University of Central Arkansas

Doctor of Occupational Therapy

Student Handbook
Class of 2026

Revised 8.14.2023

Table of Contents

DOCTOR OF OCCUPATIONAL THERAPY....4
Accreditation, Certification and Practice Eligibility....5
Faculty and Staff....6
Vision and Mission....7
Core Values of Occupational Therapy Education....7
Faculty and Student Roles and Responsibilities....8
Faculty Roles and Responsibilities....8
Teacher/Learner Responsibilities....8
CURRICULUM....9
Program Goals.... 9
The Curriculum Model....9
Curriculum Sequence....10
Place of Courses in the Program....11
Course Descriptions in Curriculum Sequence Order....12
Level I & Level II Fieldwork Policies and Procedures....16
Doctoral Capstone....16
ACADEMIC POLICIES....17
Academic Integrity....17
Program Progression Policies....18
Course Sequencing and Interruption of Studies....18
Grades and Academic Probation....18
Academic Suspension....18
Appeal Process....19
Withdrawal and Refunds of Tuition.... 19
Graduation....19
Grading Scale....20
Attendance....20
Inclement Weather....20
ADVISING....21
Student Resources.... 22
Accommodations.... 22
Scholarships.... 22
PROFESSIONAL AND ETHICAL BEHAVIOR.... 24
Professional and Ethical Misconduct Policy and Procedures....24
Student Expectations in the Doctor of Occupational Therapy Program....25
Grievances....26
Assessment-Professional Behavior....28
Exceptional Student Behavior....28
Professional Activities....30
Professional Organization Membership....30
Registered Student Organizations (RSO)....31
Recruitment/Professional Activity....32
UCA Occupational Therapy Alumni Chapter....32

Additional Student Responsibilities……32
HIPPA/Confidentiality……32
Recording of Classes and Distribution of Course Materials by Students……33
Criminal Charges……33
Substance Abuse……33
Social Media……34
Sexual Harassment……34
Job Reference/Scholarship Reference Requests……35
HEALTH AND SAFETY……36
LABORATORY REGULATIONS……38
Lab Use……38
Equipment/Supplies……38
Cleaning/Storing Supplies and Equipment……38
Lockers……38
GENERAL INFORMATION……39
Contact Information Updates……39
Communication……39
Electronic Communication……39
Forwarding your UCA messages to another email address……39
Use of Departmental Offices and Facilities……39
Personal Items……40
Class Supplies……40
Job Opportunities……40
EMERGENCY PROCEDURES SUMMARY……41
HEALTH AND SAFETY MANUAL: POLICIES AND PROCEDURES……44
APPENDIX A-Student-Advisor List……50
APPENDIX B-OTD Program Forms……51
Attitude/Behavioral Check Sheet……52
Professional Behavior Reporting Form……54
Application to Return to Coursework……55

Doctor of Occupational Therapy
Student Handbook

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, doctoral capstone, other requirements and related activities. Read the handbook 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.

Additional official UCA publications you need as a UCA student are:

- The University of Central Arkansas Graduate Bulletin
- UCA Police Department Policies and Regulations
- UCA Student Handbook and Daily Planner

University of Central Arkansas
Department of Occupational Therapy
201 Donaghey Avenue
Conway, Arkansas 72035
Phone 501-450-5017 ● Fax 501-450-5568

Chapter 1

DOCTOR OF OCCUPATIONAL THERAPY

Accreditation, Certification and Practice Eligibility

University of Central Arkansas Department of Occupational Therapy entry-level doctoral degree program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

ACOTE
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: (301) 652-AOTA
www.acoteonline.org

NBCOT
One Bank Street, Suite 300
Gaithersburg, MD 20878
Phone: (301) 990-7979
Fax: (301) 869-8492
www.nbcot.org

Arkansas State Medical Board
1401 West Capitol Ave., Ste. 340
Little Rock, AR 72201-2936
Phone (501) 296-1802
www.armedicalboard.org

Faculty and Staff

Administration			
Tina A. Mankey, EdD, OTR/L Chair/Program Director	DHSC 305	501-450-5565	tinam@uca.edu
Lorrie A. George-Paschal, PhD, OTR/L, ATP Research and Doctoral Capstone Coordinator	DHSC 303	501-450-5564	lorrieg@uca.edu
Chris Ryan, PPOTD, OTR/L Doctoral Capstone and Program Coordinator	DHSC 308D	501-852-0248	cryan@uca.edu
Brittany Saviers, PhD, OTR/L Academic Fieldwork Coordinator	DHSC 101	501-852-0984	bbrown@uca.edu
Faculty			
Deborah Gangluff, ScD., OTR/L	DHSC 308C	501-450-3334	dgangluff@uca.edu
Kelly Hartwick, PPOTD, OTR/L	DHSC 329	501-450-5569	khartwick@uca.edu
Lynne Hollaway, MS, OTR/L	DHSC 308B	501-852-0247	lhollaway2@uca.edu
Sara Israel, JD, OTR/L	DHSC 327	501-852-7872	sisrael1@uca.edu
Ashley McClain, OTD	DHSC 308A	501-450-0881	amcclain@uca.edu
Brandy Pate, PPOTD, OTR/L	DHSC 301	501-852-0246	bpate@uca.edu
January Schultz, PhD	DHSC 302	501-852-2343	jschulz@uca.edu
Program Advisor			
Alex Norris. MSE	DHSC 311	501-450-5567	anorris@uca.edu
OTD Support Specialist			
Michelle Burgin	DHSC 304	501-450-5017	mburgin@uca.edu

The University of Central Arkansas Occupational Therapy Entry-Level Doctorate program has adopted the following vision, mission and core values within the program.

Vision:

Our vision is to make a positive impact by facilitating occupational participation of diverse people, populations, and communities.

Mission Statement:

Through an intentional investment in relationships, our program prepares community-engaged occupational therapy practitioners, scholars, and advocates for interprofessional collaboration in traditional and emerging practice settings.

Core Values of Occupational Therapy Education

Occupational therapy education prepares occupational therapy practitioners to address the occupational needs of individuals, groups, communities, and populations. The education process includes learning at all levels and environments such as in-person, virtual, on and off campus settings, clinical and community facilities. The fieldwork and doctoral capstone components of the program are embedded within the learning process. The philosophy of occupational therapy education parallels the philosophy of occupational therapy, yet remains distinctly concerned with beliefs about knowledge, learning and teaching. Occupational therapy education is the process by which practitioners acquire their professional identity.

The core values of the UCA OT Program are:

Advocacy: promotes *advocacy* of the profession, consumers, and interprofessional community partners.

Scholarship: commits to the goals of lifelong education, as well as the production and the dissemination of knowledge in the humanities, social sciences, and sciences. *Scholars* are committed to contributing to the development of their field(s) of study and seek to ensure excellence and innovation in occupational therapy.

Service: delivers value to diverse people, populations, and communities by facilitating outcomes *service* recipients want to achieve.

Professionalism: believes *professionalism* can be taught and understood over time. The *professionalism* we desire to model and expect from our students is a collection of traits including ethics, reliability, competence, dependability, integrity, and communication.

Inclusion: honors the inherent value of every individual's unique story, experience, and perspective by creating a safe and *inclusive* environment.

Innovation: promotes creativity and innovation in education, practice, and scholarship to achieve professional excellence.

Relationship: prioritizes professional, collaborative, and intentional *relationships* with community partners, students, and inter/intradisciplinary colleagues.

Excellence: understands that perfection is not readily attainable but aspires for excellence by doing ordinary things extraordinarily well.

Leadership: models innovation *leadership* by inspiring productive action in faculty and students. We strive to create a departmental climate where others apply innovative thinking to solve problems.

Embedding the above core values to have intentional investments in relationships will facilitate our graduates to become community-engaged occupational therapy practitioners, scholars, and advocates for interprofessional collaboration in traditional and emerging practice settings.

Faculty and Student 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.

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 also 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.

Chapter 2

CURRICULUM

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 scope, and provide leadership in advocating for future potential.
3. 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.
4. Effectively work in and provide leadership for inter-professional teams and families to assure that interventions are holistic and relevant.
5. Document accurately and promptly interventions according to organizational and regulatory policies and requirements.
6. 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.
7. Independently utilize technologies and other resources to support practice, research, and service.
8. Recognize the need to and independently maintain professional competency in relation to the scope of the occupational therapy profession as well as in their selected advance practice area.
9. Understand the role of the OTA in service delivery; supervise and appropriately delegate tasks to OTAs and other support personnel.
10. Comply with all aspects of the Occupational Therapy Code of Ethics and jurisdictional practice requirements.
11. Apply knowledge and skills necessary to educate, develop programs and policies, lead, and administer occupational therapy programming for individuals, groups, organizations, and populations.
12. Demonstrate advanced clinical skills acquired from didactic and fieldwork experiences for those with occupational needs.
13. Evaluate existing research and participate in collaborative research and scholarly activities for theory development and contribution to the knowledge base of the profession.

