UNIVERSITY OF WISCONSIN-MADISON

Academic Policies and Procedures Handbook

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

https://kinesiology.education.wisc.edu/otd/

Created May, 2016

Where occupation means: *"Active participation in culturally-relevant and meaningful patterns of activity. Occupations occur across the lifespan in the context of the person's environment."*

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PROGRAM OVERVIEW

Intention/Role of Handbook

This handbook is intended for graduate students who are pursuing a Doctor of Occupational Therapy (OTD) degree at the UW-Madison. The Graduate School is the ultimate authority for granting graduate degrees at the University. The Occupational Therapy Program administers the Doctor of Occupational Therapy program under the authority of the Department of Kinesiology, the School of Education and the Graduate School. The Graduate School's Academic Policies and Procedures (http://grad.wisc.edu/acadpolicy/) provide essential information regarding general University requirements. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the Department of Kinesiology, Graduate Studies Committee with input from the Doctor of Occupational Therapy program faculty. Specific policies described in this handbook have been approved by the OTD program faculty as a whole. The degree and course requirements are subject to change over time. However, students must meet the degree and course requirements which were distributed at the time of orientation and in effect when they entered the program. In addition, administrative procedures and processes may change over time. Students are required to follow the procedures and processes listed in the most current handbook which can be found at:

http://kinesiology.education.wisc.edu/otd/academics/student-handbook

The information in this handbook should also be supplemented by individual consultation with your advisor and mentor committee so that individual needs/interests and all degree requirements are met. Additional information is available via the OTD Program's webpage (http://kinesiology.education.wisc.edu/otd/about). Students may also wish to consult the Graduate School's Web page (http://grad.wisc.edu/) and the Department of Kinesiology Graduate Studies page (http://kinesiology.education.wisc.edu/kinesiology/academics/graduate-programs/current-students).

Mission statements

University of Wisconsin-Madison:
(http://www.wisc.edu/about/mission/)

The primary purpose of the University of Wisconsin–Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

School of Education:
(http://www.education.wisc.edu/soe/about/school-at-a-glance/strategic-priorities)

Our mission is to advance public education for learners at all levels in a variety of settings. We will accomplish this within the university and local, state, national and global communities through innovation, increasing diversity and strategic partnerships. Through the reach of our research, programs and community, our achievements will be magnified from Wisconsin to the world — the Wisconsin Idea in action.

Department of Kinesiology:
(https://kinesiology.education.wisc.edu/kinesiology/about/mission)

The mission of the Department of Kinesiology is to create, interpret, transmit, and apply knowledge related to movement, exercise, and human occupation with the ultimate goal of enhancing human health, productivity, and quality of life.

OTD Program:
(https://kinesiology.education.wisc.edu/otd/about/mission)

The program mission is to educate trained occupational therapists to become visionary leaders in inter-professional practice contexts through the translation and application of evidence.

Program Description

The program cultivates and grows practitioner interest in pursuit of careers in health care management, education and public service. Students enrolled in the program will already have the professional clinical training necessary for certification and licensure as occupational therapists and a Master's degree or equivalent in OT or a related field. The degree will prepare therapists in advanced skills to become health services managers, policy advocates, and ambassadors for the clinical translation of research. Through OTD training, occupational therapists will expand their knowledge of the health and education delivery systems, the policies influencing transformation of care in these environments and will gain the tools needed to be visionary leaders in inter-professional contexts. Further, the OTD degree will prepare therapists for positions as clinical faculty in entry-level training programs.

The curriculum is intentionally designed to:
- expand students' knowledge and appreciation of the power of human occupation in promoting health and well-being,
- broaden exposure to diverse ideas, values and culture,
- build skills in the translation of knowledge to the practice environment, and
- enhance leadership, personal and social responsibility.

Curricular elements are in keeping with the Wisconsin Experience including exposure to research, global and cultural competency, leadership and activism opportunities, and application of knowledge.

Students will enter the program in cohorts with matriculation occurring in the summer semester. Typical time to degree is 3 years, part-time study.

Learning Goals

Learning goals for the Doctor of Occupational Therapy (OTD) students are inclusive of the learning goals established for entry-level Masters of Science in Occupational Therapy (MS-OT) students (*in italics*). The learning goals were based on the Doctoral and Masters Learning Goals, respectively, as specified by the Graduate Faculty Executive Committee at UW-Madison. They are also informed by the missions of the University of Wisconsin-Madison, the Graduate School, the School of Education and the Department of Kinesiology. The accreditation standards as articulated by the Accreditation Council for Occupational Therapy Education (ACOTE) for entry-level practice inform the Master's learning goals. A set of core competencies developed by the Inter-professional Education Collaborative also informed the development of the learning goals. The OTD learning goals are categorized by "knowledge and skills" and "professional conduct".

	Doctoral Level	Occupational Therapy Doctoral Program Learning Goals (July 2015)
Knowledge and Skills	– Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice within the field of study. – Formulates ideas, concepts, designs, and/or techniques beyond the current boundaries of knowledge within the field of study. – Creates research, scholarship, or performance that makes a substantive contribution. Demonstrates breadth	**Foundational knowledge:** – *Demonstrate an understanding of the physical, psychological and contextual substrates of human occupation in typical and non-typical development.* – *Discuss the role of personal and environmental factors on involvement in daily activities and community participation.* – *Critically examine and apply theories associated with the science of human occupation and models of inter-professional practice to service delivery.* – *Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of clients and populations served.* – Demonstrate in-depth knowledge of the evolution of the profession, the social and global forces influencing practice, delivery models, policies, and systems, including inter-professional and emerging areas of practice. – Articulate and apply underlying theories, concepts and techniques of occupational therapy intervention to health promotion and well-being for the prevention of disease and dysfunction. **Scientific inquiry and theory development:** – *Articulate current problems facing the profession of occupational therapy in an inter-professional context with respect to theory, knowledge and practice.*

	within their learning experiences. Advances contributions of the field of study to society. – Communicates complex ideas in a clear and understandable manner.	– *Identify and critique current knowledge, theories and evidence to inform practice.* – *Demonstrate necessary skills for designing a scholarly proposal that includes a research question, relevant literature, sample, design, measurement, and data analysis.* – *Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues.* – Articulate the knowledge, roles and practices of other professions with whom occupational therapists typically engage in practice. – Formulate systems to gather, analyze and interpret data from a practice setting. – Translate evidence into best practice for the continued development of the profession. – Develop and implement an inter-professional, scholarly capstone project that addresses an identified service system, intervention or programmatic problem, relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area. – Demonstrate an understanding of the process for locating and securing grants and how grants can serve as a fiscal resource for scholarly and programmatic activities. – Evaluate the outcomes of the capstone project and communicate findings to an inter-professional audience in a clear, understandable manner through a peer-reviewed report or presentation. **Practice reasoning, decision making and application:** – *Appropriately assess clients' participation in daily life activities and employ an inter-professional approach to determining the clients' needs within the context of family and society.* – *Identify factors within the environment that influence participation in home and community life.* – *Plan for discharge in collaboration with the client and family and terminate occupational therapy when appropriate.* – Empirically monitor client progress and treatment efficacy in practice. – Identify and apply appropriate tools for measuring practice outcomes at the individual and systems level. – Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems. – Demonstrate the skills necessary to lead and manage an inter-professional team.

Professional Conduct	– Fosters ethical and professional conduct.	**Professional values and behaviors:** – *Articulate the values of the occupational therapy profession.* – *Work with individuals of other professions to maintain a climate of mutual respect and shared values.* – *Describe the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur,* – *Establish appropriate therapeutic relationships with individuals, groups, organizations and systems,* – *Use effective interpersonal communication and demonstrate effective and culturally sensitive group communication.* – *Demonstrate use of safety precautions with the client during the process of practice.* – *Demonstrate knowledge of legal and ethical issues related to care in health, education, and community settings.* – Demonstrate commitment to professional growth through the creation, implementation and monitoring of a career development plan. – Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.

Assessment of Learning Outcomes

A plan for assessment of student learning is an integral part of the overall program evaluation activities. It focuses on the specific learning goals of the program, methods used to evaluate the goals, the process used to monitor the program over time and the action plan to implement any changes necessary to meet the goals. The plan is flexible so that revisions are possible.

The assessment plan includes both direct and indirect measures of learning outcomes. It draws from the varied sources of information available for both qualitative and quantitative evaluation. The Occupational Therapy Program conducts ongoing evaluation of the MS-OT program and curriculum for accreditation and review purposes and has done so since inception of the program in 2005. The MS-OT curriculum and program evaluation plan are closely linked to the standards required by ACOTE. Although accreditation is not required for the post-professional OTD degree, comparable measures are being used to evaluate the OTD program with new measures added to assess advanced skills and the online delivery of course content.

Learning outcomes will be assessed in multiple ways across the program. Direct assessment of student learning will occur in multiple ways including, but not limited to:
Exams, pre- and post-program self-assessment of professional skills and development plans, peer and faculty evaluation of professional e-portfolios, and performance on the capstone project (as evaluated by the graduate faculty project review committee using established criteria).

FACULTY

Faculty and Instructional Staff Members

Sharon Gartland, OTD. OTR, Clinical Assistant Professor
OTD Program Director (Post-Professional)

Ruth Benedict, Dr.P.H., OTR, Professor, OT Program Director

Dorothy Edwards, Ph.D., Professor

Elizabeth Larson, Ph.D., OTR, Associate Professor

Karla Ausderau, Ph.D., OTR, Assistant Professor

Kristin Pickett, Ph.D., Assistant Professor

Brittany Travers, Ph.D., Assistant Professor

Debbie Bebeau, Ed.D, Clinical Assistant Professor

Instructor	Contact Information:	Interests & Expertise
	Karla Ausderau Room: 3190 MSC 608-262-0653 E-mail: kausderau@wisc.edu	Daily occupations, specifically eating and mealtimes, among families and children with autism spectrum disorders; Sensory features in children with ASD, including development and the impact on daily participation
	Debbie Bebeau Room: 2165 MSC 608-262-0093 Email: dbebeau@wisc.edu	Higher education teaching strategies; Inter-professional practice; Spinal Cord Injury; Physical Disabilities
	Ruth Benedict Room: 2110 MC 608-890-0160 Email: rbenedict@wisc.edu	Population health, health services and policy; Special service needs of children and the effectiveness of the delivery system; Outcomes of interventions
	Dorothy Edwards Room: 2170 MSC 608-262-7421 Email: dfedwards@wisc.edu	Cognition after Stroke, Secondary prevention of stroke, Functional performance and Alzheimer's disease, Health disparities, Minority research participation Activity and health, wellbeing

Instructor	Contact Information:	Interests & Expertise
	Sharon Gartland Room: 3170 MSC 608-262-0543 Email: sgartland@wisc.edu	Sensory processing disorders, autism spectrum disorders, and disability studies
	Elizabeth Larson Room: 2173 MSC 608-262-0520 Email: blarson@wisc.edu	Caregiving for children with disabilities; Caregiver's well-being; self-care skills of children with autism; Time-use and temporality
	Kristin Pickett Room: 3176 MSC 608-890-2103 Email: Kristen.Pickett@wisc.edu	Movement Disorders; Parkinson's Disease; Rehabilitation Medicine
	Room: 2185 MSC 608-263-0282 Email: btravers@wisc.edu	Motor development and corresponding brain development in individuals with Autism Spectrum and other developmental disorders

Support Staff

Name/Title/Responsibilities	Contact Information
Jean Haefner, Instructional Designer Division of Continuing Studies	Room: 509 445 Henry Mall (608) 262-6784 Email: jhaefner@dcs.wisc.edu
Alexia Rebne, M.S., OTR, OT Admissions Coordinator	Room: 2170 MSC (608) 265-2223 Email: otd.admissions@education.wisc.edu
John Hageman, Kinesiology Graduate Program Coordinator	Room: 1013 Gymnasium-Natatorium 2000 Observatory Dr (608) 262-8730 Email: hageman@wisc.edu
Lisa Blochwitz. Program Associate	2130 Medical Sciences Center 1300 University Ave (608) 262-8976 Email: lisa.blochwitz@wisc.edu
Terri Pope University Services Associate	2120 Medical Sciences Center 1300 University Ave (608) 262-2936 FAX (608) 262-1639 Email: theresa.pope@wisc.edu

ADMISSIONS

Admission Criteria

OT Licensure
- An official copy of a current state OT license in the U.S. will be required for admission.
- Students who are in the final year of a didactic Master's in occupational therapy education program may also apply but their matriculation into the OTD program will be contingent upon successful completion of fieldwork, NBCOT certification and receipt of a state OT license.

