



**UNIVERSITY OF WISCONSIN-MADISON  
MASTER OF SCIENCE  
OCCUPATIONAL THERAPY PROGRAM  
STUDENT HANDBOOK**

**Revised: January 3, 2017**

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.”*

**Accreditation**

The occupational therapy/occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, Telephone for ACOTE (c/o AOTA): (301) 652-AOTA, Web Address: [www.acoteonline.org](http://www.acoteonline.org).

## **Faculty and Academic Staff Members**

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, OTR Clinical Assistant Professor

Sharon Gartland, OTD, OTR, Clinical Assistant Professor

Dodi Purtell, MS, OTR, Instructor

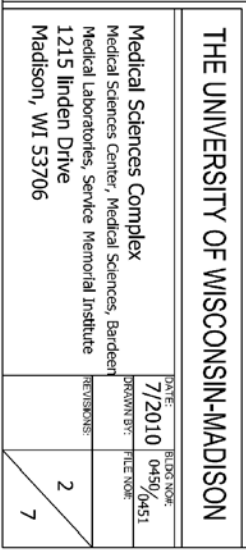
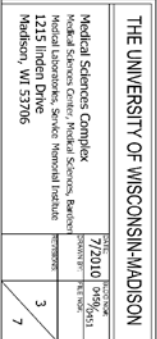
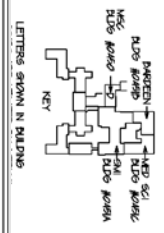
Sarah Zurawski, MS, OTR, Instructor

Joshua Brown, OTD, OTR/L, Lecturer

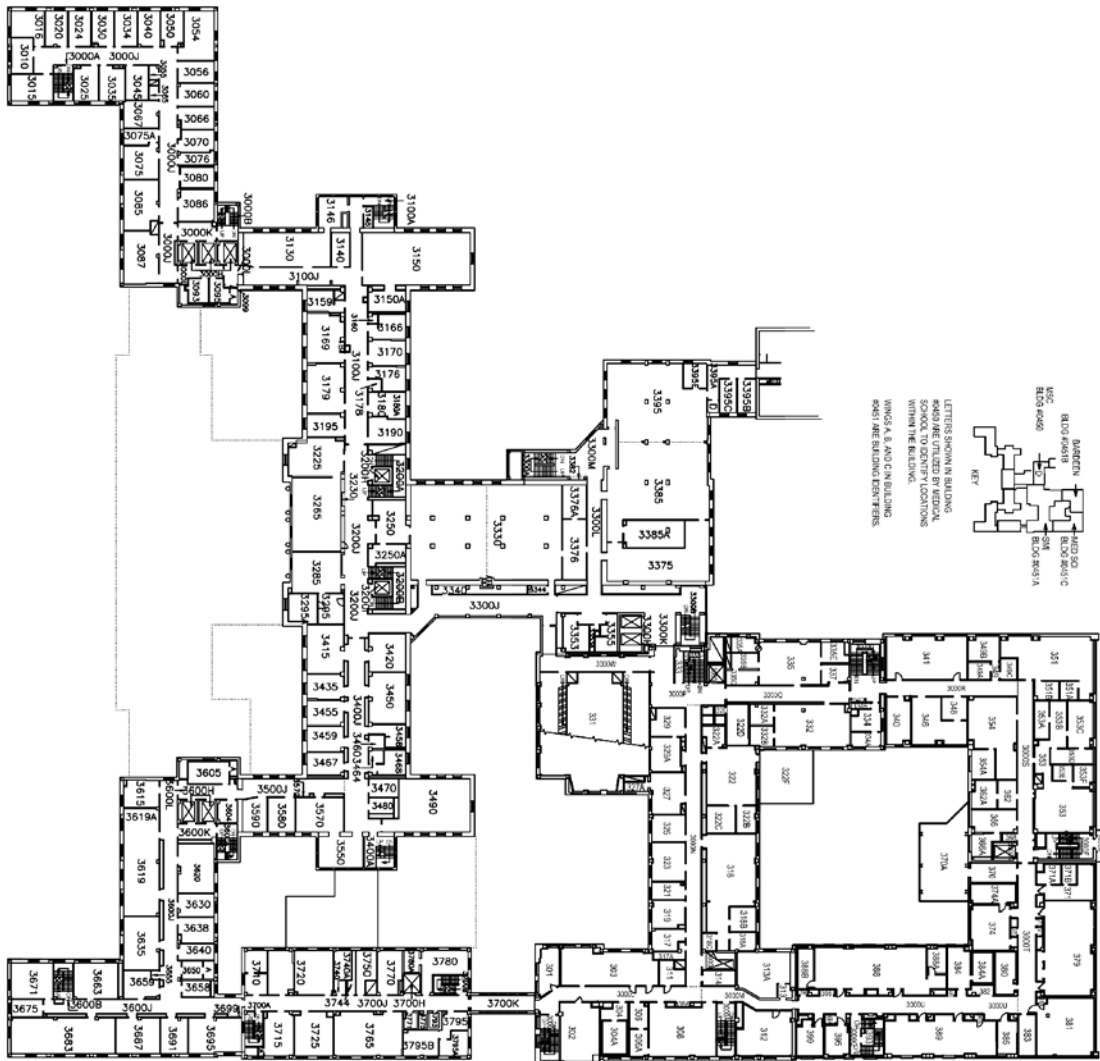
Sara Villareal, OTD, OTR/L, Lecturer

Alexia Rebne, MS, OTR, Admissions Coordinator

## 2<sup>nd</sup> Floor MSC



# 3<sup>rd</sup> Floor MSC



THE UNIVERSITY OF WISCONSIN-MADISON

Medical Sciences Complex  
Medical Sciences Center, Medical Sciences, Bardeen  
Medical Laboratories, Service Memorial Institute  
1215 Linden Drive  
Madison, WI 53706

DATE:	7/2010	REVISION:	0450/0451
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## **6<sup>th</sup> Floor MSC**

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## INTRODUCTION





### **Mission**

To excel in the Discovery, critical examination and transmission of the knowledge and values of occupational therapy for the purposes of promoting health and well-being in the local, state, and global communities.

Our program mission reflects the UW mission with its emphasis on discovery of knowledge.

### **Philosophy**

Our program is based on a person/environment/occupation model. The UW-Madison OT program faculty and staff defines occupation as “Active participation in culturally relevant and meaningful patterns of activity. Occupations occur across the lifespan in the context of a person’s environment.”

We have the following beliefs about the nature of learning. Learning is developmental, building on itself, starting with basic concepts and building to increasing complexity. Therefore, our curriculum design is supported by two inter-related developmental theories of learning. Vygotsky’s concept of scaffolding and Hilgard and Bower (1967) theories of classroom learning are reflected in the progression from foundational core knowledge to more complex application of theories and principles of occupation across a variety of populations and environments. Faculty encourage active learning and provide supports which are gradually removed as students develop autonomous learning strategies, thus promoting their own cognitive and affective learning skills and knowledge.

### ***OCCUPATIONAL THERAPY PROGRAM COMPETENCIES***

#### **Upon completion of the program, the graduate will be able to:**

1. Demonstrate knowledge of human occupation.
  - a. Acknowledge and understand the importance of the history and philosophical base of the profession.
  - b. Understand the motor, sensory, social, cognitive and psychological underpinnings of human occupation in typical and non-typical development.
  - c. Understand the meaning and dynamics of occupational participation across the lifespan.
  - d. Understand and appreciate the environmental context (s) in which humans choose to participate in occupations.
  - e. Describe and critically examine multiple theories, models of practice and frames of reference, and science and research of human occupation.
  - f. Understand the effects of health status, disability, disease processes, and traumatic injury on occupational participation for the individual with the family and society.
  - g. Understand and critically examine OT interventions (rehabilitation, adaptation, prevention and health promotion) that focus on both the person and the physical and social environment.
  - h. Understand and appreciate the role that occupational participation has in the promotion health and well being and the prevention of disease and occupational dysfunction.
2. Provide services to support and enhance participation in occupations.
  - a. Assess clients’ participation in occupations and employ a collaborative approach to determine the clients’ occupational needs and desires within the context of family and society.
  - b. Assess factors within the environment that influence participation in occupation.
  - c. Develop an occupation-based plan that encompasses the clients’ needs and desires, their ability to participate in their environments, and the goals and methods to accomplish those aims.
  - d. Provide evidence-based intervention related to the four levels of occupational participation