Curriculum Sequence

Department of Occupational Therapy Occupational Therapy Doctorate Curriculum		
	Course Credits	***Total Credit Hours***
Fall I		***17***
OTHY 6323 Professional Foundations of Occupational Therapy	3	
OTHY 6324 Art & Science of Occupation	3	
OTHY 6110 Doctoral Seminar I - Service Learning	1	
OTHY 6403 Applied Human Anatomy	4	
OTHY 6303 Human Movement and Performance	3	
OTHY 6317 Research	3	
Spring I		***16***
OTHY 6404 Occupational Therapy Assessments	4	
OTHY 6326 Conditions Influencing Occupational Performance	3	
OTHY 6120 Doctoral Seminar II – Introduction to Capstone	1	
OTHY 6355 Applied Neuroscience	3	
OTHY 6307 Theories in Occupational Therapy	3	
OTHY 6202 Level I Fieldwork - Occupational Therapy Process	2	
Summer I		***13***
OTHY 6212 Level I FW Analysis of Human Occupational Performance	2	
OTHY 6321 Administration & Management	3	
OTHY 6438 Documentation of the Occupational Therapy Process	4	
OTHY 6190 Formative Competency	1	
OTHY 7317 Applied Research I	3	
Fall II		***16***
OTHY 6510 Holistic Interventions – Birth to Young Adult	5	
OTHY 6511 Holistic Interventions – Adult to End of Life	5	
OTHY 7318 Applied Research II	3	
OTHY 6203 Level I Fieldwork – Evaluation & Intervention	2	
OTHY 6104 Level II Fieldwork Seminar	1	
Spring II		***7***
OTHY 6V51***** Level II Fieldwork – Rotation I	6	
OTHY 6V71****** Level II Fieldwork – Rotation II	1	
Summer II		***11***
OTHY 6V71****** Level II Fieldwork – Rotation II (continues – usually through 3rd week in June)	5	
OTHY 6309 Population and Community Based Programming	3	
OTHY 7319 Applied Research III	3	

Department of Occupational Therapy Occupational Therapy Doctorate Curriculum		
	Course Credits	***Total Credit Hours***
Fall III		***12***
OTHY 7311 Leadership & Communication in Healthcare	3	
OTHY 6310 Occupational Therapist as an Educator	3	
OTHY 7320 Contemporary Issues and Advocacy in Occupational Therapy	3	
OTHY 7310 Doctoral Seminar III – Planning & Development	3	
Spring III		***15***
OTHY 7330 Occupational Therapy Practice for Children, Youth and Families	3	
OTHY 7340 Occupational Therapy in Rehabilitation and Disability	3	
OTHY 7360 Advanced Occupational Therapy Practice in Mental Health	3	
OTHY 7220 Transition to Practice	2	
OTHY 7V50*** Doctoral Capstone	4	
Summer III		***8***
OTHY 7V50** Doctoral Capstone (3rd week in April through 10 week summer term)	8	
*A combination of OTHY 6151, 6251, 6351, 6451, 6551, or 6651 for a total of 6 hrs. **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).* ***A combination of OTHY 7150, 7250, 7350, 7450, 7550, 7650, 7750, or 7850 for a total of 12 hrs. *Courses must be completed over the spring (typically 7450) and summer terms (typically 7850).*		***115***

Place of Courses in the Program

Each course in the OTD program was carefully evaluated for its place within the curriculum to complement concurrent courses as well as provide a developmental sequence that allowed for progressive expectations in knowledge, skills, and judgment through didactic, experiential, and service-oriented learning opportunities. The curriculum model incorporates eight core concepts within selected courses each semester: a) professionalism, core values, and ethics; b) context; c) evidence-based practice; d) theory; e) occupation; f) person/population centered practice, g) leadership, and h) advocacy and policy. Each semester builds upon previous coursework with progressive expectations for student accountability for learning and competence. The following table depicts the titles, credit hours, course descriptions and sequence of the courses in the OTD program.

Course Descriptions in Curriculum Sequence Order

Number	***Course Title***	***Credits***	***Course Description***	***Hours***
Fall 1				*17*
OTHY 6323	Professional Foundations of Occupational Therapy	3	*An overview of the history, philosophical base, traditional and emerging service delivery models, and future of occupational therapy as well as professional roles and responsibilities, credentialing requirements, ethical standards, and professional literature. Includes portfolio development and service learning.*	
OTHY 6324	Art & Science of Occupation	3	*An in-depth study of occupation, underlying scientific theories, and legitimate tools of practice with an emphasis on meaningful use of occupation-based interventions.*	
OTHY 6110	Doctoral Seminar I – Service Learning	1	*The first semester course focus is on the foundation concepts upon which the remainder of the curriculum is built. This course provides the basis for professionalism, embracing core values and ethics of the profession, understanding and embracing the use of occupation, and valuing of person-centered practice that is evidenced-based and contextually relevant. In addition, students are expected to develop skills to critically search the evidence and be competent consumers of scholarly literature as related to occupational therapy practice, which provides a foundation for engaging in scholarly activities later in the program.*	
OTHY 6403	Applied Human Anatomy	4	*A study of human structure and function as a foundation to occupational performance.*	
OTHY 6303	Human Movement and Performance	3	*Human structure and function analysis as it relates to engagement in occupations. The anatomical foundation of the skeletal and muscle systems, mechanics and principles of human motion, analysis and application are emphasized.*	
OTHY 6317	Research	3	*Study of designs used in qualitative, quantitative, and mixed methods research including critical appraisal of literature and related evidence to inform occupational therapy practice and develop future research.*	
Spring 1				*16*
OTHY 6404	Occupational Therapy Assessments	4	*Examination and application of psychometric principles necessary to read, score, calculate, and interpret data collected in tests and assessments. Includes selection, standardized administration, interpretation, and documentation of assessments used in occupational therapy practice to evaluate client factors and occupational performance while considering contextual influences.*	
OTHY 6326	Conditions Influencing Occupational Performance	3	*A lifespan study of mental, developmental, and physical conditions commonly encountered in occupational therapy practice, their potential impact on occupational engagement and performance, and the general implications for occupational therapy intervention.*	
OTHY 6120	Doctoral Seminar II Introduction to Capstone	1	*This course introduces the capstone process through small group, case-based learning experiences. Students will use clinical reasoning to progressively develop three potential capstone scenarios. Potential areas of emphasis include advocacy, leadership, research, advanced practice, education, theory, development, and program and policy development.*	

Number	*Course Title*	*Credits*	*Course Description*	*Hours*
OTHY 6355	Applied Neuroscience	3	*A study of the development, structure, and function of the human nervous system as well as the sequelae of neurological insult or injury.*	
OTHY 6307	Theories in Occupational Therapy	3	*In depth study, analysis, synthesis of evidence, and case-based application of theories used to support occupational therapy practice.*	
OTHY 6202	Level I Fieldwork - OT Process	2	*Application of professional skills and foundational components of the occupational therapy process with a focus on the social and psychological aspects that influence engagement in occupation within a practice setting.*	
Summer 1				*13*
OTHY 6212	Level I Fieldwork Analysis of Human Occupational Performance	2	*Application of professional skills and components of the occupational therapy process under the supervision of an occupational therapy practitioner.*	
OTHY 6321	Administration and Management	3	*Theoretical and practical application of management principles in the provision of occupational therapy services including evaluation and application of strategies to address internal and external influences on practice.*	
OTHY 6438	Documentation of the Occupational Therapy Process	4	*Synthesis of comprehensive evaluation data to establish client-centered, occupation-based, and outcome-focused intervention plans for clients across the lifespan. Prerequisite: Successful completion of previous courses in program sequence.*	
OTHY 6190	Formative Competency	1	*Formative evaluation of knowledge, skills, and judgment in applying the occupational therapy process with a client. Includes professional portfolio mid-review.*	
OTHY 7317	Applied Research I	3	*Mentored participation in a scholarly project that may be used to evaluate practice, service delivery, and/or professional issues. Includes but is not limited to: design, data collection, data analysis, and dissemination. This is the first course in a series of three designed to address the interrelationship among theory, research, and practice. Students will design a theory based research proposal of importance to the field of occupational therapy.*	
Fall 2				*16*
OTHY 6510	Holistic Interventions Birth to Young Adult	5	*Theory- and evidence-based selection and application of relevant occupation-based interventions for clients from birth to young adulthood who present with acute, developmental, neurological, mental health, musculoskeletal, and/or chronic conditions. Includes therapeutic techniques as precursors to occupation-based interventions when indicated.*	
OTHY 6511	Holistic Interventions Adult to End of Life	5	*Theory- and evidence-based selection and application of relevant occupational therapy interventions for clients from adulthood to end of life who present with acute, developmental, neurological, mental health, musculoskeletal, and/or chronic conditions. Includes therapeutic techniques as precursors to occupation-based interventions when indicated.*	