Graduate Degree
- A minimum equivalency of 30 UW-Madison Graduate credit hours beyond the Bachelor's degree are required for admission. It is expected that most applicants will meet this requirement through having obtained a Master's degree in Occupational Therapy or related field.
- Individuals with a Bachelor's degree in OT may apply but will be required to take graduate credits as outlined here to meet any deficiencies. (See below)
- The total number of graduate credits required to obtain the OTD degree is 64 including the prerequisite 30 graduate credit hours plus 34 graduate credit hours in residency at UW-Madison.

Required Credits for Admission

Minimum Graduate Credits for Admissions		Credits
Master's degree in OT OR Bachelor's degree in OT plus Master's degree in related field (e.g. Special Education, Public Health, Educational Policy)		30
OR		

Bachelor's degree in Occupational Therapy plus completion of graduate work equivalent to the following:
  1. Graduate Statistics Course
  2. OT 671 Scientific Inquiry in OT I: Evidence-Based Practice OR Comparable Graduate course in Evidence-Based Practice
  3. OT 672 Scientific Inquiry in OT II: Methods of Inquiry OR Comparable Graduate course in Research Design & Methods
  4. OT 673 Scientific Inquiry in OT III: Data Collection/Analysis OR Comparable Graduate course in Statistical Analysis
  5. OT 674 Scientific Inquiry in OT IV: Sci Writing for Publication OR Comparable Graduate course in Scientific Writing
  6. OT 612 Prof. Skills III: Org & Management in OT Practice OR Comparable Graduate course in Health Systems Org & Mgmt.
  7. OT 613 Prof Skills IV: Community-Based OT Practice OR Comparable Graduate course in Community Interventions
  8. Additional Graduate Course Work, (Advanced Practice Board Certification may be substituted for 4 of the 13 Graduate Credits)
	Deficiency Requirements	3
		2
		
		2
		
		3
		
		2
		
		3
		
		2
		
		13

Minimum Graduate credits required for admission to OTD		30

Prospective students with bachelor's degrees will be advised by the Admissions Coordinator and Graduate Faculty regarding on-campus and distance options for meeting deficiencies in the minimum graduate credit requirements.

Graduate school policies governing special student versus graduate student status and the length of time since graduate credits were earned will apply to all prospective students. Graduate school policies may be found here: **https://grad.wisc.edu/acadpolicy/**

Enrollees who have an MS-OT degree or a BS-OT and a Master's degree in a related field (minimum of 30 graduate credits) will complete 34 graduate credits in the OTD Program over 9 semesters (3 years). Occupational therapists with BS-OT degrees who are admitted to the program must obtain an additional 30 graduate credits.

Student Enrollees	Need to be admitted to OTD	To be complete in OTD program	Total credits needed to graduate with OTD
Enrollees who have an MS-OT degree or a BS-OT and Master's degree in related field	Min 30 graduate credits (from Master's degree program)	34	64
BS-OT	Min 30 graduate credits	34	64

Of these 34 credits earned while an OTD student
      22 will be core didactic content,
       5 will be specific to a student's individualized curriculum and professional
         development plan
       7 will be associated with the capstone project.

For more information:
Webpage:
http://kinesiology.education.wisc.edu/otd/admission

Email:
otd.admissions@education.wisc.edu

Application Process

- Applicants **must complete** an online UW-Madison Graduate School application.

- OTD applicants must pay the standard UW-Madison Graduate admission **application fee** as part of the online application process.

- While completing the UW-Madison Grad School application, OTD Applicants will need to upload a **personal statement** describing their purpose(s) for pursuing a doctoral degree in occupational therapy. We urge you to prepare your statement in advance so the online application will flow more smoothly. Your statement may not exceed three pages typed, double-spaced, one-inch margins, with 12-point font. It should discuss the following topics: (**1**) Professional experiences that led you to pursue an OTD; (**2**) How your long-term career goals align with the focus of UW-Madison's OTD Program, specifically the focus on

inter-professional collaboration, visionary leadership, and the translation of evidence in practice; **(3)** Potential topic(s) for your Capstone Project, what mentoring you believe you will need to complete the project, and potential mentoring team members from the OT Program and beyond.

- Applicants will upload an up-to-date **resume or CV** which includes: (1) Educational history (institutions, degrees, GPA, awards/honors); (2) Professional work history (e.g. occupational therapy experience, employment settings, populations, job titles and responsibilities, project management); (3) Listing of professional involvements (e.g. professional associations, advanced training/ certification, teaching experiences)

- Your admission by the UW-Madison Graduate School, whose policies apply to the OTD Program, will require **official transcripts** from each post-secondary institution you attended, both undergraduate, e.g. BA or BS, and graduate/ professional, e.g. MS-OT. We hope that we will be able to admit you to graduate study for the OTD, so we ask that you arrange now with each post-secondary institution to have it send to our Program your official transcript, by U.S. Mail, in a sealed envelope directly from its Registrar (or similar official). The mailing address follows for transcripts sent to the UW OTD Program; please be sure to *use only this mailing address*; any other will likely delay transcript delivery.

  Transcript mailing address for OTD:
  Graduate Secretary - OTD - Rm 1013
  UW-Madison Dept of Kinesiology
  2000 Observatory Drive
  Madison, WI 53706

- For more efficient and timely admission consideration, we ask that you **also upload transcripts** while completing the online admission application. These uploads don't need to be official. Any legible, complete electronic version is likely to be acceptable for OTD Program informational use. Many institutions grant access to students and alumni for transcript downloads. You may also scan a personal copy of an official transcript for upload to your online admission application.

- Applicants will submit up to three **letters of recommendation** (two required, one optional). The online admission application allows you to identify, with e-mail address, those persons from whom you request recommendations. The online application system then notifies those persons and provides them with a link so they may submit recommendations directly to UW-Madison. If you are unable to use the online recommendation process, please consult an OTD Program representative before you complete your application online. The Program prefers recommendations from professors, co-workers, supervisors, or others who can professionally address your capacity to be an adult learner, your potential for leadership, and your capabilities to succeed as a graduate student and possible future OTD holder.

- Upload evidence of **OT license** in a state in the U.S. The upload can be a scan or another electronic format of your license that is available to you, that is accepted by the online application software, and that our Program can reasonably verify.

Admission Timeline

We will review and accept applications until slots are filled with a deadline of March 31 each year for priority consideration. Applicants who are completing their Level II Fieldwork for their MS-OT degree may apply and be accepted to the OTD but would not start coursework until the completion of their final Level II Fieldwork and acquisition of state licensure.

For further information on application and admission to the post-professional OTD Program, please e-mail: otd.admissions@education.wisc.edu

DOCTOR OF OCCUPATIONAL THERAPY (OTD) PROGRAM

OTD Curriculum

Courses beyond Masters equivalency for OTD	Credits
Summer 1	2 - 4
Based on the findings of a competency assessment completed at admission, students will enroll in the following:	
EPD Professional Literacy Courses (Minimum 2 credits to graduate)*	*1-2*
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Fall 1	
OCC THER 811 Applied Inter-Professional Leadership and Management	**3**
KINES 785 Human Occupation and Health	**2**
Spring 1	
OCC THER 812 Current Trends Shaping OT Practice	**3**
OCC THER 881 Capstone Project I - Need Identification	**1**
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Summer 2	
OCC THER 813 Advanced Practice in Inter-Professional Contexts	**3**
EPD Professional Literacy Courses (Minimum 2 credits to graduate)*	*1-2*
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Fall 2	
OCC THER 871 Application of OT Evidence in the Practice Environment	**2**
OCC THER 881 Capstone Project II - Gathering Evidence	**1**
EPD Professional Literacy Courses (Minimum 2 credits required to graduate)*	*1-2*
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Spring 2	
OCC THER 872 Using Information to Optimize Practice	**3**
OCC THER 881 Capstone Project III - Project Design & Proposal	**1**
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Summer 3	
OCC THER 814 Communicating OT to Inter-Professional Audiences	**3**
EPD Professional Literacy Courses*	*1-2*
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Fall 3	
OCC THER 873 Advanced Outcome Measurement in Occupational Therapy	**3**
OCC THER 881 Capstone Project IV: Project Implementation	**1**
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Spring 3	
OCC THER 882 Capstone Project V: Project Completion, Presentation & Dissemination	**3**
EPD Professional Literacy Courses*	*1-2*
KINES 699-Independent Study OR OCC THER 890 – Inter-Professional Seminar**	*1-2*
Subtotal (Minimum in residency at UW-Madison)	34

Students have flexibility in selecting semesters in which to meet the EPD, KINES 699 and OCC THER 890 course requirements (*Credits in italics*)

* EPD = Minimum of 2 credits to graduate

** KINES 699 & OCC THER 890 = Minimum of 3 credits to graduate; 1 credit = minimum of 10 contact hours

Course Descriptions

EPD Professional Literacy Courses (Minimum 2 credits required to graduate)
The Department of Engineering Professional Development has created a suite of interdisciplinary courses to enhance the professional development of online students who are enrolled in advanced professional training. Following a self-assessment of competencies and development of professional goals, OTD students will be required to select and enroll in a minimum of 2 credits from the offered courses. The topics of these 1 credit offerings may include:
- Digital Literacy for Connected Professionals
- Effective Communication
- Financial and Business Acumen
- Leading Teams
- Project Management
- Change Management
- Business Negotiation
- Legal Concepts for Technical Professionals
- Managing Information
- Professional Ethics

KINES 699 – Independent Study (variable credit)
Supervised study enables students to strengthen their knowledge and skills in selected areas.

KINES 785 – Human Occupation & Health (2 credits)
An overview of current research and knowledge of human occupation and its relationship to health and well-being. Occupation is defined broadly as all daily activities including those that are productive, pleasurable and restorative. Current theory and data on occupation and health in relation to daily activities will be examined. Occupation is viewed from a broad conceptual framework including chronobiology, cultural, social and the contexts of place and time.

Occ Ther 811 Applied Inter-Professional Leadership and Management (3 credits)
Critical examination of historical, theoretical and current leadership, management and advocacy practices in inter-professional settings. Literature from distinctive leaders as well as role models in a chosen context will be critiqued and inform students' reflective analysis of: their own leadership and management style; goal setting for advancing leadership skills; and the application of principles to practice. Learning outcomes include development of a personalized professional development plan and working with a mentor/leader in the student's selected field to refine and implement a specific project requiring the application of leadership or management skill.

