed by the institutional Title IX coordinator. Whenever the phrase “Title IX coordinator” appears in this policy and other policies in connection with administering an individual complaint, it will be understood to include both the coordinator and any deputy coordinators who may have been assigned responsibilities to administer the matter.

Policy 511
Sexual Misconduct
Page 1 of 8
DEFINITION OF SEXUAL MISCONDUCT
Sexual misconduct is any unwelcome conduct of a sexual nature, including any conduct or act of a sexual nature perpetrated against an individual without consent. Sexual misconduct can be committed by men or by women and it can occur between people of the same or different sex. Sexual misconduct includes but is not limited to:

- dating violence;
- domestic violence;
- sexual assault (non-consensual sexual contact and non-consensual sexual intercourse);
- sexual harassment; and
- stalking.

DEFINITION OF DATING VIOLENCE
Dating violence is defined as physical harm, bodily injury, assault, or the infliction of fear of imminent physical harm, bodily injury, or assault between two individuals who are in a romantic or intimate social relationship. A romantic or intimate social relationship between two individuals is determined by examining the following factors: (i) the length of the relationship; (ii) the type of the relationship; and (iii) the frequency of interaction between the two individuals involved in the relationship. “Dating” does not include a causal relationship or ordinary fraternization between two individuals in a business or social context.

DEFINITION OF DOMESTIC VIOLENCE
Domestic violence is a felony or misdemeanor crime of violence committed by any of the following individuals:

- a current or former spouse or intimate partner of the victim; or
- a person with whom the victim shares a child in common; or
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; or
- a person similarly situated to a spouse of the victim under the domestic or family laws of the jurisdiction in which the crime of the violence occurred; or
- any other person against an adult or youth who is protected under the domestic or family violence laws of the jurisdiction in which the crime of violence has occurred.

DEFINITION OF SEXUAL ASSAULT: NON-CONSENSUAL SEXUAL CONTACT
Non-consensual sexual contact is defined as any sexual touching, with any object, by a man or a woman upon another person without consent or making any person touch you or them in a sexual manner.

DEFINITION OF SEXUAL ASSAULT: NON-CONSENSUAL SEXUAL INTERCOURSE
Non-consensual sexual intercourse is defined as any sexual intercourse (anal, oral or vaginal), with any object, by a man or woman upon another person without consent.

DEFINITION OF SEXUAL HARASSMENT
Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:
• submission to such conduct is either explicitly or implicitly made a condition of an individual’s employment with the university or a factor in the educational program of a student;

• submission to or rejection of such conduct by an individual is used as the basis for an employment or academic decision affecting such individual; and/or

• such conduct has the purpose or effect of unreasonably interfering with an individual’s right to achieve an educational objective or to work in an environment free of intimidation, hostility or threats stemming from acts or language of a sexual nature.

EXAMPLES OF SEXUAL HARASSMENT
Sexual harassment may create a hostile, abusive, demeaning, offensive or intimidating environment. It may be manifested by verbal and/or physical actions, including gestures and other symbolic conduct. Sexual harassment is not always obvious and overt; it can also be subtle and covert. A person who consents to sexual advances may nevertheless be a victim of sexual harassment if those sexual advances were unwelcome. Previously welcomed advances may become unwelcome. Examples of sexual harassment may include, but are not limited to, the following:

• non-sexual slurs about one’s gender;

• contrived work or study assignments and assigning more onerous or unpleasant tasks predominately to employees or students of one gender;

• repeated unwanted touching, patting or pinching;

• repeated inappropriate social invitations or requests for sexual favors;

• repeated unwanted discussions of sexual matters;

• use of sexual jokes, stories, analogies or images which are not related to the subject of the class or work situation;

• touching, fondling or deliberate brushing against another person;

• ogling, leering or prolonged stares at another’s body;

• display or use of sexual graffiti or sexually-explicit pictures or objects; and

• sexually-suggestive jokes, comments, e-mails, or other written or oral communications.

Although sexual harassment most frequently occurs when there is an authority differential
between the persons involved (e.g. faculty member and student, supervisor and staff member), it may also occur between persons of the same status (e.g. faculty and faculty, student and student, staff and staff). Both men and women may be victims of sexual harassment and sexual harassment may occur between individuals of the same gender.