- (performance components, skills, occupations and occupational participation).
- e. Demonstrate the ability to analyze, grade and adapt occupation.
  - f. Employ culturally relevant occupations that support the intervention goals that are meaningful to the client.
  - g. Use appropriate teaching and learning processes to implement intervention programs.
  - h. Supervise and collaborate with OT assistants on therapeutic interventions.
  - i. Refer to specialists, both internal and external to the profession, for consultation and interventions.
  - j. Monitor and reassess the effect of OT intervention.
  - k. Plan for discharge in collaboration with the client.
  - l. Terminate OT when the intervention goals have been achieved or determined that they cannot be achieved or an alternative plan designed.
  - m. Provide ongoing documentation of OT services.
3. Demonstrate an understanding and appreciation of professional values and behaviors.
- a. Demonstrate self-awareness.
  - b. Understand the value(s) of the profession.
  - c. Understand the varied roles of an occupational therapist as practitioner, educator, researcher and entrepreneur.
  - d. Establish appropriate therapeutic relationships with individuals, groups, organizations and systems.
  - e. Utilize effective interpersonal communication and demonstrate effective group communication.
  - f. Demonstrate the use of safety precautions with the client during the process of practice.
  - g. Demonstrate knowledge about and sensitivity for cultural diversity of beliefs and values.
  - h. Demonstrate knowledge about legal and ethical issues related to healthcare.
  - i. Understand the principles of management and program development.
  - j. Understand and appreciate the contexts of service delivery.
  - k. Accept responsibility for one's own professional growth.
  - l. Demonstrate fundamental skills to market OT and take responsibility for advancement of the profession.

Accreditation Council for Occupational Therapy Education (ACOTE®)  
Standards and Interpretative Guidelines  
August 2015

<http://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx>

Occupational Therapy Code of Ethics (2015)

<http://ajot.aota.org/article.aspx?articleid=2442685>

Occupational Therapy's Commitment to  
Nondiscrimination and Inclusion

<http://ajot.aota.org/article.aspx?articleid=1934864>

Academic Calendar for 2016-2021

<http://www.secfac.wisc.edu/academic-calendar.htm>

## **PROGRAM POLICIES**



University of Wisconsin-Madison  
Sexual Harassment Definition

University of Wisconsin-Madison  
Sexual Harassment Information and Resources

University of Wisconsin-Madison  
Office for Equity and Diversity  
Discrimination / Harassment Complaints

**Access the three items above using the following link:**

**<http://www.oed.wisc.edu/sexual-harassment-information.htm>**

## **Occupational Therapy Program Copy Machine Use Policy & Procedures**

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1. The “Duplicating/Mail Room” located in Room 2140 of the Medical Sciences Center is off limits to all students unless prior verbal or written approval from faculty or staff is granted.
2. In general, when students are responsible for a class presentation, any accompanying handouts are also the responsibility of the student. If copies need to be made for a class project and the professor associated with that class approves use of the program copy machine then students may request, in advance, that copies be made by Program Assistant (Steven Wright), with prior approval given to Program Assistant, from course instructor.
3. Students must give staff at least 24 hours written or e-mailed notice of need for copies.

## Policy for Use of Computer Lab (Room 3225)

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The OT Program Computer Lab is designed primarily as a classroom for use by the Program in teaching skills and content related to Occupational Therapy Practice. The equipment in the room was acquired for teaching purposes, particularly for teaching content related to assistive technology and adaptive computer use by persons with disabilities. As this is the room's primary purpose, it is absolutely essential that every effort be made to ensure that the lab remains functional for teaching.

Faculty recognize that the classroom can also serve as a resource for providing computer access during non-scheduled times for academic staff, teaching assistants, advanced graduate students, and MS-OT students. Access to the computer lab, however, raises issues related to security and maintenance of the equipment. It is, therefore, a privilege to have access to the lab and any infractions of the following rules for use will result in the loss of that privilege for some or all parties.

1. The door will have a key pad lock and OT faculty, staff and students will be given access through a key code permitting access whenever the MSC building is accessible.
2. The lab is to be used **only for purposes related to research, coursework or SOTA** responsibilities. The lab is not intended to be a space for personal web browsing or e-correspondence.
3. Teaching will have first priority in use of the facility. Faculty and staff will notify the room scheduling coordinator, Lisa Blochwitz, to reserve the room for class use or other purposes. When the room is scheduled for use by faculty or staff, a notice will be posted on the door 24 hours in advance.
4. Second priority for use of the computers in the lab will go to the following parties in respective order: Academic staff, teaching assistants, advanced graduate students, and MS-OT students.
5. Computers **must be turned off** at the end of each session.
6. The configuration of equipment, including settings for web browsers, screensavers, the desktop, default players for media, or any attached hardware, may not be changed without approval of faculty or SoE IT support staff.
7. Students **must scan all thumbdrives or other storage devices for viruses before loading any files onto the computer**. Students who wish to save work should store it on their own personal storage device or under My Web Space rather than directly on the computer.
8. Students may not load, or download, any programs (\*.exe) onto the computers.
9. The room **may not be left open and unattended at any time**.
10. **Food and drink are not permitted** in the lab at any time.
11. If a student should encounter problems with any of the equipment in the lab, they should document the problem and submit the documentation to the OT Program staff immediately (via email is fine).
12. OT Program staff will notify the Department of Kinesiology IT technician, Marc Kuklinski, or a School of Education IT technician of the problem and it will be addressed as soon as feasible.

Students are encouraged to make use of other resources on campus including the various computer labs, libraries, work stations and study spaces at Wendt Library, School of Social Work Library, Learning Support Services InfoLab (Room 464, Van Hise Hall, 1220 Linden Drive) or other buildings.

## iPad Policy and Procedure

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### Reservation & Checkout

The Occupational Therapy Program has iPads available for use by faculty, staff and students for class-and program-related activities. All iPads are labeled and are in two protective cases with a cord and charger. The iPads are kept in room 2120, the main OT office, and are available for check-out and use within the OT Program space in the Medical Sciences Center (MSC). **Use of the iPads outside of the OT Program space and/or for overnight or extended time periods requires advance permission from the OT Program Director.** The iPads should be reserved ahead of time to ensure they will be available when needed. To reserve one or more iPads, contact the staff in the OT Program Office and provide the **date(s) needed, number of iPads** being requested, and **purpose** of use. On the day of checkout, the person requesting the iPad(s) will sign out the equipment from the OT Office staff. It is a good idea to check to be sure that office staff will be available when needed. All equipment should be returned before 4:30 p.m. on the date of checkout unless special permission has been granted for extended use.

### Applications & Storage

Apps, including free apps, should only be added to the iPads with permission of OT Program faculty/staff, or via the instructor you are working with. To ensure consistency across iPads of available apps, the OT Program staff will synchronize the iPads whenever possible. A list of the apps on each iPad will be maintained. Users should check to be sure the needed apps are on a particular iPad prior to checkout. Users should not store personal files on the iPads.

### Liability

Users are responsible for returning the iPads and all components to the OT Office in good working order. Users agree to report any and all problems with the equipment. Users also agree to accept responsibility for loss, theft, damage, and/or replacement of the equipment or equipment parts. Staff will recharge each iPad prior to its checkout.



## Social Networking Policy

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- Students shall not present any personal or health information of patients or clients that are seen during any portion of the MSOT curriculum (didactic or fieldwork) on 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 information about faculty, staff or fellow students without their permission.

<https://universityrelations.wisc.edu/policies-and-guidelines/social-media/>

## CREDIT OVERLOAD REQUEST FORM

<https://grad.wisc.edu/acadpolicy/>

## Social and New Media Guidelines

*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](http://hr.umich.edu/voices/docs/Social-Media-Guidelines.pdf)*

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.

### 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)

<https://universityrelations.wisc.edu/policies-and-guidelines/>

Appropriate Use of UW-Madison IT Resources

<https://it.wisc.edu/about/office-of-the-cio/it-policies/>

Appropriate Use of UW System IT Resources

<https://www.wisconsin.edu/uwsa-it/policies/>

Copyright

<http://www.cio.wisc.edu/security/copyright.aspx>

Student Academic Disciplinary Procedures - UWS 14:

[http://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14)

Student Nonacademic Disciplinary Procedures - UWS 17:

[http://docs.legis.wisconsin.gov/code/admin\\_code/uws/17/02/7](http://docs.legis.wisconsin.gov/code/admin_code/uws/17/02/7)

Conduct on University Lands - UWS 18:

[http://docs.legis.wisconsin.gov/code/admin\\_code/uws/18](http://docs.legis.wisconsin.gov/code/admin_code/uws/18)

Prizes, Awards and Gifts – UWS F46

<https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/prizes-awards-and-gifts/>

### 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](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 HIPAA:

[http://registrar.wisc.edu/ferpa\\_overview.htm](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 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 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.<sup>1</sup>

### **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:

<https://brand.wisc.edu/>

## **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.

<sup>1</sup> 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

## **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 ([questions@uc.wisc.edu](mailto:questions@uc.wisc.edu) or [www.uc.wisc.edu](http://www.uc.wisc.edu)) can provide guidance with graphics and design. The brand and visual identity guidelines website at <https://brand.wisc.edu/> 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 their Guidelines for Use of Non UW Madison Applications and Service for Instruction.