Occ Ther 812 Current Trends Shaping OT Practice (3 credits)
Current and historical trends in theory, evidence, and policy that influence occupational therapy practice will be explored. Occupational therapy's role in the history and continuing evolution of inter-professional practice in health care, education, and social welfare settings will be discussed. The course will emphasize the development of skills to become active leaders in shaping, advocating and guiding occupational therapy in multiple contexts.

Occ Ther 813 Advanced Practice in Inter-Professional Contexts (3 credits)
This course will emphasize how inter-disciplinary teams in practice settings affect, and can improve, quality of service provision. Factors affecting teamwork in practice will be examined. Students will create interactive case scenarios to demonstrate theories and strategies to address inter-professional practice problems.

Occ Ther 814 Communicating OT to Inter-Professional Audiences (3 credits)
Effective design and implementation of oral and written presentations in a variety of contexts, including educational settings, professional conferences, practice workshops, and scholarly reports. Key principles for oral, written and interactive communications will be presented. Review and critique of communications by occupational therapy leaders as well as peers will enhance learning and inform the preparation of a presentation to an inter-professional audience.

Occ Ther 871 Application of OT Evidence in the Practice Environment (2 credits)
Multiple sources of evidence in the professional literature will be examined and applied to a specific intervention or topic that is relevant to students' professional development goals and/or capstone project. Appropriate methodologies, analytic tools and procedural reasoning will be leveraged in support of recommendations regarding the application of the intervention or approach in the practice environment.

Occ Ther 872 Using Information to Optimize Practice (3 credits)
Strategies and methods for generating, accessing and analyzing data from public and proprietary electronic sources pertinent for OT practitioners will be explored. Key principles, methods and processes for generating, storing and retrieving relevant practice information at both the individual and population level will be mastered. Content will also include ethical issues surrounding electronic records, the role of standards in the development and use of systems, and the laws and policies governing the compilation and use of personal data. Competency development in the generation of practice-relevant questions that can be answered using available datasets.

Occ Ther 873 Advanced Outcome Measurement in Occupational Therapy (3 credits)
Principles of measurement and general themes and trends in healthcare outcomes research, as well as measurement issues germane to specific areas of OT practice, will be explored. Quality assurance measures frequently used in OT service delivery such as consumer satisfaction, measures of function and occupational performance, will be appraised for the strength of their psychometric properties and clinical utility.

Occ Ther 890 Inter-professional Seminar (variable credit)
This course requires a minimum of 10 contact hours of workshop, seminar, continuing education or technical presentations (in person or virtually) that reflect content beyond the student's current scope of practice and training. Each seminar experience will require submission of a proposal for approval by the primary adviser and OTD Graduate Program Coordinator that reflects the inter-professional nature of the content and how it aligns with the professional development plan. One credit equals 10 contact hours in the workshop, seminar, continuing education or technical presentation.

Occ Ther 881 Capstone Project I-IV (4 credits)
Designed to support the development, proposal and implementation of the Doctor of Occupational Therapy Capstone Project. The Capstone Project is organized around students' proposed evaluation of or innovation in specific areas of practice. It is in the form of a series of qualifying tasks, each of which represents a critical phase of the proposed project. Guidance in the development of the Capstone Project will be achieved through a combination of faculty mentorship and advising, peer mentorship, and review and comments from the Capstone Mentoring Committee. The Committee will be comprised of graduate faculty and professionals with content expertise in the area addressed by each student's project. The criteria for evaluation and project outcomes include:

I.   Description of a gap or specific need in the student's area of practice,
II.   A critical review of the theoretical, clinical and empirical literature in the area to be studied,
III.   A description of an innovative program, intervention or approach to the identified problem and detailed evaluation, funding, and dissemination plans,
IV.   Project implementation

Occ Ther 882 Capstone Project V: Project Completion, Presentation & Dissemination (3 credits)

V.   A summary report of the findings, critique of the process and generation of ideas for alternative approaches.

Breadth & Depth Requirement

Table of abbreviations

Abbreviation	Translation
CPAC	Capstone Project Approval Committee
IDP	Individual Development Plan
IPE	Inter-professional Education
OTD	Doctor of Occupational Therapy
PMC	Professional Mentoring Committee
PP-OTD	Post-Professional OTD

Students in the UW OTD program must demonstrate breadth and depth of learning. The breadth and depth requirement is designed to expand students' understanding of the role of occupational therapy in global arenas, across disciplines and in inter-professional contexts. Requirements include the following:

1. Individual inter-professional development plan;
2. Curriculum plan;
3. Interdisciplinary coursework;
4. e-Portfolio;
5. Capstone project

In the course of completing these requirements, students will assemble and regularly consult with their OT Program faculty academic adviser and Professional Mentoring Committee (PMC). A second committee, the Capstone Project Approval Committee (CPAC), consisting of a minimum of five graduate faculty and a designated representative from the student's PMC, will review and approve the capstone project.

Professional Mentoring Committee (PMC)

The purpose of the Professional Mentoring Committee is to advise, support, and approve the student's individual development plan (IDP), review the e-portfolio and assist in development and approval of the Capstone project.

Each student is required to develop a PMC consisting of a minimum of three professional mentors: an OT Program faculty member; an inter-professional (IPE) mentor; and the PP- OTD Program Director. At least one member of this committee must be a non-OT (IPE mentor) and demonstrate an inter-professional perspective. Students will submit a proposal for members of the PMC to the PP-OTD Program Director by a set deadline during the first fall semester. The Program Director will review and approve proposals for membership of the PMC.

The IPE mentor shall have a master's or doctoral degree and demonstrate expertise in the content area of the student's primary IDP goals and capstone project. The IPE mentor might be from a field such as physical therapy, speech-language therapy, public health, special education, human

factors engineering, rehabilitation psychology, mental health, medicine, nursing, health or education policy, or business. The PP-OTD Program Director is responsible for assisting students in identifying an IPE mentor with the expertise necessary to support each student's IDP goals.

One member of the student's PMC will be identified as the primary mentor. The primary mentor can be, but is not necessarily, the student's OT Program faculty academic advisor. With the assistance and approval of the PMC, the student will develop the depth and breadth portion of the curriculum.

Typically, the PMC committee will have three members; however, a student may request a fourth member of the committee by explaining what the additional mentor will contribute to her or his learning. This request must be approved by the PP- OTD Program Director.

1. **Individual development plan (IDP)**

   Each student will identify the goals they wish to achieve during enrollment in the OTD Program and create a plan for achieving the goals. This work will commence during orientation and be refined throughout the curriculum. Students will work with the PP-OTD Program Director, their mentors and peers to refine the goals and plan. At a minimum, one goal must relate to advancing their inter-professional communication and collaboration skills. The IDP will be used to guide the student's choice of a PMC, selection of courses that will meet the breadth and depth requirement, the planning of the capstone project and monitoring progress throughout the program.

2. **Curriculum plan**

   By the end of the first fall semester of enrollment, the student must submit a curriculum plan that describes how each of the following breadth and depth requirements will be met. The plan will identify courses the student wishes to complete and state how these particular courses support the goals of the depth and breadth portion of the OTD Program. The proposal will be reviewed and approved by the PMC.

3. **Interdisciplinary coursework:**

   EPD Professional Literacy Courses
   (Minimum 2 credits)
   Students will enroll in a minimum of two, 1-credit courses from the Professional Literacies Suite offered through the Department of Engineering Professional Development (EPD) https://epd.wisc.edu/2015literacies/. The courses are designed to expose students to ideas and practices from other fields, develop professional competencies, prepare for success in online learning environments and build skills toward the achievement of professional goals.

(Minimum 3 credits)

The inter-professional nature of occupational therapy practice requires students to gain an appreciation for research and practice in fields beyond occupational therapy. Students will enroll in OT 890 – Inter-professional Study or KINES 699 – Independent Study for each experience used to meet this requirement. Students will keep an online journal to share what is being learned and engage in periodic discussion with peers and OTD program faculty throughout the semester. A final product demonstrating the learning that has occurred will be required. At least 3 credits of graduate work may be chosen from the following two options:

a. OT 890 - Inter-professional seminar *(Maximum 3 credits to meet requirement, additional elective credits possible)*

The purpose is to ensure exposure to theories, ideas, practices and evidence in fields beyond OT. Students may earn 1 credit for each 10 hours they spend in seminars, continuing education courses or technical presentations that reflect content beyond their current scope of practice and training. One credit represents 10 hours of real or virtual face time in a seminar. Prior to each seminar experience, students must submit a proposal to their PMC that states the inter-professional nature of the content and how it aligns with the goals of the student's IDP. At the end of each seminar, students must complete a form and write a summary in which they document the completion of the seminar and reflect on how it contributed to progress on the IDP and the breadth and depth requirement in their identified study area.

b. KINES 699 - Independent study *(Maximum 1 credit, to meet requirement, additional elective credits possible)*

Students must submit a proposal for a learning experience beyond the required PP-OTD coursework that demonstrates exposure to content in a field outside of occupational therapy. The PMC and the PP-OTD Program Director must approve the experience prior to initiation, and it should be consistent with and included in the IDP. Students also must reflect what they learned in a substantial product such as a literature review, reflection paper, poster or program plan.

Examples of qualifying learning experiences include, but are not limited to, involvement in a research project or interdisciplinary service-learning project, substantial contributions to the work of an interdisciplinary professional association, planning and implementation of an inter-professional continuing education workshop, composition of a peer-reviewed manuscript addressing an inter-professional or leadership issue, or assessment of the needs of a new inter-professional program or service.

4. e-Portfolio

Each OTD student will build an e-portfolio over the course of their time in the program. The purpose of the portfolio is to demonstrate achievement of the IDP goals and to advance inter-professional communication and collaboration skills. The portfolio will

contain information demonstrating the breadth and depth of the student's knowledge in an identified, chosen area of study. The portfolio may include projects, reports, papers, activities and information from the 1) interdisciplinary coursework, 2) individual development plan, and 3) curricular elements. The student is expected to add materials that demonstrate expanded knowledge and skills and achievement of the learning goals for the OTD degree.

The student's PMC will be instrumental in advising the student on how to develop the portfolio to demonstrate their progress on achieving identified goals. The PMC will periodically review and provide feedback on the portfolio. The final portfolio will be reviewed and critiqued by peers in the student cohort and the student's PMC.

5. Capstone project

Under the guidance of the PMC, students will develop their capstone project.
The capstone project provides students with direct experience in an inter-professional, collaborative activity. Students will design and develop this project in the following series of courses.

- Occ Ther 881 Capstone Project I - Need Identification: Development of Problem Statement (1 credit)
- Occ Ther 881 Capstone Project II - Gathering Evidence: Theoretical, Clinical & Empirical (1 credit)
- Occ Ther 881 Capstone Project III - Project Design & Proposal: Program (1 credit)
- Occ Ther 881 Capstone Project IV: Project Implementation (1 credit)
- Occ Ther 882 Capstone Project V: Project Completion, Presentation & Dissemination (3 credits)

Explicit criteria for development of the capstone project will be provided to each student and, at a minimum, will require that the project:

a) Include ideas, concepts, or techniques beyond those currently in practice;
b) Make a substantive contribution to knowledge or practice in the field;
c) Demonstrate breadth of learning; and
d) Advance inter-professional practice for the benefit of society.