NOTE: Other forms of harassment based upon race, religion, national origin, sex or age may have the same impact as sexual harassment. In the absence of other policies addressing these specific issues, the university encourages the use of the steps and procedures in this policy in reporting other types of harassment and will generally conduct investigations of those complaints in the same manner.

DEFINITION OF STALKING
Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person’s safety or the safety of others or suffer substantial emotional distress.

A “course of conduct” is two or more acts, including, but not limited to: acts in which the “stalker” directly, indirectly, or through third parties by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person’s property.

“Substantial emotional distress” is significant mental suffering or anguish that may, but does not necessarily require, medical or other professional treatment or counseling. A “reasonable person” is one under similar circumstances and with similar identities to the victim.

CONSENSUAL RELATIONSHIPS
Because of the unique situations that exist among students, faculty, supervisors, and staff, relationships in the workplace and on campus should at all times remain professional. In particular, due to the professional power differential between faculty and students, faculty is encouraged to remain professional in all relationships with students. Refer to Board Policy No. 515 for further information on consensual relationships.

MANDATORY REPORTING UNDER TITLE IX
The University of Central Arkansas has designated all employees, both faculty and professional staff, as mandatory reporters. Additionally, anyone affiliated with the university in an official capacity, but who may not necessarily be employees (i.e. off-campus student organization advisors) are also deemed as mandatory reporters. When an employee becomes aware of an alleged act of sexual misconduct, the employee must promptly contact the Title IX coordinator, a deputy Title IX coordinator, general counsel or assistant vice president for human resources.

The employee should use the Sexual Misconduct Complaint Form, which may be found on the university website. Alternatively, the employee may call the Title IX coordinator and then follow-up by completing the form. The Title IX coordinator and any deputy Title IX coordinator are also available to provide guidance on how to handle a situation to faculty and professional staff at any time. Individuals who are aware of or have experienced an incident of misconduct should promptly report the matter to the Title IX coordinator, a deputy Title IX coordinator,
general counsel or assistant vice president for Human Resources. Sexual misconduct should be reported within 180 days of its occurrence. However, complaints reported after 180 days will still be investigated.

When an employee thinks that a student may be about to report an act of misconduct, the employee should make every effort to ensure that the student understands: (i) the employee’s obligation to report the names of the alleged perpetrator and student involved in the alleged sexual violence, as well as relevant facts regarding the alleged incident (including the date, time, and location), to the Title IX coordinator or other appropriate school officials, (ii) the student’s option to request that the school maintain his or her confidentiality, which the school (e.g., Title IX coordinator) will consider, and (iii) the student’s ability to share the information confidentially with counseling, advocacy, health, mental health, or sexual-assault-related services (e.g., sexual assault resource centers, campus health centers, pastoral counselors, and campus mental health centers).

REPORTING REQUIREMENTS FOR PROFESSIONAL AND PASTORAL COUNSELORS
Campus professional counselors, pastoral counselors, health center employees, or any other person with a professional license requiring confidentiality, or who is supervised by such a person, are not required to report, without the student’s consent, incidents of sexual misconduct to the school in a way that identifies the student. However, they are required to report such incidents in a way that does not identify the student, but gives the university enough information to attempt to stop, prevent and remedy the effects of the violation.

Campus professional counselors, pastoral counselors, health center employees should inform students of their right to file a Title IX complaint with the school and a separate complaint with campus or local law enforcement. In addition to informing students about campus resources for counseling, medical, and academic support, these persons should also indicate that they are available to assist students in filing such complaints. They should also explain that Title IX includes protections against retaliation, and that school officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs. This includes retaliatory actions taken by the school and school officials.

CONFIDENTIALITY
In the course of a complaint investigation, the university will make reasonable efforts to maintain confidentiality of the complaints. All parties to the complaint will be asked to assist in treating the complaint confidentially. However, there can be no guarantee of confidentiality and anonymity based upon the course and scope of the complaint investigation and the institution may share information where necessary to provide accommodations or protective measures.

Even if the complainant requests confidentiality or asks the complaint not be pursued, the university will 1) take all reasonable steps to investigate and respond to the complaint to the extent possible consistent with the alleged victim’s wishes; 2) notify the alleged victim that the failure of the alleged victim to pursue a complaint may limit the university’s ability to fully address the matter; and 3) report the incident to local law enforcement authorities if it appears to
involve a crime that is required to be reported or a health or safety emergency as defined by state or federal law requires such reporting.