Number	*Course Title*	*Credits*	*Course Description*	*Hours*
OTHY 7318	Applied Research II	3	*Mentored participation in a scholarly project that may be used to evaluate practice, service delivery, and/or professional issues. Includes but is not limited to: design, data collection, data analysis, and dissemination. This is the second course in a series of three designed to address the interrelationship among theory, research, and practice. Emphasis is on subject/participant recruitment and data collection based on the research proposal developed in Applied Research I.*	
OTHY 6103	Level I Fieldwork - Evaluation & Intervention	2	*Level I Fieldwork under the supervision of an occupational therapy practitioner that focuses on infusion of occupation throughout the occupational therapy process.*	
OTHY 6104	Level II Fieldwork Seminar	1	*This course prepares students for level II fieldwork experiences in various settings across the lifespan. Specifically, the student will learn how to transition from student to fieldwork student and ultimately practitioner.*	
Spring 2				*7*
OTHY 6V51	Level II Fieldwork – Rotation I	6	*Integration and application of academically acquired knowledge through an in-depth experience in delivering occupational therapy services in traditional and/or emerging service delivery models.*	
OTHY 6V71	Level II Fieldwork – Rotation II	1	*Integration and application of academically acquired knowledge through an in-depth experience in delivering occupational therapy services in traditional and/or emerging service delivery models.*	
Summer 2				*11*
OTHY 6V71	Level II Fieldwork – Rotation II (continued)	5	*Integration and application of academically acquired knowledge through an in-depth experience in delivering occupational therapy services in traditional and/or emerging service delivery models.*	
OTHY 6309	Population and Community Based Programming	3	*Needs analysis, design, implementation, and evaluation of occupation-centered, evidence-supported programs for populations and communities that promote health and wellness. Includes service learning and field experience in traditional and emerging areas of practice.*	
OTHY 7319	Applied Research III	3	*Mentored participation in a scholarly project that may be used to evaluate practice, service delivery, and/or professional issues. Includes but is not limited to: design, data collection, data analysis, and dissemination. This is the third course in a series of three designed to address the interrelationship among theory, research, and practice. Emphasis is on data analysis and dissemination of findings based on the data collected in Applied Research II. This course concludes the culminating research project experience.*	
Fall 3				*12*
OTHY 7311	Leadership & Communication in Healthcare	3	*This course provides multiple approaches to develop, discern, and apply principles of leadership. Students will examine professional leadership through theory, communication, and structured reflection. These experiences will prepare students for both leadership roles and becoming change agents.*	
OTHY 6310	Occupational Therapist as an Educator	3	*Academic issues and concepts are presented; students will learn to prepare educational objectives, learning experiences, and evaluations for a variety of teaching situations.*	

Number	*Course Title*	*Credits*	*Course Description*	*Hours*
OTHY 7320	*Contemporary Issues and Advocacy in Occupational Therapy*	*3*	*An appraisal of contemporary issues in occupational therapy practice focusing on advocacy, policy, and ethics. Students will examine professional responsibilities and roles of the occupational therapist regarding advocacy, policy, and ethics and how each influences practice. This course will prepare students to become change agents.*	
OTHY 7310	Doctoral Seminar III – Planning & Development	3	*This seminar course requires the learner to critically analyze professional needs and interests in preparation for the doctoral residency. Through self-directed learning and practical application, students will complete program planning and development to establish a specialized in-depth experience designed to acquire advanced skills in clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development.*	
Spring 3				*15*
OTHY 7330	Occupational Therapy Practice for Children, Youth & Families	3	*This course advances students' knowledge in timely topics and trends of critical importance in occupational therapy practice for children, youth, and families. Student-driven areas of interest will be a focus in a variety of practice settings, including schools, clinics, and homes. This course uses leadership, evidence-based practice, and advanced clinical skills as components to advocate for change in order to meet societal and professional needs.*	
OTHY 7340	Occupational Therapy in Rehabilitation and Disability	3	*This course advances students' knowledge in the area of rehabilitation and disability across the lifespan in a variety of practice settings, including orthopedics, neurology, geriatrics, and others. This course uses evidence-based practice, advanced clinical skills, and emerging treatment areas to enhance occupational therapy clinical practice. Students will be prepared to sit for advanced certifications in selected areas of practice.*	
OTHY 7360	Advanced Occupational Therapy Practice in Mental Health	3	*This course is designed for students with an interest in advanced knowledge in psychosocial occupational therapy. Through medical and community experiences, students will examine factors that influence participation in occupation for clients diagnosed with mental illness and those that influence occupational therapy practice in mental health.*	
OTHY 7220	Transition to Practice	2	*Comprehensive self-analysis, reflection, and practical evaluation of knowledge, skills, and judgment in providing occupational therapy services to individuals, groups, and populations. Includes finalizing plans for transitioning to the doctoral residency and an emphasis on professional and ethical avenues for gainful employment, certification, licensure, and lifelong learning for ongoing competence in an evolving practice environment.*	
OTHY 7V50	Doctoral Capstone	4	*A mentored intensive and extensive learner-centered experience designed to develop advanced skills in a specialized area such as clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development. Requires a minimum of 640 hours and includes implementation and oral dissemination of a research based major project congruent with the residency experience.*	
Summer 3				*8*

Number	*Course Title*	*Credits*	*Course Description*	*Hours*
OTHY 7V50	Doctoral Capstone (continued)	8	*A mentored intensive and extensive learner-centered experience designed to develop advanced skills in a specialized area such as clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development. Requires a minimum of 560 hours and includes implementation and oral dissemination of a research based major project congruent with the residency experience. Students must complete a total of eight (8) doctoral residency credit hours.*	
			Total Hours	*115*

Doctoral Capstone and Fieldwork Experiences

Policies and Procedures

Doctoral Capstone and Fieldwork Manuals are available via the UCA website at https://uca.edu/ot/

Chapter 3

ACADEMIC POLICIES

Academic Integrity Statement:

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 (2020). *Any* form of academic misconduct is viewed very seriously by the faculty in the Department of Occupational Therapy. 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.

It is also 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. The Arkansas State Medical Board Occupational Therapy Examining Committee has adopted the statement on ethics of the American Occupational Therapy Association as the standard of ethical practice for Occupational Therapists and Occupational Therapy Assistants licensed in the state of Arkansas.
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 the program 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 the program affirms a student's acceptance of this university policy. Each student should familiarize themselves with the Academic Policies of the university in the *Student Handbook*, the entire academic integrity policy and examples of violations of the policy can be found on the UCA web site at: http://www.uca.edu/integrity/ . Please review the OT Student Handbook for relevant information regarding academic integrity.

Plagiarism:

Plagiarism is the presentation of another person's work, ideas, or expressions as your own whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism. A useful sheet to help you understand plagiarism with examples can be found at: http://uca.edu/academicaffairs/files/2012/08/plagiarism.pdf

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 Doctor of Occupational Therapy 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 or a course for other than academic reasons, his/her 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 participant's written justification for readmission. This information should be sent to the student's advisor who will present it to the faculty of the department for consideration. However, participants must complete at least one full semester to be eligible for reinstatement after an interruption in studies. Those who have not completed the first two semesters of study will be required to reapply to the program. If a student drops out for more than 1 year, it may be necessary to repeat course work (at the discretion of faculty) and to comply with new university and program policies with regard to degree requirements.

Grades and Academic Probation

Grades of A, B, and C will allow students to receive graduate credit. Grades below C are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program. A graduate student is expected to maintain a cumulative 3.0 average. A student whose cumulative grade point average is less than 3.0 is on academic probation. In the next semester or summer term in attendance, the student should achieve a cumulative 3.0 or at least show meaningful improvement towards a 3.0 GPA. If the cumulative 3.0 is not met or meaningful improvement shown, the student is ineligible to continue graduate studies at UCA. A GPA of 3.0 or above is required for graduation. Do read the Graduate Bulletin for policies, as the faculty from the Department of Occupational Therapy cannot speak for the UCA Graduate School.

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 course work in the professional curriculum. A suspended student may submit an Application to return to coursework to his/her faculty advisor and appear before the department faculty committee. 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. Readmission is not guaranteed. 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 is not eligible for reinstatement when he/she: a) violates the academic integrity policy or b) violates the professional behavior policy when violation is deemed a great significance by occupational therapy faculty.

Note that Department of Occupational Therapy policy on academic suspension takes precedent over the

Graduate School policy.

Appeal Process

Students who wish to appeal a decision should refer to the UCA Graduate Bulletin and the UCA Student Handbook.

Withdrawal and Refunds of Tuition

Students who officially withdraw from the University may be entitled to a partial refund or adjustment of fees, if the withdrawal is completed within the refund period approved for the semester. Refer to the academic calendar regarding course drop dates. Refer to fees and other charges as stated in the Graduate Bulletin.