The student will report the results of the project in a written paper for a course grade and submit the project outcome to a peer-reviewed, inter-professional audience such as a journal or inter-professional conference abstract. The student must identify the organization the project will be submitted to and demonstrate that the project has meticulously followed the submission guidelines.

Capstone Project Approval Committee (CPAP)

The Capstone Project Approval Committee consists of a minimum of five members, four of whom must be graduate faculty from UW-Madison. At least one member of the Committee must

be from outside the OTD Program and represent the inter-professional content of the student's curriculum. At least one representative member of the student's PMC will also serve on the CPAC, either in one of the roles noted above or as additional members of the committee.

Students will present their projects in poster or oral presentation form at a colloquium during a campus visit at the end of the program. Members of the CPAC will have the opportunity to review the student's work at this event. Following the colloquium, the OT Program faculty academic advisor or PMC mentor will present the student's project to the CPAC for final approval.

Advising

OT Program faculty academic advisor/Advisee Roles
Every graduate student is required to have an advisor to meet UW information management needs, and accordingly, and of its own volition, the department assigns an advisor to each student. The OTD Program Coordinator will advise students in the early stages of their studies. Thereafter, the academic advisor will be a graduate faculty member of the OTD program and is responsible for providing advice regarding graduate studies. The advisor may also serve on the student's capstone project committee. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects students to contact their advisor on a regular basis. For more information, see the Advisor policy from the Graduate School:

http://grad.wisc.edu/acadpolicy/#advisor.

OTD Program faculty academic advisors provide support to their advisees for academic issues and provide referral for personal issues that potentially could impact satisfactory progress through the program. The OTD Program faculty academic adviser will serve on the OTD Program Student Appeals Committee when an advisee is involved.

Change in Advisor
A student who later decides that a different faculty advisor would be preferable should discuss this with the current advisor and then feel free to seek the change. Selection of an advisor, or a change of advisors, should be based on the faculty member's ability to guide the student expertly into the chosen area of interest/research. When a student has changed advisors, she or he must file the appropriate form with the program's graduate student services coordinator. The student should also notify the Program Director of a change in advisor.
Students may see their official advisor listed in MyUW. (The official advisor is entered in ISIS by the graduate program coordinator.)

Additional Advising Contacts
Students should always reference the program's website, this Handbook, the Graduate School's website www.grad.wisc.edu, and the Graduate School's Academic Policies and Procedures http://grad.wisc.edu/acadpolicy/ for answers on various program-related questions. However, when students need further clarification on any of these policies or procedures they should contact the Graduate Program Coordinator. The Graduate Program Coordinator may play a role with issues including satisfactory academic progress, academic deadlines, graduation completion, program-related forms, advising/course holds and permissions, and course offerings.

Advising Process
Knowing the procedures and requirements of the University is the student's responsibility. Since the advisor's role can vary, students should discuss roles and expectations with their advisors or prospective advisors. Both the student and the advisor have a responsibility to make their expectations clear to each other.

Advising Resources
Many advising resources are available. Students can reference the program's website, this Handbook, the Graduate School's website (https://grad.wisc.edu/), and the Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy/). However, when students still need clarification on issues there are various faculty and staff resources available. Generally, faculty and staff are best able to assist students when the student has researched and acquired knowledge about a particular topic through available sources and has specific questions.

OTD Program faculty academic advisers will support their advisees through their capstone project. Should a student have a problem with their OTD Program faculty academic adviser, the student is encouraged to first address the challenge with the faculty member directly and/or the OT Program Director. If issues cannot be resolved, the student could potentially be assigned to a different faculty member for advising and/or mentoring at the Program Director's discretion.

The following website, while aimed at faculty/students engaged in research mentoring, has helpful tips and suggestions for the mentoring relationship.

https://mentoringresources.ictr.wisc.edu/MentoringResources

Questions to Ask of Prospective Advisors
(*Adapted from IPIB handbook)*

Many of these questions are not simple and may not elicit a quick answer. However, any advisor should be willing to discuss these important issues with you. You may also want to discuss these issues with students that are currently in the prospective advisor's group. This list is by no means complete; you should spend some time thinking about what is most important to you in your graduate training.

1. What capstone projects would be available to me if you were to be my advisor?
2. In general, how available will you be to answer questions I might have? And by what means to you prefer to be contacted?
3. What is your philosophy regarding the amount of guidance the advisor should provide to a student during preparation of the Capstone project, presentations, etc.?
4. Do you encourage your students to attend seminars and journal clubs, including those that may be outside of their narrow field of interest/research?
5. Do students in your group have the opportunity to attend professional meetings where they can interact with colleagues/researchers from other institutions?
6. Do you include your graduate students in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and, if possible, meeting with visiting speakers?
7. What are your former graduate students (if any) doing now?
8. What is your general philosophy of graduate training and what goals do you have for your graduate students?

Enrollment Requirements

Course Requirements:
All students must complete 64 credits (34 beyond the M.S.) as defined in the curriculum for the Doctor of Occupational Therapy at UW-Madison.

Graduate students must maintain a grade point average (GPA) of at least 3.0 in all courses taken toward the degree. Students will be put on academic probation if the cumulative graduate GPA falls below 3.0 or the student receives a grade below "C" in any semester.

Breadth & Depth Requirement:
Students must meet all the requirements including the Individual inter-professional development plan, curriculum plan, interdisciplinary coursework, and e-Portfolio.

Capstone Project:
All students must complete a Capstone Project prior to graduation. The student must be able to defend (present) his / her project before the faculty and receive final approval.

Application for Graduation:
All students should apply for graduation during the semester in which they plan to graduate. Please contact John Hageman at hageman@wisc.edu with any questions regarding graduation.

Policy on Continued Enrollment:

The status of a graduate student's progress is either:

1. Good standing (progressing according to standards; any funding guarantee remains in place); or

2. Probation (not progressing according to standards but permitted to keep enrolling; funding guarantee may be lost; specific plan with dates and deadlines for removal of probation may be required); or

3. Unsatisfactory progress (not progressing according to standards; not permitted to keep enrolling, dismissal, leave of absence or change of advisor or program likely required).

An overall GPA below 3.0 will place the student on academic probation. If a 3.0 GPA is not regained in the subsequent semester the student may be dismissed from the program or allowed to continue provisionally for 1 semester based on advisor appeal to the Graduate School.

Satisfactory Progress Requirements

Occupational Therapy – Minimum Degree Requirement and Satisfactory Progress
To make progress toward a graduate degree, students must meet the Graduate School Minimum
Degree Requirements and Satisfactory Progress in addition to the requirements of the program.

Doctoral Degree: OTD
Minimum Graduate Degree Credit Requirement 64 credits (34 beyond the M.S.)
Minimum Graduate Residence Credit Requirement 32 Credits
Minimum Graduate Coursework Requirement 50% of degree coursework (32 of 64 total credits for OTD) must be completed in courses numbered 700 or above OR in any courses identified by the courses' subject-owner as designed specifically for students in a graduate program.
Prior Coursework Requirements: Graduate Work from Other Institutions With program approval, students are allowed to count up to 30 credits of graduate coursework from other institutions. Graduate work should be less than five years old to be considered; additional justification and/or documentation are needed for work taken between five and ten years. Work more than ten years old will not be considered. Prior Coursework Requirements: UW-Madison Undergraduate No undergraduate coursework will be allowed to count toward OTD requirements. Prior Coursework Requirements: UW-Madison University Special With program approval and payment of the difference in tuition (between Special and graduate tuition), students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW-Madison University Special student. These credits are considered part of the total allowable credits available for a student to transfer. Coursework should be less than five years old to be considered; additional justification and/or documentation is needed for work taken between five and ten years. Work more than ten years old will not be considered.
Credits per Term Allowed   15 credits Typical matriculating OTD students enroll in 4 credits/semester.
Program-Specific Courses Required The OTD has a prescribed curriculum of 64 credits. See Doctor of Occupational Therapy Curriculum
Overall Graduate GPA Requirement Minimum 3.00 GPA required.
Other Grade Requirements Courses numbered 300 The Graduate School requires an average grade of B or better in all course work (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester. Further

information on Graduate School and OT Program Academic Policies and Procedures can be found at the following URLs:

http://grad.wisc.edu/acadpolicy/#minimumcreditrequirement

http://kinesiology.education.wisc.edu/otd/academics (OTD policy & procedure handbook)

Probation Policy

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

Further information on Graduate School and OT Program Academic Policies and Procedures can be found at the following URLs:

https://grad.wisc.edu/acadpolicy/#probation

http://kinesiology.education.wisc.edu/otd/academics (OTD policy & procedure handbook)

Assessments and Examinations

Curricular requirements (all didactic courses) must be passed, in conformity with GPA and grad requirements, above. Students' capstone project proposal and final product must be reviewed and approved by a committee of graduate faculty per Graduate School policy http://grad.wisc.edu/acadpolicy/#committees.

Time Constraints

OTD degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Language Requirements

No language requirements

Graduate School Procedures for Unsatisfactory Student Performance

Graduate School Cumulative GPA Review
After each semester, the Graduate School Office of Academic Services reviews all graduate student cumulative grade point averages (GPA*).*

Conditions & Procedures for Placing Graduate Students on Academic Probation: About one or two months after the next semester begins, all graduate students whose GPA fell below 3.0 or has two unsatisfactory incomplete grades (more than one semester old) will receive a letter. This letter indicates that the student is on academic probation, and will not be able to register for the following semester's courses unless the terms outlined in the letter are met.

Release or Continuation of Academic Probation
Once the current semester's grades are reported, the hold on registration for the next semester's courses is removed if the student has met the terms of probation. The student is no longer on academic probation.

If the student has not met the terms of probation, he or she will not be able to register for the next semester's course work. In order to continue studies on academic probation, the student's faculty advisor must petition the Graduate School Office of Academic Services to allow the student to register for the next semester's classes.

- This letter must include the following for low GPA:
- The reason the faculty advisor is supporting this student in continuing his or her studies,
- The classes the student will take, and
- The grades that the advisor expects the student to achieve in order to be removed from probation.
- This letter must include the following for outstanding incompletes:
- The reason the faculty advisor is supporting the student in continuing his or her studies, and
- The timeline the student and advisor have agreed upon to complete all outstanding work, with the signatures of both the student and advisor.

Each request is reviewed by the Graduate School office of Academic Services and the advisor will be contacted with the decision regarding the student's registration.

For additional information or clarification, contact:
Michelle Holland
Academic Service Coordinator (Academic Policies & Procedures, withdrawals, course change requests, late enrollment, satisfactory progress, probation)
608-262-2433
michelle.holland@wisc.edu

Academic Exception Petition

Petitions for course exceptions/substitutions:
Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the OTD Director who will, in turn, seek approval from the Department of Kinesiology Graduate Studies Committee Chair. The following procedures apply to all petitions:

1. The specific requirement/rule/expectation pertinent to the petition must be identified.
2. The student's academic advisor must provide written support for the petition.
3. All course work substitutions and equivalencies will be decided by appropriate area-group faculty or curriculum chair.

The Chair of the Graduate Studies Committee, in consultation with the student's advisor, may grant extensions to normal progress requirements for students who face unanticipated circumstances as noted in university regulations, this includes childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one's personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program. The normal extension will be one semester; anything beyond this will be granted *only in the event of highly extraordinary circumstances.* Extensions will be granted formally with a note of explanation to be placed in the student's file.