**PROTECTIVE MEASURES**
The institution may offer following an allegation of sexual misconduct including:
- issuing "no contact" orders;
- summarily suspending the respondent from campus housing on an interim basis;
- restricting the respondent’s movement on campus; and/or
- re-assigning or placing the respondent on administrative leave.

**FILING OF FALSE REPORTS**
A grievant whose complaint is found to be both false and to have been made with malicious intent will be subject to disciplinary action which may include, but is not limited to, demotion, transfer, suspension, expulsion or termination of employment.

**DUTY TO COOPERATE**
All students and employees whose assistance is needed in the investigation of a complaint or in the course of disciplinary action will be required to cooperate with the Title IX coordinator, any designated deputy Title IX coordinator, and other parties who are duly authorized to investigate or to discipline. Persons who are accused of having engaged in sexual misconduct will be entitled to such cooperation when necessary to obtain witnesses in any formal disciplinary proceedings that may be initiated. Where necessary, adjustments will be made to work schedules, classroom schedules, and other academic or employment obligations.

**PROHIBITION ON RETALIATION**
Retaliation against any person in the UCA community for filing, supporting, providing information, or for cooperating in a sexual misconduct investigation in good faith, in connection with a complaint of sexual misconduct is strictly prohibited. Examples of retaliation may include, but are not limited to, adverse employment actions such as termination, refusal to hire, and denial of promotion. Additionally, retaliation in the form of harassment, intimidation, threats, or coercion, or in the form of any materially adverse harm that would dissuade a reasonable student or employee from filing a harassment complaint or participating in a harassment investigation is strictly prohibited. Any person who feels he/she has been subjected to retaliation should make a report to the Title IX coordinator.

**GRIEVANCE PROCEDURES FOR SEXUAL MISCONDUCT CLAIMS**
Employees or students of the university who believe they have been subjected to sexual misconduct are encouraged to use the University Sexual Misconduct Grievance Procedures, which may be found on the university’s website, to resolve their complaint.
The university will make every effort to adhere to the prescribed time frames of the informal and formal resolution processes. However, in the event that individuals involved are unavailable or of other unanticipated occurrences, the Title IX coordinator, with the concurrence of the president, may adjust the time frames. Any changes will be immediately communicated to the complainant and respondent by the Title IX coordinator, and where possible, their needs will be accommodated. Time frames may also be extended upon the mutual agreement of the parties. Time frames will be extended if necessary to accommodate holidays and vacation periods that form part of the academic calendar or days on which an institution is closed for weather or other emergency purposes. Working days are those on which the offices of the university are open for business. Extensions will not exceed the bounds allowed by applicable law and regulations.

INFORMAL INVESTIGATION AND RESOLUTION

1. Individuals who believe they have been subjected to sexual misconduct (complainant or “alleged victim” if not the complainant) should report the incident promptly to their immediate supervisor, academic dean, departmental supervisor higher up in the chain of command, or directly to the Title IX coordinator, a deputy Title IX coordinator, general counsel or assistant vice president for human resources.

The person to whom the complaint is made shall immediately contact the Title IX coordinator. The Title IX coordinator will utilize the University Sexual Misconduct Grievance Procedures, which may be found on the university website, in conducting the informal investigation and resolution. The department involved and/or the supervisor to whom the complaint was made may be asked to assist in the informal investigation.

2. The alleged victim may elect to resolve his or her complaint through the informal resolution process outlined in the University Sexual Misconduct Grievance Procedures provided that (i) the respondent agrees to such resolution, (ii) the alleged victim and the respondent are both students or are both employees of the university, (iii) the Title IX coordinator determines that informal resolution is an appropriate mechanism for resolving the complaint, and (iv) the complaint does not involve sexual assault.

3. If, following investigation, an informal resolution of the matter that is satisfactory to the complainant, the person against whom the complaint is made (respondent) and the university (represented by the Title IX coordinator) is reached, it shall be considered closed and all parties involved shall be so advised in writing by the Title IX coordinator. If a satisfactory resolution has not been reached within 10 working days from the date of the complaint, the complainant, respondent, or university may initiate formal complaint/investigation procedures.