Academic Calendar
Fees and Other Charges

Graduation

In order to be eligible to graduate with a Doctor of Occupational Therapy, the student must complete all of the didactic, fieldwork, and capstone coursework outlined in the curriculum sequence with the required cumulative GPA of 3.0 or above in a timely manner. All Level II fieldwork and the doctoral capstone must be completed within an established timeframe.

It is expected the student will complete Level II Fieldwork in 24 weeks and continue with the curriculum sequence. However, if the student does not successfully complete all Level II Fieldwork then a) they have 12 months to successfully complete the experiences and b) the student's anticipated graduation date will be delayed 12 months (moving the student to the next cohort of students). It is expected the student will complete the doctoral capstone in 14 weeks. However, if the student does not successfully complete the doctoral capstone in that timeframe, the student will have up to 12 months once the Capstone has begun to successfully finish.

Additionally, students must meet all of the university requirements for graduation. Read the UCA Graduate Bulletin http://uca.edu/gbulletin/, visit the UCA website, and become familiar with the contents, requirements, and deadlines for the awarding of degrees. Each student is responsible for ensuring he/she has 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.

http://uca.edu/graduateschool/graduation-forms/

Grading Scale

Letter Grade	*Percentage*
A =	92% - 100%
B =	83% - 91%
C =	74% - 82%
D =	65% - 73%
F =	Lower than 65%

Attendance Policy:

The Occupational Therapy program is designed to be a full-time program. Consistent and prompt class attendance is essential for the learner to benefit from the full educational experience provided. Therefore, the departmental attendance policy is as follows:

1. 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 disenrolled 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.)*
2. Instructor notification is expected (in advance) if a student will be late or will miss class.
3. Occupational therapy students are responsible for all missed learning material/experiences.
4. It is not possible to replicate lab experiences or exams; therefore, faculty members are not obligated to provide makeup learning experiences or exams.
5. There are no excused absences; however, personal injuries or serious illness will be considered on an individual basis.

These attendance policies will be strictly adhered to; decisions of the professors are final.

Attendance – Class Experiences:

Your consistent attendance in class is essential for competent performance on examinations and written assignments and is expected in the work ethics of professionals. Moreover, you are expected to attend all classes, exams, and oral assignments. In cases of unavoidable absence, please contact instructor prior to class. As a rule, no late assignments will be accepted and no makeup tests/presentations will be allowed. Missing more than the equivalent of 1 week of class (i.e., 2 class sessions) and/or chronic lateness (>2 times) will result in a letter grade reduction.
Missing more than the equivalent of 2 weeks of class (ie, 4 class sessions) may result in disenrollment in the course and a grade of WF (Withdrawn Failing) recorded (see UCA Student Bulletin).

University Campus Closure:

In the event that the university must be closed (i.e. inclement weather, Covid19, flu), alternative methods of instruction or assignments may be required in order to complete the objectives of the course. Given that the Occupational Therapy curriculum is a professional program, please be aware that course requirements will most likely mandate extended time or make-up requirements.

ADVISING

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:

- Provide students with accurate information about academic progression and degree requirements.
- Assist students in understanding academic policies and procedures.
- Help students access campus resources that will enhance their ability to be academically successful.
- Assist students in overcoming educational and personal issues that may affect students' educational performance.
- Identify systemic and personal conditions that may impede students' academic achievement and develop appropriate interventions.
- Review and use available data about students' academic and educational needs, performance, aspirations and problems.
- Increase student retention by providing a personal contact that students often need and request, thereby connecting them to the program/institution.
- Develop professional behaviors expected of an occupational therapist.
- Inform students of the student support services that are provided by the university.
- Assist students in reflecting on learning experiences each semester for the purpose of guiding the students' personal and professional development.

Each student will be advised by assigned faculty advisor according to progression in the program. The purpose of the advisement is to encourage the development of professional behaviors and successful progression in coursework, fieldwork and doctoral capstone experiences.

Advisors will follow the guidelines for advisement as outlined:

First Year (Fall) – Assigned faculty advisor will communicate via email with positive feedback regarding coursework and professional behavior. Individual meetings should take place to address any concern or at the student's request.
(Spring) – Assigned faculty advisor will meet with each student and complete the Attitude/Behavior Checklist on the student's performance during their first year in the program.

Second Year (Fall) - Assigned faculty advisor will meet with each student and complete the Attitude/Behavior Checklist on the student's performance from last meeting and as preparation for Level I Fieldwork.
(Spring) – Students on Level II Fieldwork

Third Year (Fall/Spring) – Advising moves to the assigned Doctoral Capstone Faculty Mentor as the last year of the program involves individual mentorship and advising for the Doctoral Capstone experience. This will include the completion of the Attitude/Behavior Checklist prior to the start of the experience (March/April).

Any concern or issue regarding professional behavior or participation in courses should be addressed by the course faculty during the semester in which it occurs. Thorough documentation of the meeting or communication should be documented and acknowledged by the student with a copy in the student's file. Faculty advisors should review the student's file prior to individual advising meetings. Additional meetings may be held as 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 student, along with the advisor, is expected to develop a plan of action. The advisor serves as the liaison between the student and faculty.

Student Resources

UCA provides many resources, services, and personnel to help students successfully complete your education and have the best college experience available. Information on the following resources and

services can be found at http://uca.edu/studentsuccess/student-resources.

- Tutorials & Video Resources
- Offices and Important Information - Other resources for students can be found in various offices on campus. Visit the following sites for more information or assistance:

    - Academic Advising Center
    - Academic Calendar
    - Career Services
    - Counseling Services
    - Office of Diversity and Community
    - Student Financial Aid
    - Student Handbook
    - Student Health
    - The Writing Center

- Student Support Groups, Programs, and Services
- Articles and Research on Issues Related to Student Success

Accommodations & Essential Functions of the Program

The Office of Accessibility and Resources (OARS) 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 mission of OARS is to create an accessible and inclusive environment where a student's educational potential is maximized through the fostering of independence, self-advocacy, and individual holistic development. 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 OARS. Refer to the UCA Student Handbook, visit the OARS website at https://uca.edu/oars/ or call (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 Doctor of Occupational Therapy program is responsible for preparing students to be proficient in all situations. Please refer to the UCA Department of Occupational Therapy Essential Functions at https://uca.edu/ot/files/2021/07/Essential-Functions.pdf. Some requests for accommodations may interfere with the integrity of the course and/or program. If this appears to be the case, recommended accommodations should be discussed with the OARS staff and the student requesting accommodations to facilitate course integrity and student success.

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 email. 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

Chapter 5

PROFESSIONAL AND ETHICAL BEHAVIOR

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 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 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 chairperson within ten (10) business days of the date of discovery of the alleged violation.

2. Upon receipt of the complaint, the department chairperson will, within ten (10) business days, a) meet with the department faculty to discuss the alleged misconduct, and b) arrange meeting with department chairperson, faculty, and accused student to give the student an opportunity to respond. The department chairperson and faculty may interview the complaining party and any other persons believed to have pertinent factual knowledge of the allegations. The department chairperson 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 chairperson shall determine whether there is a reasonable basis to believe that the student engaged in professional or ethical misconduct. If the department chairperson 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 chairperson determines there is a reasonable basis for believing that the student engaged in professional or ethical misconduct, the department chairperson 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 chairperson/coordinator was arbitrary and capricious, he/she may seek an appeal through the Dean of the College of Health and Behavioral Sciences.

Student Expectations in the Doctor of Occupational Therapy program:

1. **Show responsibility and integrity for learning in all environments by**:
    - arriving on time and remaining for the entire time period in class, lab and clinical affiliations;
    - demonstrating initiative and professional curiosity by being prepared for class and lab, actively participating in class and lab, and completing course assignments on time;
    - setting priorities and correcting problems which interfere with, or potentially interfere with, academic performance;
    - refraining from plagiarism and other dishonest acts on tests and assignments;
    - reporting dishonest acts by other students;
    - adhering to the American Occupational Therapy Association Code of Ethics and Standards for Ethical Conduct;
    - following the regulations of the university and the department.

2. **Show respect for, and exhibit a positive attitude through cooperation with faculty, fieldwork educators, doctoral capstone personnel, and fellow students by**:
    - speaking to others with tact and diplomacy;
    - giving and accepting constructive criticism appropriately.

3. **Communicate appropriately including verbal, nonverbal, and written formats**.

4. **Avoid behaviors inconsistent with expectations. Examples include but are not limited to the following**:
    - repeated non-excused absences from class, laboratory sessions and clinical affiliations;
    - academic dishonesty (cheating, plagiarism, etc);
    - missing an exam without prior notification of instructor;
    - demonstrating disrespect for a student, faculty member, or patient.

5. **Dress appropriately in all circumstances (see below)**

    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

- Business casual 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, preferably with rubber soles for safety
- name tag
- long hair pulled back (for safety)
- white lab coat (when applicable)
- if the polo shirt/business casual slacks is not appropriate for the setting, students should dress modestly (no low cut tops or shirts, no tank tops/string straps, no tops that show undergarments, no tops that show the stomach/low back area, shorts should be knee length, no tight fitting clothing, and no clothing with holes)

<u>DO NOT attend service learning, field trips, fieldwork, or capstone experiences with:</u>

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

Failure to follow these guidelines will result in your being excused from the field trip, site/fieldwork location, service learning, and/or capstone experience 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.).