The student may petition for a waiver of any required course. The basis for such a waiver shall be evidence of previous work of the same level and content to be determined by the committee in consultation with the faculty member currently responsible for the course concerned. A requirement which is completed by waiver carries no credit toward the Graduate School's credit requirements nor toward the program's credit requirement for the degree.

Graduate Studies Committee procedures encourage a student to work closely with an advisor and other faculty, who will be aware of the student's work and personal circumstances. A student petitioning for a deadline extension or waiver of any type must obtain an endorsement from his or her advisor, members of the Professional Mentoring Committee and/or the OTD Director. The OTD Director may petition the Department Graduate Studies Committee on behalf of students enrolled in the program. The Department Graduate Studies Committee may ask the OTD Director or the student's advisor for further information beyond that written on the petition.

Students may ask the OTD Director or other faculty members to advise them, to speak to the Graduate Studies Committee on their behalf, or to endorse their petitions. Students may consult with the Chair of the Graduate Studies Committee or with the graduate advisor about Committee procedures and standards, but the Graduate Studies Committee cannot substitute for an advising relationship.

Students who have not completed the degree on schedule may request extensions. Requests for a one-semester/year extension can be made to the Department Graduate Studies Committee Chair who is authorized to approve these requests upon written justification from the student and their advisor. The student must describe the reasons for the request and provide a proposed timetable for completing all program requirements. The major professor must sign the request form and write comments endorsing the request. The request should be made as soon as the need for an extension becomes apparent. The Department Graduate Studies Committee may request additional documentation as needed. Appeals or requests for additional extensions must be approved by the full program faculty.

PROFESSIONAL DEVELOPMENT RESOURCES

Funding Available to OTD Students

Scholarships and Fellowships

Scholarship applications are available in January and due March 1st. Students will receive email notification of the application process.

Linda Anderson Memorial Scholarship

Awarded to student(s) who demonstrate a strong interest in and/or involvement in OT Professional Organizations

Mildred Averill Scholarship

Awarded to graduate women in occupational therapy.

Travel Awards

Beth Roughton Memorial Travel Fund
Due: March 1st of each year.

The purpose of this fund is to recognize students who have demonstrated sustained commitment to occupational theray by providing funds enabling them to participate in professional meetings related to their research or professional development. The grant was established in 1999 in honor of Beth Roughton, by her parents. Elizabeth Charlotte Roughton died of cancer on November 18, 1997, at the age of 39. Beth attended the University of Wisconsin–Madison, graduating from the Occupational Therapy Program in 1981 and receiving her Masters degree in the Therapeutic Science in 1995. She was involved in research and clinical leadership activities at the University of Wisconsin Waisman Center, Meriter Hospital NICU and Follow–up Clinic, and the Harlow Primate Laboratory. Her inquisitive nature and intelligent mind along with her generous spirit brought an energy and enthusiasm to her classes that led and inspired others. Beth was a passionate lifelong learner and an extraordinary teacher. Through her actions, she taught about compassion, hope, optimism, courage, determination, and gratitude.

Eligibility: The recipients must be full–time graduate students in the Masters of Science in Occupational Therapy, Masters of Science or Ph.D in Kinesiology, the Occupational Science track.

Applications:
There is no application form. Applicants must submit a statement of not more than one page, double–spaced, describing what the applicant would hope to accomplish with the award. For conference presentations submit abstract. Please submit statement to Terri Pope, OT office, Medical Science Center with your name, address, phone number and email address so that we may contact you.

Graduate School Sponsored

The University of Wisconsin-Madison also awards Research Travel or Conference Presentation Funds for graduate students. For further information visit: https://grad.wisc.edu/studentfunding/grantscomp/

Additional scholarships may be available from the American Occupational Therapy Foundation (AOTF) and the Wisconsin Occupational Therapy Association.

Campus Resources

UW-Madison offers a wealth of resources intended to enrich your graduate studies and enhance your professional skills. It is expected that you will take full advantage of the resources that best fit your needs and support your career goals. Since our alumni thrive not only in academia but also in industry, corporate, government, and non-profit arenas, we strive to be in-tune, holistic, and innovative our approach to meeting the diverse professional development needs of our students. By actively participating in these professional development opportunities, you will build the skills needed to succeed academically at UW-Madison and to thrive professionally in your chosen career.

GradConnections Weekly

The **Graduate School Office of Professional Development and Communications (OPDC)** provides direct programming in the areas of career development and skill building, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPDC, **GradConnections Weekly**, and to visit the webpage http://grad.wisc.edu/pd/events for an up-to-date list of events. For example, typical topics covered throughout the year are:

- Individual Development Plans (IDPs)
- Planning for academic success
- Communication skills
- Teaching
- Mentoring
- Research ethics
- Community engagement
- Entrepreneurship
- Career exploration: academic, non-profit, industry, government, etc.
- Job search support
- Pursuing postdoctoral training

Individual Development Plans

The Graduate School webpage http://grad.wisc.edu/pd/idp offers a collection of IDP resources to support graduate students, postdoctoral researchers, mentors, PIs, grants administrators, and graduate program coordinators.

The university recommends the use of IDPs for all postdoctoral researchers and graduate students, and requires their use for all postdoctoral researchers and graduate students supported by National Institutes of Health (NIH) funding.

As you begin your Graduate School career, an Individual Development Plan (IDP) is an essential tool to help you:

1. Assess your current skills and strengths
2. Make a plan for developing skills that will help you meet your academic and professional goals
3. Communicate with your advisors and mentors about your evolving goals and related skills.

The IDP you create is a document you will want to revisit again and again, to update and refine as your goals change and/or come into focus, and to record your progress and accomplishments. It also serves to start – and maintain – the conversation with your faculty advisor about your career goals and professional development needs.

You will begin the IDP process during orientation and continue its refinement and adjustment throughout the program. Your adviser, mentor, peers or others may encourage and support you in the refinement and development of the document. You may choose to keep some parts of your personal IDP private, and you will choose which parts to share with your mentors and colleagues. Through the IDP process, you may decide to identify various mentors to whom you can go for expertise and advice.

The following two IDP tools, or a more specific IDP tool provided by the program will facilite the development of your personal plan. As a part of OT 811, you will conduct a self-assessment of your leadership skills, interests, and values; review goal-setting guidelines; and be provided references to skill building and career exploration resources.

IDP tool for all graduate students and postdocs
UW-Madison IDP template, which includes instructions and examples, is flexible and appropriate for all disciplines. http://grad.wisc.edu/pd/idp#mentees

IDP tool for sciences and engineering
For graduate students in the natural sciences and engineering, the American Association for the Advancement of Science (AAAS) online tool "myIDP" provides a comprehensive set of materials and exercises that will guide you through the process of self-assessment, career exploration, goal-setting, and implementation of your plan. Set up a free account and create and monitor your IDP at http://myidp.sciencecareers.org.

Student Support Services

Students enrolled in the Online PP-OTD Program will not pay segregated fees. Hence, not all campus services will be available to OTD students, particularly those services for students who are physically present on campus (e.g. access to sports facilities, student health, Union activities, Bus pass, etc.).

The following support services are available to OTD students:

Instructional Technology and Resources	DoIT Knowledgebase: https://kb.wisc.edu/ DoIT Help Desk (Email: help@doit.wisc.edu; Phone: 608-264-4357; Online & Chat: https://kb.wisc.edu/helpdesk/) Division of Continuing Studies (Jean Haefner, Instructional Designer, Email: jean.haefner@wisc.edu) School of Education MERIT Help Desk (http://merit.education.wisc.edu/get-help/ask-an-it-consultant/) Department of Kinesiology Information Technology Specialist (Marc Kuklinski, Email: kuklinski@education.wisc.edu)
Libraries	Health Sciences Learning Center (Ebling Library) http://ebling.library.wisc.edu/ School of Education (MERIT) http://merit.education.wisc.edu/library-portal/hours/ Other campus libraries: http://www.library.wisc.edu
Communication	Given the online nature of the program, communication will be primarily through email and online postings on course webpages or through the Community of Practice.
McBurney Disability Resource Center	When appropriate, students will be referred to the McBurney Center for support and accommodations: 702 W. Johnson Street, Suite 2104; Phone: 608-263-2741; Text: 608-225-7956 mcburney@studentlife.wisc.edu
School of Education Remote Application Delivery (WCER ADS)	Application software and electronic resource library for School of Education faculty and graduate students: https://apps.wceruw.org/RDWeb/Pages/en-US/login.aspx?ReturnUrl=/RDWeb/Pages/en-US/Default.aspx

Professional Associations

Occupational Therapy
AOTA – American Occupational Therapy Association (http://www.aota.org/)
The American Occupational Therapy Association (AOTA) is the official professional
organization of occupational therapists in the United States. It represents the profession to the
federal government, to various national planning boards and health agencies, and to other
professional associations. The AOTA's Accreditation Council for Occupational Therapy
Education (ACOTE) also sets standards for and accredits occupational therapy curricula.

AOTF – American Occupational Therapy Foundation (www.aotf.org)
The American Occupational Therapy Foundation generates funds, manages assets, and marshals
human resources to ensure that society and the nation's health care system recognize and value
the benefits of occupation. Through significant investments in research and education, the
Foundation provides leadership in advancing the practice of occupational therapy. It maintains a
database of resources relative to studies regarding occupation and occupational therapy.

NBCOT – National Board for Certification in Occupational Therapy (www.nbcot.org)
NBCOT is the official initial certifying agency of the profession of occupational therapy.

WFOT – World Federation of Occupational Therapists (www.wfot.org)
The WFOT is the international organization for the profession of Occupational Therapy. In the
United States, a person wishing to be a member of WFOT can do so through their membership
form from the American Occupational Therapy Association. The WFOT website offers
information on a global perspective and member countries related to health and occupational
therapy.

WOTA – Wisconsin Occupational Therapy Association (www.wota.net)
WOTA is a professional organization which therapists and students can join to keep abreast of
the current events occurring clinically and professionally. This knowledge is disseminated
through an annual conference, newsletters, and district meetings. The organization is comprised
of six districts: Northwest, North Central, Northeast, Southwest, South Central and Southeast.

> Wiscouncil – Wisconsin Council on Occupational Therapy Education
> (http://www.wota.net/?page=WisCouncil) The Wisconsin Council on Occupational
> Therapy Education refers to the combined council of the education programs of
> Occupational Therapy in the state of Wisconsin. One student from each school serves on
> Wiscouncil.

CAOT – Canadian Association of Occupational Therapists (www.caot.ca)
The Canadian Association of Occupational Therapists provides services, products, events and
networking opportunities to assist occupational therapists in their professional practice. In
addition, CAOT provides national leadership to actively develop and promote the client-centered
profession of occupational therapy in Canada and internationally.

Additional professional associations of interest to OTs

APTA – American Physical Therapists Association (www.apta.org)
The American Physical Therapy Association (APTA) a national professional organization of physical therapists, fostering advancements in physical therapy practice, research, and education.

Gerontological Society of America (www.geron.org)
The Gerontological Society of America is a non-profit professional organization within the field of aging. GSA provides researchers, educators, practitioners, and policy makers with opportunities to understand, advance, integrate, and use basic and applied research on aging to improve the quality of life as one ages.