FORMAL INVESTIGATION AND RESOLUTION

If the sexual misconduct complaint has not been resolved through informal procedures and the complainant, respondent, or university wishes to pursue the matter further, the party wishing to pursue the matter must file a written complaint. The written complaint must be filed with the Title IX coordinator within three working days of the termination of the informal procedures.
The Title IX coordinator will utilize the University Sexual Misconduct Grievance Procedures in conducting the formal investigation, which may be routinely modified to remain in compliance with the current status of the law. Proceedings will be conducted by officials who receive training on various aspects of sexual misconduct including, but not limited to, sexual harassment, sexual assault, dating violence, domestic violence, and stalking.
Appendix G
Occupational Therapy Student Handbook 2015
Application for Return to Coursework
APPLICATION FOR RETURN TO COURSEWORK
IN THE DEPARTMENT OF OCCUPATIONAL THERAPY AT
THE UNIVERSITY OF CENTRAL ARKANSAS

An application to return to coursework in the Department of Occupational Therapy at the University of Central Arkansas is necessary in the event that a student earns a grade of D or F in a professional (OTHY) course, or an F in a professional support class, received a semester GPA of less than 2.0 or were dismissed from the program for academic dishonesty. The student must complete all parts of this application and return the application to the department by the date designated in the attached letter in order to return to the program.

NAME: ______________________________________________________________________

ADDRESS: ________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

DAYTIME PHONE#: ___________________________________________________________

REASON FOR DISMISSAL: ____________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

PLEASE DISCUSS THE REASONS WHY YOU WERE UNABLE TO COMPLETE COURSEWORK AT THE LEVEL OF YOUR POTENTIAL. ____________________________
PLEASE DISCUSS HOW YOU WILL PREVENT A RECURRENCE OF THE PRESENT PROBLEM. WHAT WILL YOU DO DIFFERENTLY IN ORDER TO SUCCESSFULLY PERFORM IN THE COURSE(S) IN WHICH YOU HAD DIFFICULTY?
I hereby certify that all information given on this Application to Return to Coursework is complete and correct.

_____________________________  ________________
Signature of Applicant        Date
Appendix H
Occupational Therapy Student Handbook 2015
University of Central Arkansas
Occupational Therapy Department
Safety Manual:
Policies and Procedures
PURPOSE OF THE OCCUPATIONAL THERAPY DEPARTMENT SAFETY MANUAL
The purpose of this manual is to outline safety procedures designed to protect the health and welfare of students, faculty, and visitors of the University of Central Arkansas Occupational Therapy Department. New employees and students will be oriented regarding these departmental safety procedures upon employment or matriculation. The content of this manual will be reviewed and updated every year.

EMERGENCY CONTACT INFORMATION
Emergency contact information for each student will be maintained by the administrative specialist assigned to work in Suite 300 of the Doyne Health Sciences Center. Students are to provide their names, addresses, and telephone numbers as well as the names, addresses, and telephone numbers of persons to be contacted in case of emergency. This information will be kept in the student’s academic file, and will also be maintained electronically by the departmental administrative specialist. Students are expected to promptly update the department in the event of any change in their contact information. In any emergency, students may be reached while in class by calling the OT office (501-450-3192).

INOCULATIONS REQUIRED FOR PROGRAM
*OT Department requirements:*
Documentation of the following immunizations is required of newly matriculated students by July 15 of their first year, and must remain current throughout their academic program and fieldwork. Documentation must be submitted to the OT Department administrative specialist and proof of any renewals must be maintained in the department until Level II fieldwork assignments are complete.

- TB skin Test
- Hepatitis B (Strongly recommended It is highly recommended that each student be immunized. If a student does not want to be immunized, he/she must put this in writing. Either way, proof of immunization or statement of decline must be turned in by July 15 to the OT Department.