6. **Purchase your own and retain textbooks**

Faculty members are careful to choose textbooks that are necessary for courses, and will serve as references well into the future. 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.

Student Grievances

The UCA Department of Occupational Therapy strives to provide an environment of mutual respect, cooperation, and understanding. Notwithstanding this commitment, problems and concerns sometimes occur. This policy is available to students who wish to have a concern resolved regarding a person or process

of the department not covered by other existing policies, such as grade appeals, sexual harassment complaints, etc.

The complaint/concern should be provided in writing to the department chairperson during the semester of occurrence but no later than twenty days from the first day of the following academic semester. The individual has the option of meeting with the department chairperson informally prior to filling the written complaint in order to have a better understanding of the process. To pursue this informal meeting regarding the complaint, the student(s) should make an appointment with the department chairperson.

The formal compliant must contain the name of the person filing the complaint, the complainant's phone number and e-mail address, the date of the complaint, the date of the occurrence, and a detailed accounting of the incident or detailed explanation of the complaint, and any steps taken to seek resolution of the problem. The department chairperson will, in a timely manner, usually within ten business days, investigate the complaint, take appropriate action, and notify the student of the resolution of the matter. If the student is not satisfied with the resolution, the student may, within ten business days of date of the notification, appeal the resolution in writing to the Dean of the College of Health and Behavioral Sciences.

Records of complaints are maintained in the office of the department chairperson.

If the complaint is against the department chairperson, the student should file the complaint with the Dean of the College of Health and Behavioral Sciences.

Formal complaints against the department may also be filed with the accrediting body. The student must follow the criteria and process established by the Accreditation Council for Occupational Therapy Education (ACOTE).

Assessment – Professional Behavior

The development and display of professional behaviors is an essential part of the integration of individuals into a profession. Development and assessment of professional behaviors for students in the Doctor of Occupational Therapy program at the University of Central Arkansas will occur through the following mechanisms:

1. **Professional Development Plan**
   Development of a professional development plan for each student within the Doctor of Occupational Therapy program will begin during the 1st semester (Professional Foundations) of the professional curriculum and is reviewed and updated throughout the program.

2. **…Review with Advisor**
   The OTD Program has an Advising Policy that is shared and provided to the student. Scheduled advising meetings occur based on the established policy. When a student meets with his/her/their faculty advisor, the Attitude Behavioral Check Sheet will be completed with feedback regarding professional behavior. This document is completed with input from the entire faculty. Student or advisor may request or schedule a meeting at any time.

3. **Assessment by Fieldwork Educators and Doctoral Capstone Faculty**
   Assessment of students' professional behavior during the fieldwork and doctoral capstone education component of the Doctor of Occupational Therapy program occurs with fieldwork educators and doctoral capstone faculty during Level I and II fieldwork and the doctoral capstone experience.

4. **Exceptional Behavior**
   Exceptional student behavior, positive or negative, will be reported using the Professional Behavior Reporting Form.

Exceptional Student Behavior

1. **Documenting Good Behavior**

   A student may be acknowledged for helping other students and for positive contributions to the class or community. Fellow students and faculty may document good behavior by writing a letter to that student's file, with a copy for the student. When the time comes for writing recommendations to potential employers, the faculty will have a record of academic and non-academic performance.

2. **Documenting Problematic Behavior**

   Behavior inconsistent with expectations of the Department of Occupational Therapy may also be documented for the record by filing a Professional Behavior Reporting Form. The following outlines the procedures that will follow incidents of inappropriate behavior:

   a. **Filing a Professional Behavior Report**

      A demonstration of inappropriate behavior maybe reported either by a faculty member or by a student. In addition, a Fieldwork Educator or Doctoral Capstone Mentor may report

an incident to the Academic Fieldwork Coordinator or Doctoral Capstone Coordinator (as appropriate). Behaviors reported to the occupational therapy faculty may be filed at the discretion of these coordinators.

b. The Process after Filing

Faculty Filing

A faculty member observing inappropriate behavior that is of sufficient severity to warrant the filing of a report should outline the behavior on the Professional Behavior Reporting Form. The report will be submitted to the department chairperson, who will then forward a copy to the student and the student's advisor. If the faculty filing the report is the student's advisor, then the department chairperson will appoint another faculty to serve as the student's advisor. Subsequently, this report will be discussed between the student and the faculty advisor. The faculty advisor will prepare a written summary of the meeting. This summary, as well as the original report, will become part of the student's permanent departmental file. The student will have one week to submit a short, written response to the report. This response should not argue the validity of the initial report, but should present the student's viewpoint of the incident. The student's response also will become part of the student's permanent record.

Student Filing

A student observing inappropriate behavior that is of sufficient severity to warrant the filing of a professional behavior report should detail the behavior on the reporting form. This report will be submitted to the department chairperson, who will then forward it to the student and the student's faculty advisor. Subsequently, this report will be discussed between the student and the faculty advisor. The faculty advisor will prepare a written summary of the meeting, and this summary, as well as the original report, will become part of the student's permanent departmental file. The student will have one week to submit a short, written response to the report. This response should not argue the validity of the initial report, but should present the student's viewpoint of the incident. The student's response also will become part of the student's permanent record.

3. Ultimate Consequences

In order to enroll in a fieldwork or doctoral capstone experience, a student must have no recommendations for dismissal, and must be complying with any applicable plan of action. Inability to enroll may delay graduation. In addition, passing of all fieldwork and capstone courses requires that behavioral expectations be met. As with any course in the curriculum, failure to pass a fieldwork or capstone experience due to unprofessional behavior will necessitate immediate dismissal from the program.

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. Please go to the AOTA website for more information. https://www.aota.org/Conference-Events/annual-conference.aspx

The annual AOTA/NBCOT National Student Conclave is a national meeting organized specifically for occupational therapy students. This meeting is held each fall, at various locations throughout the country. Please go to the AOTA website for more information. https://www.aota.org/Conference-Events/2018-student-conclave.aspx

Students interested in professional advocacy are encouraged to participate in AOTA's Hill Day. Join occupational therapy practitioners and students from around the country in Washington, D.C. to advocate for the profession and communicate that occupational therapy is part of the solution! Please go to the AOTA website for information. https://www.aota.org/Conference-Events/Hill-Day.aspx

Students with a particular interest in research are encouraged to participate in the Summer Institute for Future Scientists in Occupational Therapy. The purpose of the Institute is threefold: a) to identify potential scientists in entry-level education programs, b) connect potential entry-level scientists with mentors in the occupational therapy scientific community, and c) develop a peer network. Please go to the AOTA website for application information. https://www.aota.org/Education-Careers/Students/future-scientists.aspx

The Department of Occupational Therapy hosts a variety of opportunities for professional developing including a number of continuing education sessions, and opportunities to network with fieldwork educators and practitioners. All students are expected to register and attend (student rates are available).

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 two professional organizations outside of the program to which membership is required during the length of the program.

1. AOTA – American Occupational Therapy Association
2. 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 website. 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

For more information about the purpose, activities and membership of the state and national organizations, please reference their web pages: www.aota.org and www.arota.org.

Registered Student Organizations (RSO)

STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)

Membership in the UCA Student Occupational Therapy Association (SOTA) is required. SOTA is an organization designed to encourage professional development for students currently accepted and enrolled in the Doctor of Occupational Therapy program. Activities of SOTA include increasing awareness of occupational therapy in the community, networking, fundraising, and finding guest speakers to increase the students' knowledge of current issues in health care and administration. SOTA also serves as a social bridge between each class of occupational therapy students. This group is sponsored by the Department of Occupational Therapy.

PI THETA EPSILON (PTE)

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 a) encourage and recognize scholastic excellence of occupational therapy students, b) contribute to the advancement of the field, and c) 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 Doctor of 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

Professional and recruitment activities are encouraged when possible but due to COVID-19 restrictions and guidelines this will not be a requirement at this time. This requirement will be re-evaluated as the national pandemic evolves.

Students are encouraged to participate in recruitment or service activities while enrolled in the Doctor of Occupational Therapy program at the University of Central Arkansas. While activities conducted in collaboration with student organizations (SOTA, SCDOT, PTE) are acceptable, activities that are part of a class are not.

There is a recruitment activity form, Professional Recruitment/Service Activity Form, to complete to document the experience for the student's professional portfolio. For team activities, one student will complete the form for the team but will list ALL team members and their roles on the form. Team members will need to share a copy of the completed form for their records. A copy of the form will also be placed in the student's department file for the advisor to see. The student's advisor will review the professional recruitment/service activities during advisor meetings at the end of each semester. For activities deemed as a **professional activity**, seek approval from the faculty member responsible.