NAMI – National Alliance for the Mentally Ill (www.nami.org) and (www.namiwisconsin.org)
The NAMI operates at the local, state, and national levels providing support, education, information and referral, and advocacy. Local affiliates and state organizations identify and work on issues most important to their community and state.

RESNA – Rehabilitation Engineering and Assistive Technology Society of North America (www.resna.org)
RESNA is an interdisciplinary association of people with a common interest in technology and disability. The association's purpose is to improve the potential of people with disabilities to achieve their goals through the use of technology by promoting research, development, education, advocacy and provision of technology, and by supporting the people engaged in these activities.

WAAODA – Wisconsin Association on Alcohol and Other Drug Abuse www.waaoda.org
WAAODA is a statewide membership organization made up of the friends and family members of addicted and recovering individuals, counseling professionals, healthcare and program administrators, direct service providers and educators who actively support alcohol and other drug addiction prevention, intervention, treatment and recovery services in their communities.

PROGRAM POLICIES

Graduate Assistantship Policy

Students enrolled in this program are not permitted to accept teaching assistantships, project assistantships, research assistantships, or other appointments at the University of Wisconsin that would result in a tuition waiver.

Program/Course Enrollment Policy

Students in this program cannot enroll in other graduate programs at the University of Wisconsin-Madison. Students may not take courses at UW-Madison outside the prescribed curriculum without permission of the OTD Program Director. If you intend to combine study in this program with study in other academic programs at UW-Madison, please consult with the OTD Program Director who can assist you in transferring to a different program(s) that allows such activity.

Health Services

Students enrolled in the PP-OTD Program are responsible for maintaining their own health care coverage and seeking health care and support services as needed. PP-OTD students are not permitted access to University Health Services because Segregated Fees, which cover these services, are not being charged. It is expected that most PP-OTD students will have coverage through their source of employment or that of a family member.

Technology Access

To successfully engage in learning in the Online PP-OTD Program, students will need to have access to the following minimum required technology:

Required Hardware:

- Internet Connection: You should have a high-speed Internet connection via cable, DSL, or network.
- Computer Specifications: 1 GHz processor; 2GB RAM
- Computer Audio: sound card and speakers
- Other: See the list of hardware supported by DoIT (Division of Information Technology).

Required Software & Settings:

Operating System: The newest versions of both Windows and Mac OS are fully supported by the DoIT Help Desk. See the [Windows OS](#) and [Mac OS](#) service descriptions for other DoIT supported versions.

Web Browser: [Firefox](#) is the recommended web browser for Learn@UW. Regardless of which web browser you use, it is best to always have the latest version installed for security reasons and to experience full functionality of the course. For additional information see the [recommended web browsers, settings, and software for use with Learn@UW](#).

Settings: Regardless of the web browser you use, the following settings should be selected to experience full functionality. You also might want to seek additional support for Firefox, Chrome, Safari, and Internet Explorer.

Enable cookies: in [Firefox](#), [Chrome](#), [Safari](#), and [Internet Explorer](#)
Enable Javascript: [in multiple web browsers](#)
Clear your cache: in [Firefox](#), [Chrome](#), [Safari](#), and [Internet Explorer](#)

Other Software

- **Adobe Reader**: Download the [latest version of Adobe Reader](#) to view PDF (portable document format) files. Note: Do not select the optional offer for McAfee Security Scan Plus.
- **Adobe Flash Player**: Download the [latest version of Adobe Flash Player](#) (a browser plug-in) to view any Flash-based media that may be posted in this course.
- **Multimedia Player**: Choose from the following audio & video player downloads:
  - [VLC Media Player for PC](#); [VLC Media Player for Mac (OS X)](#)
  - [QuickTime Player (for Mac & PC)](#)
- **Word Processor, Presentation, and Spreadsheet Software**: Choose from the following options:
- **Microsoft Office** (for PC or Mac; [free for UW-Madison students](#) through Office 365 portal)
- **Google Docs** ([free; web browser-based](#))
- **OpenOffice** ([free download; for PC or Mac](#))

Distribution of Course-related Materials

Explore: Reading Materials & Resources

Students are required to purchase or obtain access to all required textbooks. Whenever possible, instructors will request Ebling Library make required and optional textbooks available to students through library reserves. Other assigned readings or links to web-based resources will be provided on the Content page of the course learning management system (LMS – Learn@UW

or Canvas). Lectures, notes and transcription of course materials will also be provided, whenever possible.

Engage & Interact: Assignments & Discussions
In general, when students prepare for a class presentation or other distribution of materials, conversion to accessible e-copies is the student's responsibility. Some software programs (e.g. Adobe Acrobat Professional) can be used to convert documents. Scanning and distribution of e-copies of hard print documents can often be done at local libraries and/or copy centers.

Connect: Community of Practice
A wide variety of resources will be distributed through the OTD Program's Community of Practice Webpage. Whenever possible, they will be provided in accessible formats.

Privacy (HIPPA) and Social Networking Policy

Students shall not present any personal or health information of patients or clients that are seen during any portion of their program (didactic or otherwise) on any course webpages, via email communication or through any social networking site. Removal of an individual's name does not constitute proper de-identification of protected personal or health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment may still allow the reader to recognize the identity of a specific individual.

Students shall not post "patient/client stories" or photos (such as before/after photograph of a patient having surgery, a photograph of a patient engaging in occupation, a photograph of the contents of a patient's room).

In posting information on social networking sites, students may not present themselves as an official representative or spokesperson for UW-Madison's Occupational Therapy Program.

Students may not represent themselves as another person, real or fictitious, or otherwise attempt to obscure their identity as a means to circumvent the forbidden actions above.

Students may not record and/or post personal information about faculty, staff or fellow students without their permission.

Further information about UW-Madison's policies on social media can be found at the following URL:

http://universityrelations.wisc.edu/policies/social-media.php

Social and New Media Guidelines

The rapid growth of social and new media technologies has made communication faster and easier than ever before. These same technologies, however, have raised a set of questions and concerns regarding communication behaviors while using these tools.

These guidelines are intended to help you identify and assess potential issues related to the use of social and new media, including, but not limited to: Facebook, Twitter, YouTube, Flickr, FourSquare, personal web sites (including blogs), chat sites, etc.

We have adapted these guidelines from a document created by our peers at the University of Michigan.

This material is reprinted with permission. Copyright ©2010 The Regents of the University of Michigan, Ann Arbor, MI 48109. hr.umich.edu/voices/docs/Social-Media-Guidelines.pdf

GENERAL GUIDELINES

Sharing news, events or promoting faculty and student work through social media tools is an excellent, low-cost way to engage the community and build our brand. Employees are encouraged to repost and share information with their family and friends that is available to the public (press releases, etc.). The best way to share university news is to link to the original source.

When sharing information that is not a matter of public record, please follow the below guidelines. Please note, all state and federal laws, and university and UW System policies apply when using social media tools. These include, but are not limited to:

- Use of Marks (Trademarks)
  http://universityrelations.wisc.edu/policies/
- Appropriate Use of UW-Madison IT Resources
  http://www.cio.wisc.edu/policies/appropriateuse.aspx
- Appropriate Use of UW System IT Resources
  http://www.uwsa.edu/cert/publicat/itpolicy.htm
- Copyright
  http://www.cio.wisc.edu/security/copyright.aspx
- Student Academic Disciplinary Procedures - UWS 14:
  http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&d=code&jd=ch.%20uws%2014
- Student Nonacademic Disciplinary Procedures - UWS 17:
  http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&d=code&jd=ch.%20uws%2014
- Conduct on University Lands - UWS 18:
  http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&d=code&jd=ch.%20uws%2018

- Prizes, Awards and Gifts – UWS F46
  http://www.uwsa.edu/fadmin/fppp/fppp46.htm

Maintain Confidentiality

Do not post confidential or proprietary information about the University of Wisconsin-Madison, its students, its alumni or your fellow employees. Use good ethical judgment and follow university policies and federal requirements, such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and the Family Educational Rights and Privacy Act (FERPA). Review HIPAA requirements and FERPA information at http://hipaa.wisc.edu/ and http://registrar.wisc.edu/ferpa_overview.htm

Maintain Privacy

Do not discuss a situation involving named or pictured individuals on a social media site without their permission. As a guideline, do not post anything that you would not present in any public forum. Additional information on the appropriate handling of student, employee and patient information can be found at the university web sites covering FERPA and HIPPA:
http://registrar.wisc.edu/ferpa_overview.htm http://hipaa.wisc.edu/

Respect University Time and Property

It's appropriate to post at work if your comments are directly related to accomplishing work goals, such as seeking sources for information or working with others to resolve a problem. You should participate in personal social media conversations on your own time.

Do No Harm

Let your Internet social networking do no harm to the UW-Madison other individuals or to yourself whether you're navigating those networks on the job or off.

Understand Your Personal Responsibility.

UW-Madison staff and faculty are personally responsible for the content they publish on blogs, wikis or any other form of user-generated content. Be mindful that what you publish will be public for a long time—protect your privacy and that of others.

Be Aware of Liability

You are responsible for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be copyright infringement, defamatory, proprietary, libelous, or obscene (as defined by the courts). You are also responsible for complying with the existing rules of social media web sites. For example, Facebook has regulations regarding the use of promotions (prizes and giveaways) on its web site. Increasingly, employers are conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

Maintain Transparency

The line between professional and personal business is sometimes blurred: Be thoughtful about your posting's content and potential audiences. Be honest about your identity. In personal posts, you may identify yourself as a UW-Madison faculty or staff member. However, please be clear

that you are sharing your views as an individual, not as a representative of the University of Wisconsin-Madison.

Correct Mistakes
If you make a mistake, admit it. Be upfront and be quick with your correction. If you're posting to a blog, you may choose to modify an earlier post—just make it clear that you have done so.

Follow Best Practices in Security
To the extent possible, follow best practices for security. Do not, for example, allow someone else to create and manage accounts on your behalf unless you have total access to the logins, passwords and procedures for those accounts.

Respect Others
You are more likely to achieve your goals or sway others to your beliefs if you are constructive and respectful while discussing a bad experience or disagreeing with a concept or person.

Be a Valued Member
If you join a social network, make sure you are contributing valuable insights. Don't hijack the discussion and redirect by posting self/organizational promoting information. Self-promoting behavior is viewed negatively and can lead to you being banned from Web sites or groups.

Think Before You Post
There's no such thing as a "private" social media site. Search engines can turn up posts and pictures years after the publication date. Comments can be forwarded or copied. Archival systems save information even if you delete a post. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clearheaded. Post only pictures that you would be comfortable sharing with the general public (current and future peers, employers, etc.).

SOCIAL MEDIA GUIDELINES WHEN POSTING AS AN INDIVIDUAL
UW-Madison uses social media to supplement traditional press and marketing efforts. Employees are encouraged to share university news and events, which are a matter of public record, with their family and friends. Linking straight to the information source is an effective way to help promote the mission of the University and build community. When you might be perceived online as an agent/expert of UW-Madison, you need to make sure it is clear to the audience that you are not representing the position of UW-Madison or UW-Madison policy. While the guidelines below apply only to those instances where there is the potential for confusion about your role as a UW-Madison agent/expert versus personal opinion, they are good to keep in mind for all social media interactions. When posting to a social media site you should:

Be Authentic
Be honest about your identity. In personal posts, you may identify yourself as a UW-Madison faculty, student or staff member. However, please be clear that you are sharing your personal views and are not speaking as a formal representative of UW-Madison. If you identify yourself as a member of the UW-Madison community, ensure your profile and related content are consistent with how you wish to present yourself to colleagues.[1]

Use a Disclaimer

If you publish content to any website outside of UW-Madison and it has something to do with the work you do or subjects associated with UW-Madison, use a disclaimer such as this: "The postings on this site are my own and do not represent UW-Madison's positions, strategies or opinions."