*Fieldwork sites may also require:*
- Hepatitis B – Under OSHA regulations, all health care practitioners who may be at risk for occupational exposure to blood borne pathogens are required to be immunized for Hepatitis B. Therefore, fieldwork sites in which you may be at risk for exposure to blood borne pathogens may require that you show proof of immunization.
- Varicella (or proof of previous diagnosis or immunization of chicken pox)
- Up to date shot records including Tetanus

CPR CERTIFICATION
Every student is required to maintain current certification in basic cardiopulmonary resuscitation (CPR) for adults, children, and infants. This certification may be obtained through the American Red Cross (PR version) or American Heart Association (health care provider version). A copy of one’s certificate must be submitted to the OT Department Administrative Specialist (Suite 300) prior to orientation of the year of admission; proof of renewed certification must be maintained in the department until graduation. Students who do not have proof of a current CPR Certification
on file in the OT Department, will not be permitted to participate in any field experiences.

Faculty and staff are not required to maintain CPR certification. However, most employees of this department do maintain CPR certification for non-departmental commitments.

**IN THE EVENT OF INJURY/EMERGENCY**
If a student, staff or faculty member, or client should experience a severe injury in the Department, a 911 call should immediately be made to summon assistance from University Police. Assistance may also be sought from available faculty or staff. In the event of minor injury, a departmental faculty member should be notified. Ongoing interventions as a result of serious injury or illness must be provided by the student’s personal health care provider.

An Automated External Defibrillator (AED) is located in the closet of Suite 300 in Doyne Health Science Center. A sign designating its location can be found at the front door of the suite and on the door of the closet in which it is housed. Documentation of training of all faculty and students will be evident in up to date CPR certification.

First aid kits are located in Doyne Health Science Center, Suite 100 and 300 and in all OT labs in the Prince Center. Students may request band aids, gauze, antibiotic ointment, ace wraps, etc. from the OT Department for any minor injuries that occur while participating in school related activities.

Students will be given appropriate accommodations for any known allergies, e.g., latex, nuts, milk, etc. and will not be penalized in anyway.

**BLOOD BORNE PATHOGENS/BIOHAZARDS**
All occupational therapy students are informed of the risks of becoming infected by bloodborne pathogens by the department during the first year of newly matriculated students.

**USE AND AVAILABILITY OF PROTECTIVE GEAR**
If there is any risk of bodily fluids or biohazardous material touching the skin, the individual should be properly protected with a barrier such as gloves, gowns or masks. Gowns, gloves, protective eye wear, face masks and caps, as well as receptacles for sharps and biohazards, are stored in the Gross Anatomy Lab, DHSC, Room 153 (in Cabinet #3).

**INSURANCE ISSUES**
Professional liability insurance is provided by the University of Central Arkansas for occupational therapy students as they participate in educational activities related to courses in which they are enrolled. While on campus, students are responsible for their own medical expenses and are encouraged to purchase healthcare insurance, although the Student Health Service is available on campus to treat minor injuries and illnesses. The University of Central Arkansas Occupational Therapy Program contracts with some fieldwork sites that require students to be covered by medical insurance while on Level II assignments.
HAND WASHING PROCEDURES
When to wash your hands:
As you touch people, surfaces and objects throughout the day, you accumulate germs on your hands. In turn, you can infect yourself with these germs by touching your eyes, nose or mouth. Although it's impossible to keep your hands germ-free, washing your hands frequently can help limit the transfer of bacteria, viruses and other microbes.

Always wash your hands before:
- Preparing food
- Eating
- Treating wounds or giving medicine
- Touching a sick or injured person
- Inserting or removing contact lenses

Always wash your hands after:
- Preparing food, especially raw meat or poultry
- Using the toilet
- Changing a diaper
- Touching an animal or animal toys, leashes or waste
- Blowing your nose, coughing or sneezing into your hands
- Treating wounds
- Touching a sick or injured person
- Handling garbage or something that could be contaminated, such as a cleaning cloth or soiled shoes
- Whenever they look dirty.

How to wash your hands:
1. Wet your hands with warm water.
2. Apply a generous amount of soap.
3. Rub your hands together for 20 seconds.
4. Rinse your hands.
5. Dry your hands with a paper towel.
6. Use the paper towel to turn off the faucet and open the door.
How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

Duration of the entire procedure: 40-60 seconds

0. Wet hands with water;

1. Apply enough soap to cover all hand surfaces;

2. Rub hands palm to palm;

3. Right palm over left dorsum with interlaced fingers and vice versa;

4. Palm to palm with fingers interlaced;

5. Backs of fingers to opposing palms with fingers interlocked;

6. Rotational rubbing of left thumb clasped in right palm and vice versa;

7. Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;

8. Rinse hands with water;

9. Dry hands thoroughly with a single use towel;

10. Use towel to turn off faucet;

11. Your hands are now safe.

World Health Organization  Patient Safety  SAVE LIVES

A World Alliance for Safe Health Care  Clean Your Hands

All reasonable precautions have been taken by the World Health Organization to verify the information contained in this document. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of this material lies with the reader. In no event shall the World Health Organization be liable for damages arising from its use.