<https://it.wisc.edu/guides/teaching-with-technology>

### **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](http://brandresources.depaul.edu/vendor_guidelines/g_recommendation.aspx)

University of Michigan, Office of the Vice President for Communications:

<https://vpcomm.umich.edu/>

Grand Valley State University:

<https://www.gvsu.edu/socialmedia/social-media-guidelines-3.htm>

Human Resource Executive Online:

<http://www.hreonline.com/HRE/story.jsp?storyId=282114288>



## **FACULTY**



# OCCUPATIONAL THERAPY PROGRAM

PH. 608-262-2936 / FAX 608-262-1639

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Contact Information:

Room in MSC

Phone

Email: \_\_\_\_@wisc.edu

Teaching / Research

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Karla Ausderau, OTR, PhD  
Assistant Professor

Room: 3190  
262-0653

E-mail: [kausderau@wisc.edu](mailto:kausderau@wisc.edu)

## Research Interests

Impact of eating and mealtimes on child health, family well-being, and daily participation, among children with autism spectrum disorders

Sensory features in children with autism spectrum disorder

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Debbie Bebeau, OTR, EdD  
Clinical Assistant Professor  
Fieldwork Coordinator

Room: 2165  
262-0093

Email: [dbebeau@wisc.edu](mailto:dbebeau@wisc.edu)

## Research Interests

Learning strategies in higher education

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Ruth Benedict, OTR, DrPH  
Associate Professor  
Program Director

Room: 2110  
890-0160

Email: [rbenedict@wisc.edu](mailto:rbenedict@wisc.edu)

Program and Curriculum Development;

Assistive Technology in Practice

## Research Interests

Access to and quality of therapy and support services for children

Epidemiology of functional limitations among children with special needs

Outcomes of neurosurgical and therapy interventions for children with motor limitations

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Dorothy Edwards, PhD  
Professor

Room: 2170  
262-7421

Email: [dfedwards@wisc.edu](mailto:dfedwards@wisc.edu)

**Research Interests**

Effects of cognitive  
impairment on occupational  
performance/Aging, Stroke,  
and Alzheimer's Disease

Health disparities

Minority research participation

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Sharon Gartland, OTR, OTD  
Clinical Assistant Professor  
Director, Post-professional OTD  
Program

Room: 2195  
262-2936

Email: [sgartland@wisc.edu](mailto:sgartland@wisc.edu)

**Research Interests**

Pediatrics, particularly children  
with Autism

Disability Studies

Participation of People with  
Disability in Faith  
Communities

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Elizabeth Larson, OTR, PhD  
Associate Professor

Room: 2173  
262-0520

Email:  
[elizabeth.larson@wisc.edu](mailto:elizabeth.larson@wisc.edu)

**Research Interests**

Caregiving for children with  
disabilities and caregiver well-  
being

Self-care skills of children with  
autism

Time-use and temporality

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Jean Patz, OTR, MS  
Instructor

Room: 2195

Email: [jpatz@wisc.edu](mailto:jpatz@wisc.edu)

**Clinical Expertise**

Pediatrics, Developmental  
disabilities

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Kristin Pickett, PhD  
Assistant Professor

Room: 3176  
890-2103

Email: [kristen.pickett@wisc.edu](mailto:kristen.pickett@wisc.edu)

**Research Interests**

Role of the brain in sensory and motor control of human movement

Neural underpinnings of movement among persons with movement disorders such as Parkinson disease and dystonia



Joshua Brown  
Lecturer

Email: [jbrown53@wisc.edu](mailto:jbrown53@wisc.edu)

**Research Interests**

Utilizing drama as a therapeutic tool to address social skills challenges in children with mental health diagnoses

Addressing complex feeding challenges, fine motor development and handwriting

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Sara Villarreal, OTD, OTR/L  
Lecturer

333-8697  
[svillarreal@wisc.edu](mailto:svillarreal@wisc.edu)





Sarah Zurawski, M.S., OTR  
Instructor

Room: 2195  
890-3299

Email: [sazuraws@wisc.edu](mailto:sazuraws@wisc.edu)

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## Support Staff

	Not Pictured	<p>John Hageman, Kinesiology</p> <p>Room 1001, Gym-Nat, Unit II 2000 Observatory Drive 262-8730</p> <p>Email: <a href="mailto:hageman@wisc.edu">hageman@wisc.edu</a></p> <p>FAX: 608-262-1656</p>	<p>Graduate Program Coordinator</p>
		<p>Steven Wright</p> <p>Room 2120 262-2936</p> <p>Email: <a href="mailto:swright23@wisc.edu">swright23@wisc.edu</a></p> <p>FAX: 608-262-1639</p>	<p>Kinesiology/Occupational Therapy Program Associate</p>
		<p>Alexia Rebne, M.S., OTR <a href="mailto:otd.admissions@wisc.edu">otd.admissions@wisc.edu</a></p> <p>Room: 2170 265-2223</p> <p>Email: <a href="mailto:otadmissions@education.wisc.edu">otadmissions@education.wisc.edu</a></p>	<p>Admissions Coordinator</p>

## ADMISSIONS



SCHOOL OF EDUCATION  
UNIVERSITY OF WISCONSIN-MADISON  
Admission Criteria

<https://kinesiology.education.wisc.edu/ot/admissions/admissions-criteria/>

Prerequisite Coursework

<https://kinesiology.education.wisc.edu/ot/admissions/admissions-criteria/prerequisites/>

**Master of Science Degree in  
Occupational Therapy (MS-OT)  
University of Wisconsin-Madison**

The Master of Science-Occupational Therapy Program at UW-Madison is an entry-level master's degree program offered to individuals who have previously completed a bachelor's degree in any field from an accredited college or university. With an emphasis on research and evidenced-based practice, the program prepares students for clinical practice in occupational therapy. Upon successful completion of the program, students will be eligible to complete the certification exam administered by the National Board for Certification in Occupational Therapy. The MS-OT Program includes 61 credits of coursework (see reverse side) related to the biological sciences, professional skills, occupation-based theory and practice, research methods, and the completion of a research project. The MS-OT Program also includes 24 weeks of full-time fieldwork.

Each year, 25 students are admitted into the MS-OT Program. The program begins in summer (early June) and continues through the subsequent four (fall and spring) semesters. The final portion of the program includes six months of full-time fieldwork ending in December, so the length of the program is roughly two and a half years.

**Prerequisites for Admission**

- Baccalaureate Degree (from an accredited institution, completed by time of summer of admission)
- 3.0 cumulative GPA (on the last 60 semester credits of undergraduate degree)
- GRE scores (and TOEFL for foreign students)
- Letters of Recommendation (3)
- Reason for Graduate Studies/Personal Statement
- Observation, volunteer, or paid experience in at least two different settings serving persons across the lifespan with physical, behavioral or mental health disabilities; observation of Occupational Therapists or Certified Occupational Therapy Assistants providing actual services is highly recommended.
- Prerequisite Coursework (completion of all courses by time of summer admission)

**Prerequisite Coursework (must earn a grade of C or better in these courses)**

- 6 cr. Lifespan Development
- 3 cr. Abnormal Psychology
- 3 cr. Statistics
- 3-5 cr. Human Physiology (with Lab)
- 3-5 cr. Human Anatomy Lecture
- 1-3 cr. Human Anatomy Lab

(Applicants may complete 6-8 credits of combined Anatomy and Physiology (with lab) to fulfill both the Anatomy (with Lab) and Physiology prerequisite)

**Recommended Areas of Study:**

- Humanities: Foreign Languages, Ethics, Communication Arts, Philosophy, Art, Music.
- Social Sciences: **Orientation to Occupational Therapy** (O.T. 100 at UW-Madison), Child and Family Studies, Psychology, Ethnic Studies, Sociology, Anthropology, History, Counseling and Educational Psychology, Rehabilitation Psychology, Special Education, Environmental Design, Human Ecology, Communicative Disorders.
- Science: General Biology, Human Kinesiology, Anatomy Lab, Life Science, Communication, Medical Terminology, Nutritional Sciences.