Use of the UW-Madison Logo and Endorsements

Do not use unlicensed versions of the UW-Madison Crest W, wordmark, Motion W or any other UW-Madison marks or images on your personal online sites. Do not use UW-Madison's name to promote or endorse any product, cause or political party or candidate. UW-Madison logo and trademark guidelines can be found at:
http://uc.wisc.edu/brand

Take the High Ground

If you identify your affiliation with UW-Madison in your comments, readers may associate you with the university, even with the disclaimer that your views are your own. Remember that you're most likely to build a high-quality following if you discuss ideas and situations civilly. Don't pick fights online.

Don't Use Someone Else's Identity

Never pretend to be someone else. Tracking tools enable supposedly anonymous posts to be traced back to their authors.

Protect Your Identity

While you should be honest about yourself, don't provide personal information that scam artists or identity thieves could use. Don't list your home address or telephone number. It is a good idea to create a separate e-mail address that is used only with social media sites.

Does it Pass the Publicity Test

If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, would I want to see this published in the newspaper or posted on a billboard tomorrow or ten years from now?

Respect Your Audience

Don't use ethnic slurs, personal insults, obscenity, profanity or engage in any conduct that would not be acceptable in UW-Madison's community. Do not ridicule, exploit, or demean persons on the basis of their age, color, creed, handicap, national origin, race, religion, sex or sexual orientation. You should also show proper consideration for others' privacy and for topics that may be considered sensitive — such as politics and religion.

Monitor Comments

Most people who maintain social media sites welcome comments—it builds credibility and community. However, you may be able to set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive

or frivolous comments. 1 A common practice among individuals who write about the industry in which they work is to include a disclaimer on their site, usually on their "About Me" page. If you discuss higher education on your own social media site, we suggest you include a sentence similar to this: "The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of the University of Wisconsin- Madison." This is particularly important if you could be perceived to be in a leadership role at UW-Madison

SOCIAL MEDIA GUIDELINES WHEN POSTING ON BEHALF OF THE UNIVERSITY OF WISCONSIN - MADISON

Online collaboration tools provide low-cost communication methods which foster open exchanges and learning. While social media tools are changing the way we work and how we connect with the public and other higher education institutions, the UW-Madison policies and practices for sharing information remain the same. In addition to the general guidelines discussed above, when you are creating or posting to a social media site on behalf of UW-Madison you need to:

Be Accurate
Make sure that you have all the facts before you post. It's better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your sources whenever possible -- that's how you build community.

Be Transparent
If you participate in or maintain a social media site on behalf of the university, clearly state your role and goals. Keep in mind that if you are posting with a university username, other users do not know you personally. They view what you post as coming from the university. Be careful and be respectful. What you say directly reflects on the university. Discuss with your supervisor the circumstances in which you are empowered to respond directly to users and when you may need approval. Finally, if someone offers you payment for participating in a social media environment due to your role at UW-Madison, this could constitute conflict of interest and UW-Madison policies and guidelines apply.
http://www.grad.wisc.edu/research/policyrp/coi/index.html

Be Timely
Assign an administrator who can regularly monitor postings and content. Aim for standard times for postings and updates. The recommended minimum frequency is once to twice a week. But be sure not to overload your updates. Followers will stop paying attention if you overload them with information.

Be Responsible
What you write is ultimately your responsibility. Participation in social computing on behalf of UW-Madison is not a right but an opportunity, so please treat it seriously and with respect. If you want to participate on behalf of the university, be sure to abide by its standard practice guidelines. Please note, if you are contacted by a member of the accredited media about a posting or comment on a social or new media site, please contact University Communications.

Respect Others
Users are free to discuss topics and disagree with one another, but please be respectful of others' opinions. You are more likely to achieve your goals if you are constructive and respectful while discussing a bad experience or disagreeing with a concept or person. Don't use ethnic slurs, personal insults, obscenity, profanity or engage in any conduct that would not be acceptable in UW-Madison's community.
Do not ridicule, exploit, or demean persons on the basis of their age, color, creed, handicap, national origin, race, religion, sex or sexual orientation.

Be a Valued Member
If you join a social network like a Facebook group or comment on someone's blog, make sure you are contributing valuable insights. Post information about topics like UW-Madison events or a book you've authored only when you are sure it will be of interest to readers. In some forums, self-promoting behavior is viewed negatively and can lead to you being banned from websites or groups.

Be Thoughtful
If you have any questions about whether it is appropriate to write about certain kinds of material in your role as a UW-Madison employee, ask your supervisor before you post.

Use of UW-Madison Trademarks
If you create a social media site on behalf of the university, you may use simple graphics that represent the UW-Madison brand. University Communications (mailto:questions@uc.wisc.edu or www.uc.wisc.edu) can provide guidance with graphics and design. The brand and visual identity guidelines website at http://uc.wisc.edu/brand/ provides information on logo permissions and standards.

Special Note for Instructors Using Social Media as Part of Instruction
UW-Madison's CIO has developed specific guidelines regarding the use of technical resources (including social media) for classroom instruction. Please see *Guidelines for Use of Non UW-Madison Applications and Service for Instruction.*
http://www.cio.wisc.edu/policies

Sources:
The best practices outlined above were compiled from numerous University of Michigan staff member perspectives as well as published sources from both within the University of Michigan and externally. The following published sources are used throughout the proposed social media best practices: University of Michigan Human Resources, http://hr.umich.edu/voices/presentations/publications.html DePaul University: http://brandresources.depaul.edu/vendor_guidelines/g_recommendation.aspx University of Michigan, Office of the Vice President for Communications: http://mmd.umich.edu/forum/resources_socialguide.php Grand Valley State University: http://www.gvsu.edu/socialmediaguidelines.htm Human Resource Executive Online: http://www.hreonline.com/HRE/story.jsp?storyId=282114288

STUDENT RIGHTS

Students with Disabilities Policy

Determining Eligibility for Services

Students and accommodation specialists from the McBurney Disability Resource Center complete an intake process in which the student's expressed needs and the disability documentation are reviewed. Eligibility for services is based on a combination of the student's description of need, the thoroughness of the disability documentation, and documentation policies (see Disability Documentation Policies). At the conclusion of the intake a verified individualized services and accommodations plan (VISA) is written for each student and training in use of the accommodations or services is provided.

Disability Documentation Policies

Pursuant to the Americans with disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1963, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. To establish that an individual is covered under the ADA, documentation must indicate that the disability substantially limits a major life activity. If academic or classroom based adjustments and accommodations are requested learning must be one of the major life activities affected. Documentation submitted must:

- Be appropriate to verify eligibility
- Demonstrate a current substantial impact of one or more major life activities, and,
- Support the request for accommodations, academic adjustments and or auxiliary aids.

To qualify for disability services, students are required to provide diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of the impairments. Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. All documentation must be submitted on the official letterhead of the professional describing the disability. The report should be dated and signed and include the name, title, and professional credentials of the evaluator, including information about license or certification. In general, it is not acceptable for such documentation to include a diagnosis or testing performed by a member of the student's family. Additionally, students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions.

Providing documentation of disability is the responsibility of the student. In general, the less obvious the disability, the more information is required to assess a student's needs and make accommodation recommendations. Documentation should be recent, relevant and comprehensive and, where appropriate, contain test scores and interpretation (e.g. learning disability reports, audiograms, etc.). If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the University has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation is also borne by the student. If the documentation is complete but the university desires a second professional opinion, the university bears that cost.

Note: Pending the receipt of appropriate documentation, the university reserves the right to deny services or accommodations.

Religious Observances Policy

University policy states that mandatory academic requirements should not be scheduled on days when a religious observance may cause substantial numbers of students to be absent from university functions. Note that Jewish holidays and observances begin at sunset on the evening preceding the given date (e.g. Passover eve, April 12), and some holidays are celebrated during more than one day. Mark these days on your calendar, and do not schedule mandatory exercises on these days.

Due to the university's multicultural community, there are bound to be conflicts between mandatory academic requirements and religious observances other than those listed. Major religious observances celebrated by Muslim and Buddhist students also occur during the Semester. A listing, though not exhaustive, of religious holidays is available at www.interfaithcalendar.org. Or obtain a copy of the listing from the Office of the Secretary of the Faculty, 130 Bascom Hall, 262-3958.

A student's claim of a religious conflict will be accepted at face value. A variety of valid claims exist for religious groups, and there is no practical, dignified and legal means to assess the validity of individual claims. State law mandates that any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The law also stipulates that students be given means by which they can conveniently and confidentially notify an instructor of such conflicts.

Please adhere to the following three guidelines that have been developed to provide clarity for both students and instructors: Announce early in the semester that students must notify the instructor within the first two weeks of class of the specific days or dates on which he or she requests relief. Include this information on course syllabi to make sure your students are informed of the policy; make-ups may be scheduled before or after the regularly scheduled requirements; and it is understood that instructors may set reasonable limits on the total number of days claimed by any one student. University policy seeks to be sensitive to the individual needs to students.

Information taken from https://www.secfac.wisc.edu/academic-calendar.htm
 University of Wisconsin-Madison
Sexual Harassment Definition
www.oed.wisc.edu/sexualharassment/index.htmll

University of Wisconsin-Madison
Sexual Harassment Information and Resources
www.oed.wisc.edu/sexualharassment/resource.html

University of Wisconsin-Madison
Office for Equity and Diversity
Discrimination / Harassment Complaints
www.oed.wisc.edu/sexualharassment/conse.htmll

STUDENT RESPONSIBILITIES

OTD Program Orientation

You will meet with faculty and your peers once at the beginning of your program for Orientation and once at the end of your program to present your Capstone Project. The exact dates and details of the Orientation visit will be announced with your letter of acceptance from the OTD Program Director. During the Orientation you will be introduced to the information in this Handbook. Additionally, you will learn many of the logistics of online learning at UW-Madison, meet your cohort of fellow students, and be introduced to the UW-Madison faculty.

New Graduate Student Checklist

The Graduate School maintains a checklist for new graduate students at:
https://grad.wisc.edu/newstudents/checklist/

Activate your NetID
You will need your NetID and password to access the My UW-Madison portal at my.wisc.edu. To activate your NetID click on the ACTIVATE NETID button from the My UW Madison login screen. Enter your 10-digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the DoIT Help Desk at 608-264-4357.

Get your UW Photo ID Card (Wiscard)
We will plan time during your orientation visit to get your UW ID card - Wiscard - photo taken at the Wiscard Office (http://www.wiscard.wisc.edu/contact.html) in Union South, room 149, M-F 8:30 am - 5:00 pm. You must be enrolled and have valid identification, such as a valid driver's license, passport, or state ID) to get your photo ID.