WHO acknowledges the Ministère d’Etat de la Santé publique, in particular the members of the Infection Control Programme, for their active participation in developing the materials.

May 2009

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HOUSEKEEPING POLICY
Following use of labs, students/faculty must clean surfaces with appropriate cleaners that are located in closed cabinets throughout the OT department. Also, they must dispose of waste and materials in the appropriate receptacles. Material Safety Data Sheets (MSDS) on all chemical products can be found in the OT Department of Doyne Health Science Center, suite 300 and on the faculty and staff shared network drive. Refer to the Policies and Procedures for the Health and Safety of Clients, Students, and Faculty for additional handling and disposal of hazardous materials.

CLIENTS, STUDENTS, AND FACULTY
In all areas used by the OT Dept., accident prevention tags shall be applied by a representative of the physical plant as a temporary means of warning others of an existing hazard, such as defective tools, equipment, etc.

GROSS ANATOMY LAB SAFETY PROCEDURES
Extra care should be utilized during dissection and the clean up procedures after dissection. Students are expected to utilize the heavy plastic garbage bags to dispose of any trash. Trash must be bagged and the open end of the bag knotted and placed in the cadaver loading area outside the lab for pick up. Human tissue that is removed from the cadavers during dissection should be placed in separate labeled plastic bags (i.e. each bag should be labeled by the cadaver number) and kept in the lab refrigerator during the dissection. In the refrigerator, there are labeled slide out trays for each cadaver bag.

The gross anatomy lab has safety equipment available to students utilizing the facility. Students should familiarize themselves with the operation of this equipment in the case that this equipment is needed while utilizing the lab. Wearing gloves, protective eyewear and lab coats are important to protect your skin and eyes from exposure to preservative chemicals present in the cadavers. Hand washing is essential to maintain personal hygiene. Eye washing equipment is located adjacent to the hand washing sinks located at each end of the lab. There is a first aid box located at the entry of the lab adjacent to the large hand washing sinks at the entrance of the lab.

Material Safety Data Sheets (MSDS) are kept up to date for all chemicals stored in the lab. MSDS sheets are organized in a binder located in the storeroom and are clearly labeled. A secondary MSDS binder is kept in the main room so that it is available to students after hours or on the weekend. MSDS sheets should be consulted in the event of a spill or accident. All chemicals must be kept in clearly labeled containers.
UNIVERSITY POLICIES AND PROCEDURES
(Information obtained from the UCA Police Department website (http://www.ucapd.org) on 1/27/2012

The UCA Police Department is pleased to offer many safety services to the UCA community.

In case of emergency –
Dial 9-1-1 from any phone.

Calls from campus land line phones will be routed directly to the UCA PD CommCenter.
Calls from cellular phones will be answered by Faulkner County Sheriff's Office dispatchers. If you are on campus ask immediately to be transferred to the UCA Police Department. The dispatcher will transfer your call directly to the UCA PD CommCenter.

In the event of incidents or emergencies that pose a continuing threat to the safety of the UCA community, the UCA Police Department will make every effort to notify UCA community members in a timely and efficient manner.

UCAAlert SYSTEM
The UCAAlert System is used to send emergency notifications to the campus community via text message, voice message and e-mail. Students, faculty and staff are encouraged to provide their contact information through the myUCA portal by logging in and following the instructions in the "Update UCAAlert Contact Info" channel.
- Login to myUCA.
- Select the Resources tab
- Follow the instructions to "Update your crisis notification phone numbers for UCAAlert" in the UCA Police channel.

SAFE@UCA INFO LINE
UCA PD has established a 24 hour emergency information hotline. Call the Safe@UCA Info Line at (501) 852-INFO (4636) to hear a recorded message about the status of the University and any current alert or safety information. During emergency situations or closures the message will be updated periodically.