**For more information, please contact:**

Admissions Coordinator

Occupational Therapy Program

E-MAIL: [otadmissions@education.wisc.edu](mailto:otadmissions@education.wisc.edu)

OT Program Website: <https://kinesiology.education.wisc.edu/ot/academics/msot/>



**Courses at the University of Wisconsin-Madison that will fulfill**

**Prerequisite Course Requirements**

for Admission to the  
Master of Science Degree in Occupational Therapy (MSOT) Degree Program

Abnormal Psychology, 3-6 crs.

Psych 405-Abnormal Psych, 3 cr

**OR:** Psych 511-Neurosis, 3 cr AND Psych 512-Psychoses, 3 cr

**OR:** Independent Learning U820-461: Abnormal Psychology, 3 cr

Child Development, 3 cr.

HDFS 362-Development of the Young Child, 3 cr

**OR** Ed Psych 320-Human Development in Infancy and Early Childhood, 3 cr

**OR** Psych 460-Child Psychology, 3 cr

Adult Development, 3 cr.

HDFS 363-Development from Adolescence-Old Age, 3 cr

(Applicants who completed a 3-credit lifespan/human development course should complete a second 3-credit course in either child or adult development)

Statistics, 3 credits

Complete any college-level statistics course, preferably a behavior sciences statistical course such as psychology, sociology, education, etc.

Suggested courses include: Psych 210, Soc 360, Stats 201 or 301

Human Physiology:

Physiol 335 Human Physiology, 3-5 cr

Human Anatomy Lecture

Kinesiology 337: Human Anatomy Lecture, 3 cr

Human Anatomy Lab

Kinesiology 338: Human Anatomy Lab, 2 cr

**SPECIAL NOTE:** Information about course equivalencies and transferring credits *to* UW-Madison *from* UW-System campuses (for Bachelor's degree coursework) and technical colleges in Wisconsin can be found at the following web site: <https://www.wisconsin.edu/transfer/>

## **UW-Madison Occupational Therapy Program – MSOT Prerequisite Course Worksheet**

List prerequisite courses below on the worksheet. They must be completed with a grade of C or better and must be completed prior to the start of the MSOT summer course work.

**YOUR NAME:** \_\_\_\_\_

<b>PREREQUISITE</b>	<b>COURSE NUMBER AND TITLE</b>	<b>CREDITS: SEM/QTR</b>	<b>COLLEGE</b>	<b>SEMESTER &amp; YR</b>	<b>GRADE</b>	<b>COMMENTS</b>
<b>Lifespan Development (Infancy through Adulthood)</b> (Two courses, total of 6 credits)						
<b>Abnormal Psychology</b> (3 credits)						
<b>Statistics</b> (3 credits)						
<b>Human Physiology (Advanced course including lecture and laboratory)</b> (3-5 credits)						
<b>Human Anatomy Lecture and Lab</b>						

## PROGRAM



## **Advisor and Research Mentor Policy**

### **Goal:**

To provide excellent advising and research mentoring to first and second year MSOT students in an efficient manner.

### **Process:**

Each faculty member will have one group of students who they will both advise academically and serve as a research mentor. The Summer OT Coordinator will serve as the Academic Advisor until students are assigned to their Academic Advisor/Research Mentor at the beginning of the fall semester of the first year of enrollment. Faculty members will give a brief presentation of their research at the New Student Orientation, either in person or via video. After hearing the presentations, students will rank their advisor/mentor preferences and write a brief statement describing why a particular faculty member would be a good match for their interests and skills. The presentations will provide a structured way for students to get to know faculty members. Students will then be assigned to their Advisor/Mentor at the beginning of the fall semester of their first year in OT 671.

As Academic Advisor, faculty will provide support to their advisees when academic or personal issues arise that have the potential to impact satisfactory progress through the OT Program. They are also responsible for advising students on coursework and fieldwork options, approving requests for overload, referring an advisee to appropriate campus supports and resources, and advocating on the students behalf when necessary. The Advisor will serve on the OT Program Student Appeals Committee when an advisee is involved.

As Research Mentor, faculty will support students through their MS-OT research project. Students will have the opportunity to use their faculty mentor's general area of research to guide topic selection for assignments in the research sequence starting with OT 671 through OT 674.

Should a student have a problem with their Advisor/Mentor, the student would be 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 research mentoring at the Program Director's discretion.

**Curriculum for the  
Master of Science in Occupational Therapy (“OT”)  
University of Wisconsin-Madison**

**Summer Year 1**

Anat 622    **Human Anatomy**, 6 cr. Total = 6

**Fall Year 1**

OT 640    **Workshop in Kinesiology (Neuroanatomy)**, 3 cr.  
OT 610    **Professional Skills I: Professional Practice in Occupational Therapy**, 2 cr.  
OT 620    **Occupation-Based Theory and Practice**, 2 cr.  
OT 629    **Medical Lectures**, 2 cr.  
OT 671    **Scientific Inquiry in OT I: Evidence-Based Practice**, 2 cr. Total = 11

**Spring Year 1**

OT 611    **Professional Skills II: Communication/Interpersonal Interaction in Occupational Therapy**, 2 cr.  
OT 621    **Assessment of Occupational Participation**, 3 cr.  
OT 622    **Infant & Childhood Occupation & Therapeutic Intervention**, 4 cr.  
OT 625    **Level-I Fieldwork: Infants and Children**, 1 cr.  
OT 672    **Scientific Inquiry in OT II: Methods of Inquiry**, 2 cr. Total = 12

**Fall Year 2**

OT 612    **Professional Skills III: Organization & Management in Occupational Therapy Practice**, 3 cr.  
OT 623    **Adolescent & Young Adult Occupations & Therapeutic Interventions**, 4 cr.  
OT 626    **Level-I Fieldwork: Adolescents and Young Adults**, 1 cr.  
OT 673    **Scientific Inquiry in OT III: Data Collection/Analysis**, 3 cr. Total = 11

**Spring Year 2**

OT 613    **Professional Skills IV: Community-Based Occupational Therapy Practice**, 2 cr.  
OT 624    **Middle and Late Adulthood Occupations and Therapeutic Interventions**, 4 cr.  
OT 627    **Level-I Fieldwork: Adults and Elders**, 1 cr.  
OT 674    **Scientific Inquiry in OT IV: Scientific Writing for Publication**, 2 cr. Total = 9

**Level II Fieldwork Courses**

OT 662    **First 12-week Level II fieldwork assignment**, 6 cr.  
OT 664    **Second 12-week Level II fieldwork assignment**, 6 cr. Total = 12

**Curriculum Total Credits = 61**

**Program Tuition per Semester\***

	<u>WI Resident</u>	<u>Non-Resident</u>	<u>Minnesota</u>
Summer 2018 (6 credits)	\$2,996.94	\$6,328.66	\$4,497.06
Fall 2017 (full time)	\$5,993.88	\$12,657.32	\$8,994.12
Or Spring 2018			

\*See: <https://registrar.wisc.edu/tuitionrates/>

The occupational therapy/occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, Telephone for ACOTE (c/o AOTA): (301) 652-AOTA, Web Address: [www.acoteonline.org](http://www.acoteonline.org).

o:\admission prof masters\forms\Curriculum MS-OT (AR 01/19/18)

## **ACADEMIC REQUIREMENTS FOR ENTRY-LEVEL MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**

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### Course Requirements:

All students must complete 61 credits as defined in the curriculum for the Master of Science in Occupational Therapy at UW.

Graduate students may not register for more than 12 credits in one semester without written approval. (See “Overload” courses policy.)

Graduate students must maintain a grade point average (GPA) of at least 3.0 in all courses taken toward the OT 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 during graduate school.

### Master of Science Project:

All students must complete a Master of Science 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 (which is usually the spring semester prior to fieldwork). Please contact John Hageman at [hageman@wisc.edu](mailto:hageman@wisc.edu) with any questions regarding graduation.

### Fieldwork:

All students must complete 3 forty-hour level I fieldwork experiences and two twelve-week level II fieldwork experiences in order to graduate.

## PROFESSIONAL ASSOCIATIONS

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### **AOTA – American Occupational Therapy Association ([aota.org](http://aota.org))**

The American Occupational Therapy Association (AOTA) is the official professional organization of occupational therapists in the United States. It represents us 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.

Student occupational therapists may become non-voting members of the AOTA. As a student member of AOTA, the following are provided:

1. A subscription to the *American Journal of Occupational Therapy* (AJOT)
2. On-line access to student version of *OT Practice Magazine*
3. Special mailings
4. Membership in ASD (The AOTA Assembly of Student Delegates)

You are urged to become a student member. You will find through the AOTA, particularly through the journal, that you have access to information about the latest developments in our profession.