UCA Occupational Therapy Alumni Chapter

Graduation is not the end of your UCA story; it is the beginning of your experience as a UCA Occupational Therapy Alumni. The purpose of the UCA Alumni Association is to a) maintain more intimate relations between the university and its graduates, former students and friends, b) maintain a medium of dissemination of information, to promote the general welfare of UCA and its alumni, and c) further provide a medium for the promotion of public education in the State of Arkansas.

The goal of the UCA Occupational Therapy Alumni Chapter is to advance the mission of the UCA Occupational Therapy Program and to promote strong relationships between its alumni, current students, faculty, and the university as a whole. Our continuing goal is to actively engage alumni in our activities and generate continued interest and excitement about the UCA Occupational Therapy Program.

In order to facilitate the alumni connection following graduation, a class representative will be elected during the fall of the second year of the program. Responsibilities of the class representative:

- maintain contact information (to the best of their ability) of the class for the program and Alumni Association
- serve as the liaison between the program, Alumni Chapter, and the class
- disseminate information to the program highlighting achievements, milestones, and news of fellow classmates

Additional Student Responsibilities

During the program, students will participate in service learning activities, field trips, and fieldwork and capstone placement in many facilities. All students must comply with state laws where a facility is located as well as all facility regulations and policies.

HIPPA/Confidentiality

All patient/client and proprietary information is considered confidential and protected by law, including the

1996 Health Insurance Portability and Accountability Act (HIPAA). Students have an ethical and legal obligation to protect confidential information and to refrain from obtaining information that is not relevant to their assignment.

Confidentially applies to all data whether obtained from the patient/client, family, other health care members, charts/records, or other sources. Unauthorized use of confidential information or the violation of confidentiality may result in discipline up to and including dismissal from the Doctor of Occupational Therapy program and in civil and criminal liability for the student. Copying or photographing patient/client information is strictly prohibited.

Recording of Classes and Distribution of Course Materials by Students

Students are not permitted to video or audio record any part of the class without prior authorization from the instructor conducting the course activity. Permission must be obtained for each and every occurrence unless the instructor provides approval for recording all classes at the beginning of the course. If permission is granted, the student can only use the recording for his/her own personal use. The student must notify all the students in the class that the recording is being conducted. The recording cannot be downloaded, uploaded, or published in any form. The recordings must be destroyed at the end of the semester in which they are enrolled in the class unless the student receives the instructor's written permission to retain them.

Any recordings provided to the student via Blackboard® or any other electronic method is for the student's personal use only. The recordings may not be shared, downloaded, uploaded or published.

The aims of this policy are a) respect the integrity and effectiveness of the classroom experience, b) protect students and faculty dignity and privacy, c) respect faculty and university rights in instructional materials, and d) comply with copyright law. Violations of this policy could result in disciplinary actions equivalent to the offense.

Criminal Charges

If a student has criminal charges filed against her/him, the student is to make a copy of all related materials and submit the material to the department chairperson within 30 days of filing of the criminal charge or citation.

It is the student's responsibility to keep the department chairperson informed of the charge(s) and to provide any related paperwork.

Criminal behavior engaged in by a student might affect the student's academic standing and progression in the UCA Doctor of Occupational Therapy program.

Substance Abuse

The university is committed to the maintenance of a drug and alcohol free workplace and the encouragement of a standard of conduct for employees and students that discourages the unlawful possession, use or distribution of controlled substances and alcohol on its property or as a part of any of its activities. Therefore, the unauthorized or unlawful possession, use, manufacture, or distribution of controlled substances or alcohol on university property or as a part of any of the university's activities is expressly prohibited, unless designated otherwise by the President. Off campus activities sponsored by recognized student organizations must abide by all local and state laws.

See "UCA Statement on Alcohol and Drugs" and "Statement of Disciplinary Action"

Social Media

Facebook, LinkedIn and Twitter are popular communication channels and a good way to connect with family and friends. Social media also provides opportunities to network with colleagues and like-minded individuals and to develop students as responsible members of a professional community. Sharing and communicating one's opinions can be a valuable learning experience; however, there are consequences of misuse.

As health care workers, we pledge our confidentiality. If you post patient/client identifiable information (information that can identify a patient/client in any way), you are liable for breach of confidentiality. Even if you post information such as "the person that had the heart transplant today" you are disclosing patient/client identifiable information. And this is considered a HIPAA violation. HIPAA violations result in fines and jail terms.

Social Media and UCA Occupational Therapy

If you or your class or group create a social media group and call it UCA OT such as creating a Facebook group page and calling it UCA OT Class of 2021, a faculty member from the UCA OT program must monitor the postings on this page.

http://uca.edu/toolkit/social-media-guidelines/

Sexual Harassment

Sexual harassment by any faculty, staff, or student is a violation of both law and university policy and will not be tolerated at the University of Central Arkansas. Sexual harassment 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. Refer to the current UCA Student Handbook for more information and university policy.

Sexual Misconduct – Board Policy 511, Date Adopted: 08/89; Revised: 12/12; 8/14

When meeting or requesting a meeting with faculty and staff, you will notice they will be leaving their office doors open/cracked or other faculty/staff will be in the meeting with you or close by. You will also notice they will be asking you to make an appointment for meetings so this policy may be followed. In addition, you will notice faculty may not be able to demonstrate a technique, assessment, etc. in the back lab, Gross lab, Prince, or OT house, etc. if there is no one else around.
The university is strengthening its policies regarding sexual harassment and as such our faculty and staff will be following these policies.

Please do not think a faculty/staff member does not want to meet with you if they cannot meet immediately – these policies require a little planning ahead.

Job Reference/Scholarship Reference Requests

The Department of Occupational Therapy faculty and staff are committed to your goals. Faculty provide references and recommendation letters as a favor to students provided proper etiquette is followed.

1. Ask faculty for their permission before adding them to your reference contact list. The preferred method of asking for permission is face-to-face; however, mail or e-mail may be used. Using social media is not appropriate.
2. Be sure to ask faculty how they wish to be contacted. Ask them to provide the name, credentials, title, address (mail or e-mail) and/or phone number they prefer you use.
3. Provide faculty with the approximate deadline by which you will need the recommendation or reference letter completed. Keep in mind you should give faculty at least 2 weeks or 10 business days' notice to complete your reference or recommendation.
4. Provide faculty with a copy of your résumé, the requirements of the job, scholarship, etc. and a list or explanation of the personal qualities you have that makes you qualified. Giving faculty all the background information and other materials needed is the best way to assure the strongest recommendation for you. Be honest with your potential employer and faculty about your experience and accomplishments. You are asking us to vouch for your qualifications, and to misrepresent yourself also reflects badly on us.
5. Provide faculty with the name, credentials, title, mailing address and any other necessary contact information of the person the recommendation or reference should be sent. Let faculty know what form the reference/recommendation should be send (letter, e-mail, online survey, etc.) If it is a letter, provide pre-addressed envelopes with postage.
6. Contact your past supervisors to ask if they would be willing to provide a reference for you. Regardless of whether you decide to list them as an official reference, your potential employer may follow up with your past places of employment to check your credentials. It's a good idea to contact your past employer in advance to get a sense of the type of reference they would be likely to provide if contacted.
7. Send a personal note or email thanking faculty for the support. You may also want to call each reference individually to reiterate your thanks. Being gracious and polite is extremely important and may be viewed as a reflection of your professional demeanor.
8. Keep faculty informed of the progress of your application. Regardless of whether you get the job/scholarship, it is polite to let everyone know the outcome. Your reference is investing time in your pursuits, and deserves to be informed of any developments.

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 uploaded to eValue 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**. Failure to maintain required documentation may result in removal from the class or program.**

- Refer to the **Safety Manual: Policies and Procedures** for specific information on *Inoculations and CPR Certification Required for Program*.
- **Criminal Background Check -** UCA Board Policy requires that anyone working with children must submit to a criminal background check with favorable results. The background checks via Veiwpoint will include: Criminal Database, Federal Criminal Records, Sexual Offender Registry, Child Abuse & Neglect, and Healthcare Fraud & Abuse (OIG/GSA). These are required as well in most practice and fieldwork locations. All must be done on an annual basis.
- **Arkansas Child Maltreatment Central Registry -** Arkansas law requires that all child care workers complete a form authorizing investigation into their background regarding maltreatment of children with favorable results.
- **Mandated Reporter Training -** *(Online Video)* Arkansas Mandated Reporter Training is required by UCA Board of Trustees as well as most fieldwork sites.

UCA contracts with clinical sites for placement of students. The clinical sites have specific-site requirements and the final determination about acceptance of students for placement into the facilities. The clinical sites, for example, may decline to accept a student for placement at their facilities based upon the criminal background check of the student or site-specific immunization requirements. In such case, UCA cannot assure clinical placements for the student. The inability to place a student at a clinical site may delay graduation or prevent completion of the program.

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 Department of Occupational Therapy Safety Manual: Policies and Procedures.