SAFE@UCA E-MAIL LISTSERV
The UCA PD has established an email listserv for members of the University community who do not have access to the Admin-l or Cub listservs. Parents, visitors, neighbors, or students who may not check their Cub accounts often are welcome to opt in to the Safe@UCA email listserv with their personal email address.

PERSONAL SAFETY ON UCA CAMPUS
SAFETY PROGRAMS
UCA offers a number of educational programs to promote safety on campus.

Residence hall security programs are offered each fall semester to promote safety and security in the halls.
- The University sponsors a violence prevention week usually held in early fall semester.
University police officers, who are "adopted" by residence halls, serve as a resource to the adopted hall staff and residents.

University police bike team officers patrol residence halls both day and night to provide a highly visible deterrent to crime and to enhance communication with students.

Residence hall fire drills are conducted once each semester, and tornado and severe weather drills once per year to educate students on proper procedures in case of fire or severe weather emergencies.

Residence halls frequently offer programs on sexual assault prevention, alcohol and other drugs, theft prevention, sexually transmitted diseases and others to educate students about personal safety and health related issues.

University Police sponsors a campus RAD (Rape Aggression Defense) program for students to learn effective and simple ways to defend themselves against an attack.

The University Police Speakers Bureau provides crime prevention and awareness programs for campus community groups, faculty and staff, student and other organizations, and campus residents.

SAFETY SERVICES
UCA offers many services to promote safety on campus.

- UCA supports a system of "blue light" emergency telephones throughout the campus on walkways and parking lots to provide instant communication with the University Police Department.
- UCA Police officers provide escorts of cash transfers and of persons who desire the security of a police officer when traversing the campus or returning to their vehicles at night.
- Engravers are available through University Police for students to engrave belongings with personal identification numbers, making it easier to retrieve stolen property.
- On-site examinations of physical facilities and surrounding property are conducted by university police officers for the purpose of determining security status, identifying deficiencies, and defining and recommending the protection needed.
- Student Health Services are available on campus to treat minor injuries and illnesses.
- The University Police Department is tied into the 9-1-1 emergency network, enabling University Police to respond to any police, fire, or medical emergency and to dispatch appropriate services instantly.

UCA STAFF
Other university staff have responsibility for promoting a safe and secure campus environment.

- Residence halls are staffed by professional live-in residence hall directors and upper class resident assistants who live on residential floors. These individuals are responsible for enforcing residence hall and university policies, presenting programs on a variety of issues, handling students' personal concerns, and responding to emergency situations. Residence hall staff are on call 24-hours a day. The Housing and Residence Life Office is open from 8:00 a.m. to 4:45 p.m., Monday through Friday. The telephone number is 450-3132.
- The University has four professional counselors who are available free of charge to assist students with their personal concerns. In addition, one counselor is "on call" at night to
respond to personal crisis situations and emergencies. The daytime Counseling Center number is 450-3138. Night time emergencies should be reported to residence hall staff or university police.

- Student Health Services is staffed by three nurse practitioners who are supervised by a practicing physician in Conway. The nurses handle minor illnesses and injuries, and make referrals to local physicians when necessary. Night time emergencies should be reported to residence hall staff, or University police.

**FACILITIES**

Residence hall and campus facilities are continually being upgraded to enhance safety and security. Changes that have occurred on campus in recent years include:

- Construction of a new, state of the art University Police facility in the mid
- Increased lighting throughout the University.
- Installation of emergency phones, marked by a blue light, which are tied directly to University Police.
- Security gates and security checkpoints.

**SAFETY POLICIES**

A number of policies have been implemented to promote safety and security on campus and in the residence halls.

- Normally, only university students, or individuals who have a legitimate purpose are allowed on campus at night in motorized vehicles.
- Non-residents are not permitted in the halls unless they are a guest of a resident, or have other legitimate purpose for visiting a hall.
- Alcohol and drugs are banned from campus. Students are not permitted to possess or consume alcohol or illegal drugs in the residence halls or other parts of the university campus.
- Weapons, firearms, and explosive devices are not allowed on campus or in the residence halls (see UCA Firearms Policy for additional information).
- UCA enforces a 10:00 p.m., quiet hour policy outside the residence halls.
- Residence hall exterior doors are normally locked at night. Residents must use their room key or computerized access card to enter their building when doors are locked.
- Academic classroom buildings are normally locked after the last class or scheduled event.
- Non-students who come onto campus and violate university policies are normally banned from campus, after a disciplinary hearing is conducted.