### **AOTA – American Occupational Therapy Foundation ([aotf.org](http://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 ([nbcot.org](http://nbcot.org))**

NBCOT is the official initial certifying agency of the profession of occupational therapy.

### **WFOT – World Federation of Occupational Therapists ([wfot.org](http://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.

### **Wiscouncil – Wisconsin Council on Occupational Therapy Education ([wota.net](http://wota.net))**

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.

**WOTA – Wisconsin Occupational Therapy Association ([wota.net](http://wota.net))** The 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 four districts: Northwest, Northeast, Southwest, and Southeast.

## **ADDITIONAL PROFESSIONAL ASSOCIATIONS OF INTEREST TO OT**

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### **APTA – American Physical Therapists Association**

[www.apta.org](http://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.

### **CAOT – Canadian Association of Occupational Therapists**

[www.caot.ca](http://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.

### **Gerontological Society of America**

[www.geron.org](http://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](http://www.nami.org) and [www.namiwisconsin.org](http://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](http://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.

### **SCAODA – State Council on Alcohol and Other Drug Abuse**

<https://scaoda.wisconsin.gov/>

SCAODA 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.



## STUDENT ASSOCIATIONS

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**POTSO** – The Mission of the Pre-Occupational Therapy Student Organization at the University of Wisconsin-Madison is to promote knowledge of occupational therapy among students and the community, stimulate professional growth, and maintain communication with other professional programs and associations. The organization enhances and supports the development of fellow students in order to gain professional and personal attributes for future endeavors.

### **SOTA – Student Occupational Therapy Association**

The Student Occupational Therapy Association is open to University of Wisconsin-Madison students. Monthly meetings, combining association business with special events provide enrichment in areas related to professional practice.

The objectives are:

1. To promote knowledge of and interest in the profession of occupational therapy for present and future students.
2. To stimulate professional growth through professional presentations.
3. To promote occupational therapy among other student groups and the community.
4. To act as a liaison between the Association of Student Delegates of the American Occupational Therapy Association, Wisconsin Student Occupational Therapy Alliance, the AOTA Commission on Education, and the UW-Madison occupational therapy students.
5. To draw on the skills and abilities of the membership to provide services to the community through volunteer activities.
6. To promote interactions and professional networking among occupational therapy students and between students and professional therapists.

### **ASD – Association of Student Delegates of the American Occupational Therapy Association**

Provides a means whereby student members of AOTA can effectively give input into AOTA decision making. ASD promotes the well-being of students involved in occupational therapy educational programs and enhances their knowledge of the profession and participation in affairs of AOTA. Each school has an official representative to ASD, but all students are invited to attend. See the AOTA website and search ASD for more information.

**WSOTA – Wisconsin Student Occupational Therapy Alliance** WSOTA provides occupational therapy students an opportunity to become involved in the state occupational therapy association.

Each school sends a representative to serve on WSOTA Board which is a standing committee of WOTA. Collaborative state-wide projects are carried out.

**Occupational Therapy (Dept. of Kinesiology) Graduate Scholarship Opportunities -- 2016****Mildred Averill Scholarship (Graduate)**

One scholarship given to graduate woman in OT. Trust fund acct.

**Jean Chapman Kiernat Scholarship (Graduate)** Scholarship support for a financially needy student in the Occupational Therapy Program

**Doyon, Amelia**

(Graduate) Amelia E. Doyon Scholarship

OT Majors based on academic standing and financial need. Recipient must have attended the University for at least one year. Trust fund acct.

**Caroline G. Thompson Scholarship**

(Graduate) Occupational Therapy majors. Applicants with leadership potential and service to UW and/or the community. Preference given to students enrolled in final year of didactic study.

**Thompson, Caroline WDGF #1 (Graduate)**

Wisconsin Distinguished Graduate Fellowship

Fellowship for full-time graduate students in OT. Department application process. In addition to the stipend, the fellowship includes payment of tuition, benefits, and a \$1500 flexible fund award.

**Thompson, Caroline WDGF #2(Graduate)**

Wisconsin Distinguished Graduate Fellowship

Fellowship for full-time graduate students in OT. Department application process. In addition to the stipend, the fellowship includes payment of tuition, benefits, and a \$1500 flexible fund award.

**Witkay, Lucile Schreiber & Wendel (Graduate)**

Occupational Therapy students who have at least a 3.0 GPA each semester since admission to professional program; should demonstrate promise and dedication to OT, and have financial need.

**Elizabeth Roughton Travel Award (Graduate)**

Travel award for OT grad student(s) in the therapeutic sciences master's and/or doctoral program to attend professional meeting relative to their research and/or professional development. Awards are made and paid by the department. (Payment occurs outside of the ERO scholarship process.)

**Gertrude Gaston Fund**

Gertrude Notbohm Gaston and her husband John Gaston, a UW-Madison alumnus, were strong supporters of the UW-Madison throughout their lives. Gertrude Gaston contracted ALS in her 80s and she was helped by occupational therapy. The Gertrude E. Gaston Endowment Fund supports OT student and faculty research. There is no online application or specific deadline for this award. Students and faculty can apply at any time by writing a one-page proposal describing the aims of the research project, the purpose and amount of the requested funds. Please note other sources of funding and how the request supplements or enhances other research efforts. The proposal should be submitted directly to the OT Program Director. This fund will support small student projects or be supplementary to other sources of faculty research support. The funds will be designated for specific research purposes. Examples of previously funded proposals include participant remuneration for a pilot study, purchase of an assessment tool for data collection, travel support for presentation of a research paper at a conference. There are limited funds available each year and funds are distributed at the discretion of the OT Program Director.

## SCHOLARSHIP RESOURCES

<http://www.aota.org/education-careers/find-school/aid/scholarships.aspx>

## **STUDENT RIGHTS**



# University of Wisconsin-Madison

## Students with Disabilities Policy

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### **Determining Eligibility for Services**

Students and accommodation specialists 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.

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.***

- Information taken from [www.mcburney.wisc.edu/services/eligibl.php](http://www.mcburney.wisc.edu/services/eligibl.php)

### **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 through the McBurney Center, 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. 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 when the original records are inadequate is borne by the student. If the documentation is complete but the University desires a second professional opinion, the University bears the latter cost. 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.

- Information taken from

[www.mcburney.wisc.edu/information/documentation/disdocpolicies.php](http://www.mcburney.wisc.edu/information/documentation/disdocpolicies.php)

## Summer 2017 UW Writing Center Workshops

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[www.wisc.edu/writing/](http://www.wisc.edu/writing/)

Access to the Writing Center Workshops:

<http://writing.wisc.edu/Workshops/index.html>

All workshops will be held in the Writing Center, in (or near) 6171 Helen C. White Hall.

## University of Wisconsin-Madison Religious Observances Policy

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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](http://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 should 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. Occasionally, students may not fully understand the necessity for prior notice and under these circumstances we urge you to be as flexible as possible. University policy seeks to be sensitive to the individual needs to students.

Please advise teaching assistants of the policy.

*Information taken from [www.news.wisc.edu/12015.html](http://www.news.wisc.edu/12015.html)*



## **Mental Health Services Available for Staff and Students**

**By Detective Shane Driscoll, UWPD**

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For students, University Health Services has programs to help make choices about healthy living, and mindfulness training. These programs include exercise consultation, stress and sleep management, yoga, and nutritional counseling. Other wellness services include academic support, study skills, alcohol and drug counseling, suicide prevention, and support for veterans. University Health Services also offers 24-hour crisis intervention for enrolled students. The 24-hour crisis intervention phone line is 608 265-5600. For students interested in finding out more about counseling or wellness programs, appointments can be made at 333 East Campus Mall, 7<sup>th</sup> floor, during business hours Monday through Friday, or, call 608 262-5218 for information about services and programs. Mental health counseling services through UHS are confidential.

Another resource for students and faculty is the Dean of Students Office, where information about troubled or disruptive students can be shared and appropriate action taken. Anyone worried about a student with behavioral issues can act with concern and contact the Dean of Students Office where the situation can be assessed and then addressed by properly trained staff, who can respond accordingly to that student's actions. To contact the Dean of Students Office about an individual of concern, call 608 263-5700.

For University employees and their immediate families, the Employee Assistance Office can provide help with personal or work related issues. Some of the services offered by this office include anger management, conflict resolution, coping with change and anxiety, coping with stress and depression, and coping with panic attacks and emotional disorders. The Employee Assistance Office is available to all faculty, staff, and LTE employees and their immediate family members or significant others, and their services are confidential. The Employee Assistance Office is located in room 226 of Lowell Hall, 610 Langdon St. and can be reached via phone at 608 263-2987.