Enroll in classes
Information on class enrollment can be found at the following website. For assistance with enrollment in OCC THER classes, please contact Lisa Blochwitz (608-262-8976; Email: lisa.blochwitz@wisc.edu). For assistance with enrollment in KINES classes, please contact Zoe Hurley (608-262-1690; Email: zehurley@wisc.edu)

Office of the Registrar: https://registrar.wisc.edu/enrollment_information.htm

Program/Department Resources for Students
The OT Program and Departmental mailing addresses to be used by students for professional correspondence are as follows:

Occupational Therapy Program Office	Department of Kinesiology Program Office
2120 Medical Sciences Center	2015 Gymnasium-Natatorium
1300 University Ave.	2000 Observatory Dr.
Madison, WI 53706	Madison, WI 53706
(608) 262-2936	(608) 262-7735
FAX (608) 262-1639	FAX: (608)262-1656

Academic Calendar for 21016-2021

Academic Integrity

The Dean of Students Office maintains a website that outlines student responsibilities for conduct and community standards. You will find helpful information and links to reporting systems here:
https://www.students.wisc.edu/doso/academic-integrity/

A complete listing of the Policies and Procedures can be found here:
https://students.wisc.edu/doso/docs/UWS14.pdf

It is your responsibility as a student to abide by these policies and procedures.

Academic Misconduct

Academic misconduct is an act in which a student (UWS 14.03(1)):
- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance; or
- assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:
- cutting and pasting text from the Web without quotation marks or proper citation;
- paraphrasing from the Web without crediting the source;
- using notes or a programmable calculator in an exam when such use is not allowed;
- using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
- stealing examinations or course materials;
- changing or creating data in a lab experiment;
- altering a transcript;
- signing another person's name to an attendance sheet;
- hiding a book knowing that another student needs it to prepare for an assignment;
- collaboration that is contrary to the stated rules of the course; or
- tampering with a lab experiment or computer program of another student.

Graduate School Policy & Procedure: Misconduct, Academic:
http://grad.wisc.edu/acadpolicy/#misconductacademic

Non-Academic Misconduct

The university may discipline a student in non-academic matters in the following situations:
- conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
- stalking or harassment;
- conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
- conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
- unauthorized possession of university property or property of another member of the university community or guest;
- acts which violate the provisions of UWS 18, Conduct on University Lands;
- knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
- violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:
- engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22) (d);
- attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
- attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
- selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
- removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
- preventing or blocking physical entry to or exit from a university building, corridor, or room;
- engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
- obstructing a university officer or employee engaged in the lawful performance of duties;
- obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
- knowingly disrupting access to university computing resources or misusing university computing resources.

Additional information regarding Non-Academic Misconduct

Graduate School Academic Policies & Procedures: Misconduct, Non-Academic:
http://grad.wisc.edu/acadpolicy/#misconductnonacademic

Occupational Therapy Code of Ethics (2015)

Occupational Therapy's Commitment to Nondiscrimination and Inclusion

Professional Conduct

(Adapted from MPH and Communication Sciences and Disorders programs)

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW-Madison, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the occupational therapy profession. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If a resolution is not achieved, a graduate program representative may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

Professional Ethics: Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.

Honesty and Integrity: Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.

Interpersonal and Workplace Relationships: Students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and

professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

Commitment to Learning: Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.

Professional Appearance: Students shall convey a positive, professional appearance in order to represent the program in a dignified manner. Appearance includes a person's dress, hygiene, and appropriate etiquette/protocols for the environment (including safety protocols and protective clothing in environments that require them).

This graduate program, the Graduate School, the Department of Kinesiology and the Occupational Therapy Program all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff.   Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers and public are significant issues in the evaluation and promotion of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

DISCIPLINARY ACTION AND DISMISSAL

General Guidelines

Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. If a student is not making satisfactory progress in regards to academic or conduct expectations, the OTD Director and/or advisor will consult with the student's Professional Mentoring Committee (PMC) to determine if disciplinary action or dismissal is recommended.

Student progress will be reviewed through periodic advising meetings with the PMC or its individual members. If the advisor or committee members find that a student has failed to achieve satisfactory progress with academic or conduct expectations the student may be placed on probation or dismissed from the program following a review by the full PMC.

Students placed on probation will develop a plan for remediation to be approved by the PMC and will have one semester in which to meet the conditions of the remediation plan. Students placed on probation may be dismissed or allowed to continue based upon review of progress during the probationary semester.

> Per the OTD Program Enrollment Policy noted above, the status of a student at any point in time will be one of the following three options:
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> 1. Good standing (progressing according to standards; any funding guarantee remains in place).
> 2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status.
> 3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for 1 additional semester based on advisor appeal to the Graduate School. A cumulative GPA of 3.0 is required to graduate. See the Graduate School Academic Policies & Procedures: Probation http://grad.wisc.edu/acadpolicy/#probation and Grade Point Average (GPA) Requirement http://grad.wisc.edu/acadpolicy/#gparequirement .

In the case of a required course in which the student earns a grade below a B, the course must be repeated. Required courses may only be repeated once. Failure to receive a B or higher in the repeated course may result in dismissal from the program. Students must do all the work in the repeated course, including attend regularly; participate in class discussions; take examinations; and write papers or complete assigned projects. Students will earn a final grade in the course. Both grades will be used in calculating the student's graduate grade-point average; however, the course will count only once toward meeting degree credit requirements for the program. See the

Graduate School Academic Policies & Procedures:
https://grad.wisc.edu/acadpolicy/#repeatingcourses

Students may be disciplined or dismissed from the OTD program for any type of misconduct (academic, non-academic, professional, or research) or failure to meet program expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Concerns about infractions of the Professional Conduct may be effectively handled informally between the student and the advisor/faculty member. However, if a resolution is not achieved, the issue may be advanced for further review by the program.

Disciplinary Actions

Depending on the type and nature of misconduct, the OTD program may have grounds to do one or more of the following:

- Written reprimand
- Denial of specified privilege(s)
- Imposition of reasonable terms and conditions on continued student status
- Removal of funding
- Probation
- Restitution
- Removal of the student from the course(s) in progress
- Failure to promote
- Withdrawal of an offer of admission
- Placement on Leave of Absence for a determined amount of time
- Suspension from the program for up to one year with the stipulation that remedial activities may be prescribed as a condition of later readmission. Students who meet the readmission condition must apply for readmission and the student will be admitted only on a space available basis. See the Graduate School Academic Policies & Procedures: Readmission to Graduate School:
  http://www.grad.wisc.edu/education/acadpolicy/guidelines.html#146
- Suspension from the program. The suspensions may range from one semester to four years.
- Dismissal from the program
- Denial of a degree

GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

Grievance Procedures

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance.

Procedures for proper accounting of student grievances:

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level.

2. Should a satisfactory resolution not be achieved, the student should contact the OTD Program Director to discuss the grievance. The Director will facilitate problem resolution through informal channels and facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors and/or the OT Program Director regarding concerns or difficulties, if necessary. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found on the UW Office of Equity and Diversity website: https://provost.wisc.edu/climate.htm

3. If the issue is not resolved to the student's satisfaction, the student can submit the grievance to the OT Program Director and Department of Kinesiology Graduate Studies Committee Chair in writing, within 60 calendar days of the alleged unfair treatment.

4. On receipt of a written complaint, a faculty committee will be convened by the Department Graduate Studies Committee Chair to manage the grievance. The faculty committee will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance.

5. The faculty committee will determine a decision regarding the grievance. The Department Graduate Studies Committee Chair will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.

6. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the School/College.

7. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

The Graduate School has procedures for students wishing to appeal a grievance decision made at the school/college level. These policies are described in the Graduate School's Academic Policies and Procedures: https://grad.wisc.edu/acadpolicy/.

Reporting Misconduct and Crime

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Graduate Program Coordinator, or other campus resources ([UW Office of Equity and Diversity](), [Graduate School](), [Mc Burney Disability Resource Center]()).

Human Research Protection Program: Policy for Student Research
Information on the Human Research Protection Program and related policies may be found at:
http://www.grad.wisc.edu/hrpp/10021.htm
It is important for students who will engage in any type of research to review and abide by the policies and procedures as stated.

HIPAA: Overview
All students should review and abide by HIPAA policies and practices as stated by the UW-Madison: https://hipaa.wisc.edu/

Research Misconduct Reporting
The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Office of the Vice Chancellor for Research and Graduate Education and the Graduate School are responsible for investigating allegations of research misconduct. This is often done in consultation with the Department of Kinesiology and Occupational Therapy Program as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 321 Bascom Hall, (608) 262-1044 (https://research.wisc.edu/respolcomp/resethics/).

Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at
https://research.wisc.edu/respolcomp/resethics/

Please see section on "Grievance Procedures and Misconduct Reporting" for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct and Responsible Conduct:

Graduate School Policies & Procedures: Responsible Conduct of Research
http://grad.wisc.edu/acadpolicy/#responsibleconductofresearch

Office of the Vice Chancellor for Research and Graduate Education's - Office of Research
Policy: Introduction & Guide to Resources on Research Ethics:
https://research.wisc.edu/respolcomp/resethics/

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures:
Reporting Misconduct
http://kb.wisc.edu/gsadminkb/page.php?id=34486

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures:
Responsible Conduct of Research Resources
https://kb.wisc.edu/gsadminkb/search.php?cat=2907

Academic Misconduct Reporting
If you know a classmate is cheating on an exam or other academic exercise, notify your
professor, teaching assistant or proctor of the exam. As a part of the university community, you
are expected to uphold the standards of the university. Also, consider how your classmate's
dishonesty may affect the overall grading curve and integrity of the program.

Sexual Assault Reporting
Faculty, staff, teaching assistants, and others who work directly with students at UW-Madison
are required by law to report first-hand knowledge or disclosures of sexual assault to university
officials, specifically the Office for Equity & Diversity, the Department of Kinesiology or the
Occupational Therapy Program. This effort is not the same as filing a criminal report. Disclosing
the victim's name is not required as part of this report. Please find full details at
http://www.oed.wisc.edu/sexualharassment/assault.html.

Child Abuse Reporting
If you are a UW-Madison employee (under Wisconsin Executive Order #54), you are required to
immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement
if, in the course of employment, the employee observes an incident or threat of child abuse or
neglect, or learns of an incident or threat of child abuse or neglect, and the employee has
reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers
working for UW-Madison sponsored programs or activities are also expected to report suspected
abuse or neglect. Please find full details at https://oed.wisc.edu/child-abuse-and-neglect.htm

ADDITIONAL CAMPUS REPORTING EXPECTATIONS
If the incident or threat of child abuse or neglect involves an allegation against a University
employee or agent (e.g., student, volunteer, etc.) or the suspected child abuse or neglect occurred
on the UW-Madison campus or during a UW-Madison sponsored activity – in addition to
notifying Child Protective Services or law enforcement – the reporter should also notify one of
the following entities:

University of Wisconsin-Madison Police Department: 608/264-COPS or 608/264-2677 (if not notified previously)

Reporting and Response to Incidents of Bias/Hate
The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at
https://www.students.wisc.edu/doso/reporting-and-response-to-incidents-of-biashate/

Additional Resources:

EMERGENCY PHONE NUMBER: 911

NON-EMERGENCY PHONE NUMBERS:
University of Wisconsin-Madison Police Department: 608/264-COPS or 608/264-2677
Madison Police Department: 608/266-4275
Dane County Child Protective Services: 608/261-KIDS or 608/261-5437
Wisconsin Telecommunications Relay Systems (WTRS): Dial 7-1-1 from any phone in Wisconsin
Office for Equity and Diversity: 608/263-2378, WTRS: 7-1-1 (language interpretation services are available)