**CRIME AWARENESS**

It is an unfortunate fact that criminal incidents of all types occur on college campuses. Many campuses around the country investigate and make public the nature of crimes, the quantity, and how they are investigated. The University of Central Arkansas subscribes to that approach and further believes that the public should know how active the university police are in crime prevention and detection.

**REPORTING OF OFF-CAMPUS OFFENSES**

The UCA Police Department works closely with the Conway Police Department, Faulkner
County Sheriff's Department, and other law enforcement agencies in sharing information and investigating crimes that involve university students and organizations. Student organizations who (1) sponsor activities off campus; (2) violate local, state or federal laws; and (3) are confronted by law enforcement officials will be reported to the University Police Department, and are subject to university disciplinary action.

**INSTITUTIONAL RESPONSE TO ON-CAMPUS CRIME REPORTS**

Upon receipt of a call or other notification of a crime, a university police officer will be dispatched to handle the complaint. The officer will investigate each reported incident and prepare an initial report. Follow-up investigation will also be conducted by the University Police Criminal Investigations Division as required. The initial and follow-up police reports will be prepared for use by UCA authorities, city, county and federal prosecutors, and other law enforcement agencies. It is important to report incidents promptly so that an investigation can be conducted promptly and evidence preserved.

Offenses which are committed by students, faculty, staff, or visitors may be referred for criminal prosecution. These same individuals may also be dealt with by the University through student or employee disciplinary proceedings, which may impose sanctions up to and including expulsion of students, termination of employment, and ban from the university campus.

**TIMELY REPORTS OF CRIME TO UCA COMMUNITY**

Each day the notable incidents (crime reports, emergencies, and other major police activities) from the previous day are summarized and faxed to several administrative offices on campus. These reports are also released to The Echo, the campus newspaper, and to other media upon request. Each month a complete accounting of reported criminal offenses and police activity are summarized and reported to the vice president for administrative services and are available upon request. In addition, selected offenses used to gauge fluctuations in the overall volume and rate of crime are reported each month to the Arkansas Crime Information Center and the Federal Bureau of Investigation in an identical summary as reported by city, county and state law enforcement agencies. Each year, the Federal Bureau of Investigation publishes a book of crime statistics called *Crime in the United States*, which includes accurate accounting of the criminal incidents that occurred on the UCA campus as well as other campuses within the state and the nation. Similarly, each year the Arkansas Crime Information Center publishes crime statistics in a book called *Crime In Arkansas*.

In the event of a serious crime that may create a future concern for the safety and security of persons and property, a Crime Alert will be issued by the University Police Department and distributed to all campus building administrators and residence hall directors for immediate posting on public bulletin boards. In addition, the Crime Alert will be posted to the campus computer system e-mail listserv and will be released to the campus newspaper, radio station, and other media as appropriate. Awareness is the best form of crime prevention, and it is the policy of the University of Central Arkansas to be proactive in soliciting the assistance of the campus community in crime prevention efforts and to promote safety and security by notifying the community of potential crime and other hazards.
REPORTING OFFENSES TO OTHER CAMPUS OFFICES
Victims of crime are encouraged to report incidents immediately to the University Police Department. Other campus offices/administrators to which offenses may be reported include:

- Dean of Students
  Dr. Gary Roberts 450.3416
- Director of Counseling Services
  Dr. Ernie Ness 450.3138
- Director of Housing & Residence Life
  Stephanie McBrayer 450.3667
- Assistant Vice President for Human Resources
  Dr. Graham Gillis 450.3181
- University Provost
  Dr. Lance Grahn 450.3126
- Director of Student Health Services
  Rochelle McFerguson, BSN 450.3136
- Director of Student Wellness & Development
  John Fincher 450.3133

EMERGENCY PROCEDURES
See the UCA Emergency Management Plan at: http://www.ucapd.net/index.php/emergency-management

Please print and sign the Verification/Information Form and return the Occupational Therapy Department by August 7, 2015.