In the event of any immediate critical incident, contacting 911 for an emergency response would be the correct course of action. In addition, the UW-Madison Police Department would be able to respond and assist with conducting welfare checks and threat assessment for persons in need of evaluation.

## **Student Complaint Procedures**

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1. Students should direct any concerns/complaints to the course instructor.
2. If the issue can not be remedied with the instructor students may direct concerns/complaints to the Director of the Occupational Therapy Program.
3. If the issue can not be directed to the Director of the Occupational Therapy Program then it should be directed to the Chairperson of the Department of Kinesiology or the appropriate university office.

## **STUDENT RESPONSIBILITIES**



## Guidelines for Occupational Therapy Interdisciplinary Meetings

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The Occupational Therapy Program requests that entry-level master degree students reserve specific times during each semester for various mandatory meetings. Students will be notified of the specific day and time of these meetings at the beginning of each semester. The purpose of these meetings include, but are not limited to, interdisciplinary education, guest speaker information, fieldwork information, and program information.

Often the overall purpose of these meetings is either informational or professional growth oriented.

## Classroom Attendance Policy

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In keeping with the professional behavior expected of OTs, students are expected to attend all lectures and labs in a timely fashion. You are required to notify the instructor by email in the case of a necessary absence due to illness or other extenuating circumstances that prevent your attendance at a class. Notification is required before the class begins on that day, or, in an extenuating circumstance, as soon as possible. **Travel, weddings, or other social events are not excusable absences.** You are responsible for obtaining all course materials and notes from your classmates.

### Rescheduling Course Activities Due to Student Absence

No exam, exercise or assignment will be rescheduled, except under extenuating circumstances. If extenuating circumstances occur (e.g., documented illness, hospitalization, official school business, death in family), the course instructor might elect to reschedule an assignment, exercise, or exam for the affected student. Rescheduling will be considered only if you have notified the course instructor prior to the relevant due date. At a minimum, you (or a friend, roommate, family member, etc.) must email the course instructor regarding the situation. No rescheduled activity or due date will be rescheduled a second time.



## **OCCUPATIONAL THERAPY PROGRAM**

### **Ability-Based Assessment**

Ability-based assessment involves the identification of "generic abilities" that form a core of behavior required for classroom and clinical competency. Experiences from the military, industry and other health care disciplines strongly suggest that generic abilities are just as important for success in the classroom and clinic as are cognitive and psychomotor abilities.

This classification of generic abilities was originally developed by faculty of the Physical Therapy Program, University of Wisconsin-Madison in collaboration with clinical educators. This evaluation tool has been slightly modified for occupational therapy and is consistent with recommendations by AOTA for Level I fieldwork competencies.

The purpose of the Ability-based Assessment is to provide: 1) a beneficial learning and development experience, 2) an objective measure of professional behaviors, and 3) an opportunity to develop skills that ensure success in the classroom and clinic.

### **GENERIC ABILITIES EXPECTED OF MSOT STUDENTS INCLUDE:**

1. COMMITMENT TO LEARNING
2. INTERPERSONAL SKILLS
3. COMMUNICATION SKILLS
4. EFFECTIVE USE OF TIME AND RESOURCES
5. USE OF CONSTRUCTIVE FEEDBACK
6. PROBLEM-SOLVING
7. PROFESSIONALISM
8. RESPONSIBILITY
9. CRITICAL THINKING
10. STRESS MANAGEMENT

**Department of Kinesiology  
Occupational Therapy Program**

2120 MSC

University of Wisconsin-Madison

1300 University Avenue

608/262-2936

Fax: 608-262-1639

Madison, Wisconsin 53706-1532

Student Name:

Facility:

Supervisor's Name:

Fieldwork Area: (circle or make bold)

Infants/Child.    Adoles./Y.Adult    Adults/Elders

Generic Ability Definitions

Listed below are generic abilities that have been identified by clinical instructors as being essential for the entry-level occupational therapist to possess. Please rank on a scale from (1) to (5).

**Please use the following scale for scoring (circle or make bold):**

5 = **Exceptionally Exceeds Standards:** Performance is highly skilled. This rating would represent the top 5% of all MS-OT graduate students.

4 = **Exceeds Standards:** Performance is above average for a MS- OT graduate student.

3 = **Meets Standards:** Performance is consistent with an average MS- OT graduate student.

2 = **Needs Improvement:** Performance needs improvement. Performance is below average for a MS- OT graduate student.

1 = **Unsatisfactory:** Performance is below standards and there is a concern regarding safety and/ or judgment

1.	<u>Commitment to Learning:</u> The ability the self-assess, self-correct and self-direct; identify needs and sources of learning; continually seek new knowledge and understanding. <b>COMMENTS:</b>	1    2    3    4    5
2.	<u>Interpersonal Skills:</u> The ability to interact effectively with classmates, patients, families, colleagues, other health care professionals and the community; work effectively with people from diverse cultural/ethnic backgrounds. <b>COMMENTS:</b>	1    2    3    4    5
3.	<u>Communication Skills:</u> The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes. <b>COMMENTS:</b>	1    2    3    4    5
4.	<u>Effective Use of Time and Resources:</u> The ability to obtain the maximum benefit from a minimum investment of time and resources. <b>COMMENTS:</b>	1    2    3    4    5

5.	<u>Use of Constructive Feedback</u> : The ability to identify sources, seek out, and effectively ask for feedback; effectively use and provide feedback to improve performance and personal interaction. <b>COMMENTS:</b>	1    2    3    4    5
6.	<u>Problem-Solving</u> : The ability to recognize and define problems, analyze data, develop & implement solutions, and evaluate outcomes. <b>COMMENTS:</b>	1    2    3    4    5
7.	<u>Professionalism</u> : The ability to exhibit appropriate ethical and professional conduct and to represent the profession effectively. <b>COMMENTS:</b>	1    2    3    4    5
8.	<u>Responsibility</u> : The ability to fulfill commitments and be accountable for actions and outcomes. <b>COMMENTS:</b>	1    2    3    4    5
9.	<u>Critical Thinking</u> : The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, illusions, assumptions and hidden assumptions; distinguish the relevant from the irrelevant. <b>COMMENTS:</b>	1    2    3    4    5
10.	<u>Stress Management</u> : The ability to identify sources of stress and to develop effective coping behaviors. <b>COMMENTS:</b>	1    2    3    4    5

XX (Here)  
Clinical Supervisor's Signature

\_\_\_\_\_  
Student Signature

XX (Here)  
Date

\_\_\_\_\_  
Date

## **INTERMEDIATE LEVEL**

### **Commitment to Learning**

- Uses collaborative approach
- Initiates own learning projects
- Identifies knowledge needs from clinical/ classroom/ group situation
- Uses spare time to research problems on own rather than ask clinical/ classroom instructor
- Applies varied approach to use of resources

### **Interpersonal Skills**

- Gives and receives feedback with a professional demeanor
- Demonstrates appropriate assertiveness
- Does not take client's/patient's anger and frustration personally
- Demonstrates appropriate patient/ client - occupational therapist relationship
- Establishes trust with patients/clients, peers, participants and instructors
- Recognizes ethical dilemmas and responds appropriately
- Adapts communication to an appropriate level for intended audience
- Reconciles conflict
- Recognizes degree of familiarity with which others are comfortable
- Recognizes lack of understanding and adjusts to communicate effectively

### **Communication Skills**

- Summarizes content of oral and written communications
- Has logical organization in communications – SOAP notes – Sequencing
- Speaks at appropriate level for audience – hearing difficulties, non-English speakers, same eye level
- Demonstrates confidence
- Reacts professionally to confrontations, questions
- Recognizes and demonstrates appropriate verbal and non-verbal cues
- Synthesizes information, highlights important points
- Demonstrates active listening skills – synthesizing, summarizing what has been said
- Prioritizes material, selects appropriate information for situation
- Reads and comprehends material, terminology
- Demonstrates critical analysis of articles, statistical and critiquing skills
- Demonstrates necessary computer skills for classroom/ clinic
- Demonstrates professional electronic communication skills – appropriate salutations, spelling/grammar, timely response to emails
- Conveys concise message – clear and accurate



## **Effective Use of Time and Resources**

- Sets priorities
- Recognizes problem situations
- Suggests alternative solutions to solve problems
- Collaborates effectively with others
- Defines goals and tasks to be completed
- Organizes time appropriately
- Completes assignments by deadlines

## **Use of Constructive Feedback**

- Critiques own performance
- Establishes personal goals based on feedback
- Clarifies processes and integrates feedback for effective use
- Demonstrates appropriate change in behavior in response to feedback