Chapter 7

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. Ishee 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. Burgin for locker availability.
- Register your locker number with Ms. Burgin 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.

Chapter 8

GENERAL INFORMATION

Contact Information Updates

The Department of Occupational Therapy Administrative Specialist (DHSC 300) maintains occupational therapy student records. Name and/or address changes must be reported to the department in addition to the Office of the Registrar. An email stating the change is sufficient for the department. A form is required for the Office of the Registrar. Please keep your eValue account updated and current.

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.

Electronic Communication

UCA faculty and staff are provided with email accounts for the purpose of conducting official business related to academic and/or administrative functions to accomplish tasks consistent with the university's mission. Because email is an effective way to disseminate information of importance, relevance and interest, and because it is an important tool to meet the academic and administrative needs of the university as a whole, it shall be the university's policy that email be an official communication mechanism with faculty, staff, and students and that all faculty, staff, and students who use the MyUCA portal. Student users of the MyUCA portal are required to use and maintain a UCA cub account address. This is the only email address that will be used for official communication with students, faculty, and staff regarding all academic and administrative matters. This policy does not preclude the use of any other methods of communication. Each individual course faculty may prescribe the communication format for their course. See the course syllabus for each occupational therapy course or ask the course coordinator of each occupational therapy course.

Forwarding your UCA messages to another email address

Refer to instructions provided by UCAs Information Systems & Technology.

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 student 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.

Job Opportunities

Throughout the year, clinics, fieldwork sites and employment agencies ask to have their job opportunities posted for students in hopes of attracting/hiring new graduates. There is a link on the Department of Occupational Therapy web page with current occupational therapy job opportunities. These listings (in PDF format) are updated at least twice per month and remain online for 3 months.

The job listings can be found by going to https://uca.edu/ot/job-opportunitie/. Or, from the occupational therapy home page, click on ***Jobs*** then click on the ***Job Opportunities*** hyper-link within the page content.

EMERGENCY PROCEDURES SUMMARY

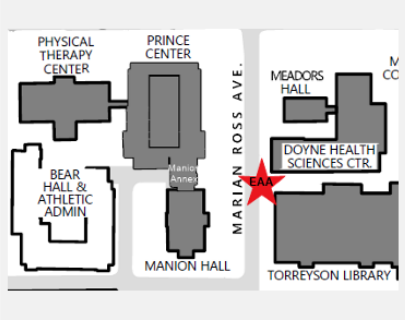
PRINCE CENTER

EMERGENCY

Emergency Call 911

Police Department ..... (501) 450-3111
Physical Plant ..... (501) 450-3196
Student Health Center ..... (501) 450-3136
Dean of Students Office ..... (501) 450-3133
Counseling Center ..... (501) 450-3138
Title IX ..... (501) 450-3247
Sexual Assault Crisis Line .... (866) 358-2265

Safe@UCA Mobile App



Active Shooter

- Run to a safe location and call 911
- Hide in a secure place, lock and barricade door, turn off lights
- Fight for survival if you must

Bomb Threat

- Remain calm and look around but do not touch
- Gather information in cases of phone or email threats
- Call 911
- Follow instructions from emergency dispatch personnel

Earthquake

- Drop to the ground
- Take cover under sturdy furniture
- Hold on until shaking stops

Evacuation

- Go to emergency assembly area (EAA)★
- Use nearest marked exit
- Assist others with disabilities if possible
- Report individuals still in the building

Fire

- Pull fire alarm station lever if needed
- Evacuate building immediately
- Use nearest marked exit
- Go to emergency assembly area (EAA)★

Tornado Warning

- Move to the most interior room of the lowest floor to put walls between you and the outside
- Stay off of elevators
- Move as quickly as possible but do not panic
- Watch for others

MANION, ANNEX, PRINCE

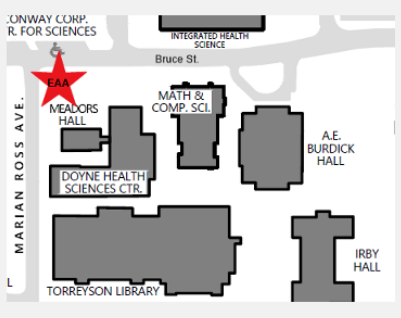
DOYNE HEALTH SCIENCE CENTER

EMERGENCY

Emergency Call 911

Police Department ..... (501) 450-3111
Physical Plant ..... (501) 450-3196
Student Health Center ..... (501) 450-3136
Dean of Students Office ..... (501) 450-3133
Counseling Center ..... (501) 450-3138
Title IX ..... (501) 450-3247
Sexual Assault Crisis Line .... (866) 358-2265

Safe@UCA Mobile App



Active Shooter

- Run to a safe location and call 911
- Hide in a secure place, lock and barricade door, turn off lights
- Fight for survival if you must

Bomb Threat

- Remain calm and look around but do not touch
- Gather information in cases of phone or email threats
- Call 911
- Follow instructions from emergency dispatch personnel

Earthquake

- Drop to the ground
- Take cover under sturdy furniture
- Hold on until shaking stops

Evacuation

- Go to emergency assembly area (EAA)
- Use nearest marked exit
- Assist others with disabilities if possible
- Report individuals still in the building

Fire

- Pull fire alarm station lever if needed
- Evacuate building immediately
- Use nearest marked exit
- Go to emergency assembly area (EAA)

Tornado Warning

- Move to the most interior room of the lowest floor to put walls between you and the outside
- Stay off of elevators
- Move as quickly as possible but do not panic
- Watch for others

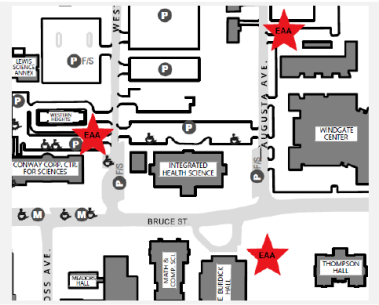
DOYNE HEALTH SCIENCES

EMERGENCY

Emergency Call 911

Police Department ..... (501) 450-3111
Physical Plant ..... (501) 450-3196
Student Health Center ..... (501) 450-3136
Dean of Students Office ..... (501) 450-3133
Counseling Center ..... (501) 450-3138
Title IX ..... (501) 450-3247
Sexual Assault Crisis Line .... (866) 358-2265

Safe@UCA Mobile App



Active Shooter

- Run to a safe location and call 911
- Hide in a secure place, lock and barricade door, turn off lights
- Fight for survival if you must

Bomb Threat

- Remain calm and look around but do not touch
- Gather information in cases of phone or email threats
- Call 911
- Follow instructions from emergency dispatch personnel

Earthquake

- Drop to the ground
- Take cover under sturdy furniture
- Hold on until shaking stops

Evacuation

- Go to an emergency assembly area (EAA)
- Use nearest marked exit
- Assist others with disabilities if possible
- Report individuals still in the building

Fire

- Pull fire alarm station lever if needed
- Evacuate building immediately
- Use nearest marked exit
- Go to an emergency assembly area (EAA)

Tornado Warning

- Move to the most interior room of the lowest floor to put walls between you and the outside
- Stay off of elevators
- Move as quickly as possible but do not panic
- Watch for others

INTEGRATED HEALTH SCIENCES

Chapter 10

Health and 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, staff, and visitors of the University of Central Arkansas Department of Occupational Therapy. 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 should remain current in the eValue student account. Students should provide their name, addresses, and telephone numbers as well as the names, addresses, and telephone numbers of persons to be contacted in case of emergency. 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 (501-450-5017).

INOCULATIONS AND CPR CERTIFICATION REQUIRED FOR PROGRAM

All students are required to provide annual documentation of a TB skin test and maintain current CPR certification. Background checks must be updated annually. Additionally, health cards and CPR certifications must be current throughout any and all fieldwork placements, service learning, field experience, doctoral capstone 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 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. **Failure to maintain required documentation may result in removal from class or the program.**

UCA's Department of Occupational Therapy uses the secure platforms, eValue & Viewpoint to manage and document students' immunizations, criminal background check and completion of required documents and trainings (e.g. CPR, HIPAA). Each student is required to create his or her own account with both eValue and Viewpoint in order to upload required documents. Proof of renewals/updates must be maintained within these platforms throughout the program until graduation.

INOCULATIONS:

OT Department requirements:

Documentation of the following immunizations is required of newly matriculated students by August 15 of their first year, and must remain current throughout their academic program, fieldwork, and doctoral capstone.

- Tuberculosis (TB) Skin Test Card/Documentation; update annually.
- Hepatitis B Record - Submit evidence of immunization for Hepatitis B. The Hep B vaccination series (three immunizations) may be obtained at the UCA Student Health Center. (NOTE: All patients must present a valid UCA ID when requesting services.) For information, go to http://uca.edu/studenthealth/immunizations. You must sign a waiver or submit to the first two Hep B immunization shots (given 1 month apart) by the deadline. 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.