## **Problem-Solving**

- Identifies and defines problems objectively using active listening, interviewing, and observation skills
- Identifies contributing factors to a problem
- Prioritizes problems and responds appropriately

## **Professionalism**

- Understands and maintains appropriate relationships with instructors, classmates, patients/clients, groups, supportive personnel, and other health professionals
- Recognizes conflicting values and alternative resolutions
- Displays scientific skepticism and use of current literature
- Demonstrates ethical behaviors
- Respects the views and opinions of others

## **Responsibility**

- Provides safe and secure environment for groups/patients/ clients/ classmates
- Arrives at expected time
- Dresses appropriately for setting
- Maintains appropriate certifications, such as CPR

## **Critical Thinking**

- Identifies and articulates problems and feels challenged to understand and solve them
- Identifies, generates and evaluates elements of logical argument
- Seeks flexible resolutions to conflict and uses old ideas to formulate new ones
- Is able to critique solutions
- Conceives and discovers ideas
- Knows when more facts are needed and has patience and initiative to seek them out
- Demonstrates confidence to produce accurate and reliable information
- Is aware of unfair techniques of persuasion
- Recognizes one's own biases and suspends judgmental thinking and evaluations for a sufficient length of time while observing to gain insights (value neutral)

## **Stress Management**

- Demonstrates appropriate affective responses to situations
- Demonstrates effective coping skills
- Is confident and deals with problems appropriately
- Demonstrates assertiveness
- Prioritizes multiple commitments

OCCUPATIONAL THERAPY PROGRAM  
UNIVERSITY OF WISCONSIN-MADISON

**Action to be Taken**

**Based on Fieldwork Supervisor's Evaluation of Generic Abilities Level I Assessment**

If a student is rated as needing improvement (Rating 1 or 2) on any generic ability by a Fieldwork supervisor on the evaluation of the Level I practicum, the student is responsible for scheduling a meeting with the course instructor/TA and collaborating on a plan for improvement which addresses the identified areas.

The plan identified may include one or more of the following:

1. Review of the guiding principles behind OT practice with the population on which the fieldwork experience is focused.
2. Review of the principles and application of expected professional behaviors (e.g. time management, preparation for sessions).
3. Additional opportunities to refine verbal communication skills as they relate to therapeutic relationships with clients and staff.
4. Revision of written work or supplemental written assignments.
5. Additional Level I clinical experience in association with the course.

A grade of Incomplete will be given until the plan for improvement is successfully carried out (and all other course requirements are met).

**Action to be Taken**

**Based on Instructor/ Adviser's Evaluation of Generic Abilities**

If a student is rated as needing improvement (Rating 1 or 2) on any generic ability on an instructor/ adviser's evaluation of student performance during any given semester, the student is responsible for scheduling a meeting with the course instructor/ adviser and collaborating on a plan for improvement which addresses the identified areas.

The plan identified may include one or more of the following:

1. Review of the guiding principles behind OT practice and/or performance in graduate school.
2. Review of the principles and application of expected professional behaviors (e.g. time management, preparation for sessions).
3. Additional opportunities to refine verbal/ written communication skills as they relate to academic and therapeutic relationships.
4. Revision of written work or supplemental written assignments.
5. Additional professional development coursework/ assignments.

Please see "MSOT Graduate Advising and Professional Development Policy and Procedure" for guidelines regarding "unsatisfactory" ratings.

## **MSOT GRADUATE ADVISING AND PROFESSIONAL DEVELOPMENT POLICY AND PROCEDURE**

Once accepted into the Graduate School for study in Occupational Therapy, each student is assigned an Academic/Research Adviser who will serve as a mentor to the student throughout his or her time in the MSOT Program. Advisers and faculty will offer guidance on the student's development of professional behaviors and research skills.

In addition, the Occupational Therapy Program Coordinator and Academic Fieldwork Coordinator will be available to students throughout their time in the MSOT Program to provide support and guidance in professional development.

### **PROFESSIONAL DEVELOPMENT AND PROFESSIONAL BEHAVIOR EXPECTATIONS**

#### **Policy:**

It is the intent and ethical responsibility of the Occupational Therapy Program to “cultivate and carefully nurture professional behaviors in a developmental process,” (Muscari, 2000).

Intentional professional behavior development activities and assignments are integrated into academic and fieldwork experiences, to ensure that “today's student matures into tomorrow's seasoned professional,” (Muscari, 2000, p.19).

If, while enrolled in the program, a student fails to develop and demonstrate expected professional behaviors, as defined below, it is the responsibility of the faculty and staff to assist the student to identify challenges and develop a plan of action for correction or improvement. The student is responsible for implementing the agreed-upon remediation plan and active participation in the development of professional behavior competency. Consistent demonstration of inappropriate professional behavior is grounds for dismissal from the program.

#### **Procedure:**

All students, faculty and staff will receive a copy of the “Generic Abilities-based Assessment” form. An electronic version of this form will be provided to students upon entrance to the MSOT program at orientation. This form will also be available to students in the online Occupational Therapy Student Handbook for reference. The professional behavior policy will be reviewed and referenced during orientation, level I fieldwork courses, professional skills courses, and when deemed appropriate by faculty, advisers, and/or the student during enrollment in the MSOT program.

#### **Use of the Generic Abilities-based Assessment Form:**

The development and review of the professional competencies is viewed as an ongoing process, therefore, students will:

1. be scheduled for an initial one-on-one meeting with the Program Coordinator or Academic Fieldwork Coordinator during the first semester of the program. The student

should complete a self-assessment using the Generic Abilities form and write at least 3 individual professional goals **prior** to this initial meeting;

2. complete a Self-Assessment using the Generic Abilities Assessment form each semester and update individual goals in each of the Professional Skills classes: OT 610, OT 611, OT 612, and OT 613 (Spring Year 2)
3. receive ongoing feedback in 1:1 sessions with the adviser to review performance across all courses at the end of each academic semester. The student should bring their completed Generic Abilities Form and updated individual goals to the meetings. During the meeting, the adviser will review and provide feedback to the student on individual goals, professional behavior, and academic performance. The basis for the adviser's feedback will include direct observation as well as feedback from the OT Program Graduate Faculty Committee, peers, other course instructors, and community partners. The Committee will meet at least once a semester to review the professional development of all enrolled students and provide advisers specific feedback regarding individual student professional behaviors.
4. receive feedback from Level I Fieldwork Evaluations by fieldwork supervisors.

Documentation shall be maintained in an electronic student file including copies of the Generic Abilities-based Assessment Forms completed with the student during her or his time in the OT professional program. The forms and any necessary action or remediation plans will become a part of the student's permanent file. The OT Program Assistant will collect and store all electronic Abilities-based Assessment Forms and pertinent action plans each semester and load those documents in the student's electronic permanent file.

#### Reference

Muscari, M.E. (2000). Developmental framework. In Kasar, J. & Clark, C.N., *Developing professional behaviors*. Thorofare, NJ: Slack.

## PROFESSIONAL BEHAVIOR EVALUATION

The Generic Abilities-based Assessment Form (see attached) will be used by MSOT Program faculty, instructors, advisers, and fieldwork educators to provide students with feedback related to their professional behaviors in classroom and practice settings. When behaviors are observed by any faculty or staff that fall below a "3", corrective verbal and/or written feedback shall occur close to the timing of the observation. Based upon the faculty or adviser's discretion, the procedure outlined below may be used to document the student's behavior.

- When a student demonstrates observed behavior, during classes, labs, or when engaged in activities at assigned locations in the community or while on fieldwork, that is considered "unsatisfactory" on an area of the Generic Abilities-based Assessment Form, the appropriate faculty, instructor, adviser or fieldwork coordinator will provide the student with direct, informal feedback in a confidential setting. If the unsatisfactory behavior does not change or improve following the informal feedback, faculty, instructor, adviser or fieldwork coordinator involved in the situation will schedule a meeting with the student to clarify behavioral expectations and develop an action plan with the student to improve performance within a specified time frame. The meeting and development of the action plan will be formally documented and placed in the student's record.

- The student is responsible for carrying out the steps of the action plan and to schedule a follow-up meeting with the faculty/adviser/committee to review the plan and report progress within the agreed upon time frame.
- At the review meeting, the student and adviser (and involved faculty as appropriate) will determine if the action plan has been successfully completed. Written documentation of the outcome will be signed by student and adviser and placed in the student's record. To ensure a fair process, the student may submit a written response to the feedback provided which will also be placed in the student record.

A single or more than one occurrence of an “unsatisfactory” rating during involvement in OT program activities may result in dismissal from the program, subject to the discretion of the OT program faculty, program director, and staff.

## ACADEMIC MISCONDUCT

<https://www.students.wisc.edu/doso/academic-integrity/>

## **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:

1. The reason the faculty advisor is supporting this student in continuing his or her studies,
2. The classes the student will take, and
3. 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:

1. The reason the faculty advisor is supporting the student in continuing his or her studies, and
2. 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:**

Suzanne Broadberry  
Graduate Academic Services  
217 Bascom Hall, 500 Linden Drive  
Madison, WI 53706  
sbroadberry@bascom.wisc.edu  
(608) 265-0519



## **GRIEVANCES AND APPEALS**

<http://www.oed.wisc.edu/discrimination-against-students.htm>  
<http://www.grad.wisc.edu/education/acadpolicy/guidelines.html>

## **Occupational Therapy Entry–Level Master’s Degree Program Grade Policy**

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### Occupational Therapy Entry–Level Master’s Degree Program Grade Policy

1. All students must maintain a cumulative GPA of 3.0 in accordance with the graduate school. “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.” \*

2. Students who receive a cumulative GPA less than a 3.0 in any semester will be placed on academic probation. “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.” \*

3. During the first semester, graduate students are expected to earn a grade of B (3.0) or better in Anatomy (Anat 622) to continue in the OT program. If a student receives a grade of BC or C then he/she may continue in the OT program on academic probation as defined by the graduate school. (The student must have a cumulative GPA of at least 3.0 by completion of the fall semester.) If a student receives a grade of D or F in Anatomy (Anat 622) then he/she may not continue in the OT program that fall semester. A student with a D or F in Anatomy (Anat 622) may reapply to the OT Program and if accepted may retake Anatomy (Anat 622) the following summer.

4. The research thread of the MSOT Program Curriculum consists of the following courses: OT 671, OT 672, OT673, and OT 674. These courses are taught in sequential order over four consecutive semesters. Competence must be demonstrated within each course in order to be successful in each subsequent course within the research thread. Therefore:

A prerequisite for enrollment in OT672 is successful completion of OT671 with a grade of “C” or better; a prerequisite for enrollment in OT 673 is successful completion of OT 672 with a grade of “C” or better; and a prerequisite for enrollment in OT674 is successful completion of OT673 with a grade of “C” or better.

5. Students must earn a grade of C or better for all required professional courses. Students failing to earn a C or better in a professional course will not be permitted to continue the subsequent semester unless approved by the Occupational Therapy Program Committee. The student’s advisor will be informed of the grade and will meet with the student. The student will prepare materials to present to the OT Program Committee. He or she must present a compelling plan describing how he or she will make up the material not successfully mastered. Once the plan is approved and carried out the OT Program Committee will review the evidence and make a decision regarding the student’s status within the program. If the student is required to repeat the course (one year later, when offered) the committee may decide to allow the student to continue other course work.

\* Graduate School Catalog 2006 – 2008

## **Guidelines for Immunizations and CPR Requirements**

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All students participating in the entry-level master's occupational therapy program must have:

1. A current Mantoux TB skin test
2. Varicella (chicken pox) vaccination
3. Tetanus vaccination
4. MMR Immunization
5. A current certification in Health Professions CPR training (8 hours)

It is recommended that all students have the Hepatitis B series immunization although this is not required.

Students who have not completed the above-mentioned immunizations and training will not be eligible for fieldwork.

Some fieldwork sites require other specific health and immunization information. These requirements will be listed in the binders containing information about the specific fieldwork sites.

**Human Research Protection Program: Policy  
Student Research: Policies & Guidelines**  
<http://www.grad.wisc.edu/hrpp/10021.htm>

**HIPAA: Overview**  
<http://hipaa.wisc.edu/hipaa-policies.htm>

## CHILD ABUSE AND NEGLECT

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On December 19, 2011, Governor Walker signed Executive Order #54 (EO 54), requiring UW-Madison employees (along with employees of all other UW-System campuses) 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. This duty to report child abuse or neglect is a new obligation for most UW-Madison employees. Only a fraction of UW-Madison employees were mandatory reporters pursuant to preexisting Wis. Stats. § 48.981(2) (“Chapter 48”), which applies to healthcare workers, law enforcement, teachers (not including professors or staff in higher education), social workers, and the like.

Thousands of minors come onto the UW-Madison campus every year in a variety of ways: starting college prior to their eighteenth birthday, attending preschool, living in family housing, participating in summer camps, attending sporting events. In addition, UW-Madison employees come into contact with minors off campus through research and outreach activities. Given the frequency with which UW-Madison employees come into contact with minors during the scope of their employment, it is important that employees be informed of their obligation under EO 54. Although EO 54 technically applies only to UW-Madison employees (along with employees of all other UW-System campuses), in order to provide the greatest level of protection to minors in UW-Madison sponsored programs, UW-Madison volunteers who interact with minors should also be educated about these issues.

### HOW TO REPORT CHILD ABUSE OR NEGLECT

Contact your county social/human services department, sheriff, local police department, or university police department immediately – by telephone or in person. Language interpretation services are available through the UW-Madison Police Department, the Madison Police Department, and Dane County Child Protective Services.

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

## 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)

Office for Equity and Diversity: 608/263-2378, WTRS: 7-1-1 (language interpretation services are available)

A variety of educational materials have been developed to educate UW-Madison employees about their reporting obligations:

**BROCHURE:** An electronic copy of the brochure that has been developed is available online at [www.oed.wisc.edu/childabuse/](http://www.oed.wisc.edu/childabuse/). This brochure provides an explanation of EO 54, definitions and signs of child abuse and neglect, and information on how to make a report. Cultural Linguistic Services is currently working to translate this brochure into Chinese, Hmong, Spanish, and Tibetan. These translated brochures will be posted online at [www.oed.wisc.edu/childabuse/](http://www.oed.wisc.edu/childabuse/) as soon as they are ready. If you would like to request hard copies of this brochure in English, Chinese, Hmong, Spanish, and/or Tibetan, please contact Kathryn (Kate) O'Connor in the Office of Equity and Diversity at 608/263-2378, WTRS: 7-1-1 or [koconnor@cdo.wisc.edu](mailto:koconnor@cdo.wisc.edu). Language interpretation services are available through the Office of Equity and Diversity.

**POSTER:** A multilingual poster has been developed which will soon include content in English, Chinese, Hmong, Spanish, and Tibetan. Once the translation is complete, the poster will also be available online at [www.oed.wisc.edu/childabuse/](http://www.oed.wisc.edu/childabuse/). This poster reminds employees and volunteers of the need to report suspected child abuse or neglect and lists phone numbers to call in order to make a report. If you would like to request hard copies of this poster to display in high traffic areas, please contact Kathryn (Kate) O'Connor in the Office of Equity and Diversity at 608/263-2378, WTRS: 7-1-1 or [koconnor@cdo.wisc.edu](mailto:koconnor@cdo.wisc.edu). Language interpretation services are available through the Office of Equity and Diversity.

**ONLINE TRAINING:** A mandated reporter online training has been created (in cooperation with the Wisconsin Department of Children & Families and the UW-Madison Wisconsin Child Welfare Professional Development System, Division of Continuing Studies, and Academic Technology) to educate mandatory reporters of their duty to report and to provide focused education about recognizing the signs of child abuse and neglect. This online training is

especially well suited for employees who interact with minors during the scope of their employment. A link to this online training can be found at [www.oed.wisc.edu/childabuse/](http://www.oed.wisc.edu/childabuse/).

**FACE-TO-FACE GROUP TRAINING:** For those groups of employees who require more extensive training or would like an opportunity to ask important legal questions, face-to-face group training sessions are available. Please contact Kathryn (Kate) O'Connor in the Office of Equity and Diversity at 608/263-2378, WTRS: 7-1-1 or [koconnor@cdo.wisc.edu](mailto:koconnor@cdo.wisc.edu) to schedule a face-to-face group training session. Language interpretation services are available through the Office for Equity and Diversity.

**CAMPUS SAFETY WEBSITE:** Child abuse and neglect is one of several serious situations for members of the UW-Madison community. Please visit the campus safety website ([www.safeu.wisc.edu](http://www.safeu.wisc.edu)) for additional information on safety, security, emergency preparedness, and other serious situations. A link to the campus safety website can be found on the UW-Madison homepage, in the lower left-hand corner.

If you have questions about your duty to report, contact the UW-Madison Office for Equity and Diversity at 608/263-2378, WTRS: 7-1-1. Language interpretation services are available through the Office for Equity and Diversity.