- Measles, Mumps, & Rubella (MMR) – 2 MMR vaccines or positive antibody titer.

UCA contracts with clinical sites for placement of students. The clinical sites have specific-site requirements and the final determination about acceptance of students for placement into the facilities. The clinical sites, for example, may decline to accept a student for placement at their facilities based upon site-specific immunization requirements. In such case, UCA cannot assure clinical placements for the student. The inability to place a student at a clinical site may delay graduation or prevent completion of the program.

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
- Flu vaccine
- Other vaccines as identified by the fieldwork site.

CPR CERTIFICATION

Every student is required to maintain current certification in basic cardiopulmonary resuscitation (CPR) designed for health professionals and must include resuscitation of children/infants as well as adults. This certification must be obtained through the American Red Cross (PR version) or American Heart Association (BLS for Healthcare Providers). Certificate must clearly state either one of the following:

- American Heart Association BLS for Healthcare Providers
- American Red Cross PR – Professional Rescuers and Health Care Providers

Online CPR courses will NOT be accepted.

Certificates that do not match one of the two above will be rejected. Be sure to register for the correct course.

A copy of one's certificate must be uploaded to eValue by the start of the semester; proof of renewed certification must be maintained until graduation. You will receive reminders from eValue and you must respond promptly. Students who do not have proof of a current CPR Certification in eValue will not be permitted to participate in any class or field experiences.

COVID TRAINING

All students must complete the below training and a copy of one's completion certificate must be uploaded to eValue

World Health Organization (WHO) training information

Course Title: **Infection Prevention and Control (IPC) for Novel Coronavirus (COVID-19).**

The link is:
https://openwho.org/courses/COVID-19-IPC-EN

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 next to the elevator on the 3rd floor of the Doyne Health Science Center. 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 blood borne 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 Department of Occupational Therapy has memorandums of understanding 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:

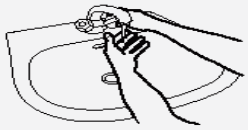
1. Wet your hands with warm water.
2. Apply a generous amount of soap.
3. Rub your hands together for 20 seconds.
4. Rinse your hands.
5. Dry your hands with a paper towel.
6. Use the paper towel to turn off the faucet and open the door.

How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

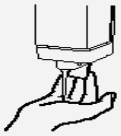
Duration of the entire procedure: 40-60 seconds

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;

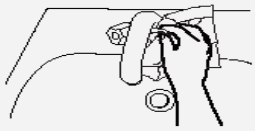
8

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 — A World Alliance for Safer Health Care | SAVE LIVES 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 the material lies with the reader. In no event shall the World Health Organization be liable for damages arising from its use.

WHO acknowledges the Hôpitaux Universitaires de Genève (HUG), in particular the members of the Infection Control Programme, for their active participation in developing this material.

May 2009

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.

APPENDIX A - Student – Advisor List

Name - First	Name - Last	Advisor
Alexis	Abide	McClain
Madeline	Allsup	Pate
Mackenzie	Anderson	Saviers
Brooke	Belchar	Hollaway
Aria	Bolman	Gangluff
Shayla	Brammer	Schultz
Olivia	Briney	Paschal
Lauren	Carter	Ryan
Morgan	Cassels	Hartwick
Kelly	Chism	McClain
Olivia	Clark	Pate
Courtney	Clawson	Saviers
Colby	Cobb	McClain
Callie	Conyers	Schultz
Lauren	Corley	Schultz
Allison	Dolan	Hollaway
Kyler	Harris	Ryan
Kelley	Hayes	Hollaway
Emily	Heldt	Pate
Summer	Huerkamp	Saviers
Olivia	Janski	Hollaway
Katherine	Jeane	Gangluff
Madison	Kaut	Schultz
Haley	Knowles	McClain
Eniandrius	Levine	Ryan
Emily	Magby	Hartwick
Margaret	Matthews	Saviers
Amberlie	Ming	Hollaway
Olivia	Nehus	Saviers
Kennedy	Phillips	Hollaway
Shelby	Phillips	Gangluff
Anna	Raby	Paschal
Tiffany	Reed	Hartwick
Sarah	Robbins	Paschal
Kamyia	Robinson	Saviers
Bailey	Ryan	Pate
Lorynn	Saxton	Saviers
Miah	Schultz	Hollaway
Jordan	Shepherd	Gangluff
Skylar	Turner	Schultz
Ashlyn	Walker	Paschal
Savannah	Weir	Ryan
Alivia	Williams	Hartwick

APPENDIX B – OTD Program Forms

Attitude/Behavioral Check Sheet

Student:_____ Date_____

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:

Physical Competencies (Mobility and Dexterity)	Rating	Comments
Moves independently throughout the campus setting and fieldwork settings.	0 1 2 3 N/O	
Utilizes and manipulates a variety of media and equipment	0 1 2 3 N/O	
Independently performs motor coordination needed for treatment activities	0 1 2 3 N/O	
Maintains alertness and ability to act in an emergency situation	0 1 2 3 N/O	
Detects odors, sights, and sounds which may cause or indicate a potential hazard	0 1 2 3 N/O	
Behavioral Competencies		
Displays appropriate dress and personal hygiene	0 1 2 3 N/O	
Demonstrates the ability to work productively with authority figures	0 1 2 3 N/O	
Demonstrates the ability to work productively with peers	0 1 2 3 N/O	
Displays honesty and integrity in academic and professional matters	0 1 2 3 N/O	
Assumes responsibility for own actions	0 1 2 3 N/O	
Demonstrates ability to be flexible by adapting appropriately to unexpected situations	0 1 2 3 N/O	
Demonstrate judgment by assessing situations, analyzing options, and problem solving.	0 1 2 3 N/O	
Attends scheduled academic activities (classes, clinical experiences, etc.) on time	0 1 2 3 N/O	

Demonstrates awareness of personal needs and seeks appropriate intervention when problems arise: 1. Personal 2. Academic 3. Other(specify)	0	1	2	3	N/O		
Demonstrates dependability by notifying faculty of circumstances prevent attendance and by making up missed assignments.	0	1	2	3	N/O		
Effectively utilizes organizational and time management skills.	0	1	2	3	N/O		
Demonstrates sensitivity and respect for people of varied racial, cultural, religious and/or disability backgrounds	0	1	2	3	N/O		
Demonstrates the ability to be a cooperative and contributing member of class, clinical, and professional activities	0	1	2	3	N/O		
Deals with personal emotions maturely	0	1	2	3	N/O		
Demonstrates the ability to modify behavior in response to feedback	0	1	2	3	N/O		
Demonstrates the ability to give constructive feedback	0	1	2	3	N/O		
Communication Competencies							
Communicates effectively with peers	0	1	2	3	N/O		
Communicates effectively with faculty and staff	0	1	2	3	N/O		
Communicates effectively with patients and clinical personnel (according to practicum grades)	0	1	2	3	N/O		
Recognizes and utilizes appropriate non-verbal communication	0	1	2	3	N/O		
Has student completed recruitment/service activity?	NO				Yes	Description	
Does student have current TB, CPR and AOTA records?	NO				Yes	Expiration for CPR	TB
Comments							

Student Signature Faculty Signature Date

UCA OT Department Behavior Reporting Form

This form is to be utilized by all department faculty and staff. This reporting form is intended to capture information on both positive and negative student behaviors observed. Behavior reports should be completed as soon as behaviors are observed and rise to the level that warrants the completion of a report.

All fields are required and information will be collected throughout the semester and distributed to faculty members, by cohort, prior to each required advising session at the end of each semester.

* Indicates required question

1. Reporting Faculty Member Last Name *

2. Student First Name *

3. Student Last Name *

4. Member of Which Cohort *

Mark only one oval.

- 2023
- 2024
- 2025
- 2026
- 2027
- 2028
- 2029
- 2030
- 2031
- 2032
- 2033
- 2034
- 2035

5. Type of Behavior Reported *

Mark only one oval.

- Negative Behavior in Class
- Negative Behavior Outside of Class
- Negative Interaction with Peers
- Negative Interaction with Faculty/Staff
- WOW! Award

6. Please describe behavior observed *

7. Please describe action taken to address behavior *

8. Is observed behavior one that should be addressed by Academic Fieldwork Coordinator prior to student participating in a fieldwork rotation? If "Yes", click link to complete detailed fieldwork feedback form.https://bit.ly/fieldworkfeedbackform *

Mark only one oval.

- Yes
- No
- Maybe

Application to 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, F, or NC 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 student advisor by the date designated in the attached letter in order to return to the program.

NAME:_____

ADDRESS: _____

_____

_____

DAYTIME PHONE#: _____

Respond to the Following Questions:

1. Reason for Dismissal:
2. Please discuss the reasons why you were unable to complete coursework at the level of your potential:
3. 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?
4. Please provide any other information which you wish the faculty to consider.

I hereby certify that all information given on this **Application to Return to Coursework** is complete and correct.

_____ _____

Signature of Applicant Date