



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

Revised: May 2019

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 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.

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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.

ACOTE Standards

Accreditation Council for Occupational Therapy Education (ACOTE®)
Standards and Interpretative Guidelines
2018

<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 2018-2026

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

FACULTY & STAFF



OT Program Contact Information
Main Office
2120 MSC
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Madison, WI 53706
PH. 608-262-2936 / FAX 608-262-1639

Graduate Faculty

Contact Information:

Teaching / Research Interests



Karla Ausderau, PhD, OTR

Assistant Professor

Room: 3190 (changing to 2173)
262-0653

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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



Dorothy Edwards, PhD

Professor

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262-7421

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

Health disparities

Minority research participation



Beth Fields, PhD

Assistant Professor

Room: 2170

Email: TBD

Older Adults with Dementia

Caregivers of Older Adults

Evidence Based Practice

Contact Information:

Teaching / Research Interests



Elizabeth Larson, PhD, OTR

Associate Professor

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262-0520

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Caregiving for children with disabilities and caregiver well-being

Self-care skills of children with autism

Time-use and temporality



Kristin Pickett, PhD

Assistant Professor

Room: 3176 (changing to 2165)
890-2103

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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



Brittany Travers, PhD

Assistant Professor

Room 2185
263-0282

Email: btravers@wisc.edu

Advancing knowledge about motor development, brain development, and independent living skills to promote and enhance quality of life for individuals on the autism spectrum

Academic Staff

Contact Information:

Teaching / Research Interests



Sharon Gartland, OTD, OTR
Clinical Professor
Program Director

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890-3299

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Program and Curriculum
Development

Pediatrics, particularly children
with Autism

Disability Studies

Participation of People with
Disability in Faith
Communities



Joshua Brown, OTD, OTR
Fieldwork Coordinator
Lecturer

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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



Jean Patz, OTR, MS
Instructor

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Pediatrics, Developmental
disabilities



Sarah Zurawski, OTR, MS,
Instructor

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Pediatric Practice
School Based Practice



Sarah Pultorak, OTR, MS, RYT
Instructor

Adult Interventions
Mental Health Practices

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Alexia Rebne, M.S., OTR
Admissions Coordinator

Admissions
Diversity and Equity in OT

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Program Administration

Contact Information:

Primary Responsibilities:

	<p>Rebecca Freitag Kinesiology/Occupational Therapy Program Administrator</p> <p>Room: 2120 (changing to 2195) 262-2936</p> <p>Email: otoffice@education.wisc.edu</p> <p>FAX: 608-262-1639</p>	<p>Supplies Keys WisCards (Access, ID/Pin #s, etc.) Parking Permits Business Cards iPads & Go-Pros Lockers Alumni Relations One-Off Room Reservations</p>
	<p>Danielle Seib, MBA Occupational Therapy Program Administrator</p> <p>Room: 2130 262-8976</p> <p>Email: dseib@wisc.edu</p>	<p>Fieldwork Enrollment Services Student Records Mail Services Repeating Room Reservations</p>

Department of Kinesiology Main Office
2015 Gym-Natatorium, 2000 Observatory Drive
Madison, WI 53706

ADMISSIONS



**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 (NBCOT). 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.

Admission Criteria

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

Prerequisite Coursework

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

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: _____

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

CAMPUS & PROGRAM POLICIES



Graduate School/Campus Policies & Procedures

The UW-Madison Graduate School has an extensive website with a searchable policies and procedures including *degree requirements, grades, academic misconduct, grievances and appeals, research, probation* and more. All policies and procedures can be found at: <https://grad.wisc.edu/academic-policies/> A few specific non-academic policies are highlighted below. Important academic policies are highlighted in the Academic section of the manual.

Sexual Harassment

Sexual harassment is a form of sex discrimination prohibited by Title IX and university policies. Sexual harassment includes harassment based on gender and gender identity or gender expression. It also includes harassment based on sexual orientation.

When sexual harassment occurs, it degrades the quality of work and education at the University of Wisconsin-Madison. It erodes the dignity and productivity of impacted individuals and diminishes the quality, effectiveness, and stature of the institution. Sexual harassment not only violates the law and university policy, but also can cause additional harm, including:

- Damages personal and professional relationships
- Causes career or economic disadvantages
- Exposes the university to legal liabilities, loss of federal research funds and other financial consequences

For all these reasons, it is in our best interest to educate all community members and take other steps necessary to prevent sexual harassment. We have a collective responsibility to do so, thereby promoting an environment that better supports excellence in teaching, research, and service.

Sexual Harassment is a Community Concern. Any one of us may experience harassment, be accused of harassment, or be consulted by someone who thinks they have been harassed. Sexual harassment can affect workplace relationships or learning relationships. It can occur in any university setting (an office, a classroom, a university program).

Each of us has a duty not to harass others and to act responsibly when confronted by the issue of sexual harassment. For more on sexual harassment: <https://compliance.wisc.edu/titleix/campus-policies/sexual-harrassment/>

Discrimination

In conformance with applicable federal and state law and with university policy, UW–Madison does not discriminate on the basis of age, ancestry, color, creed, disability, ethnicity, marital or parental status, national origin, pregnancy, race, religion, disability, retaliation for making a complaint of discrimination or taking part in an investigation relating to discrimination, sex, sexual orientation, or veteran’s status with regard to treatment of students in the educational programs or activities that the university operates.

Should students wish to speak to someone about discrimination or harassment protected by federal or state laws or campus policies, they should contact the [Office for Equity and Diversity \(OED\)](#) or the [Division of Student Life](#).

Child Abuse and Neglect

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/. 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/ 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. 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/. 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. 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/.

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 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) 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.

Program Policies & Procedures

Copy Room/Machine Use (2140)

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.

In general, when students are responsible for a class presentation, any accompany in 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 the Program Administrator in Room 2120, with prior approval received by the Program Administrator from the course instructor.

Students must give staff at least 24 hours written or e-mailed notice of need for copies.

Student Room (3225) & Classrooms

- 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 open.
- The configuration of computer equipment in the room, 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.
- Students ***must scan all thumb drives or other storage devices for viruses before loading any files onto a program owned computer, including those in the classrooms.*** Students who wish to save work should store it on their own personal storage device or under Box rather than directly on the computer.
- Students may not load, or download, any programs (*.exe) onto any program owned computers without permission of faculty or staff.
- Room 3225 or any classrooms ***may not be left open or unattended at any time. The last student leaving any classroom should be sure the room is secure.***
- If a student should encounter problems with any of the audio-visual or computer equipment in a classroom or the Student Room, they should document the problem and submit the documentation to Becca Freitag (otoffice@education.wisc.edu).
- 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.
- Documents for class or student organizations can be printed from the student room computers to the printer in the room. ***For personal print jobs, you must go to one of the libraries and pay with your WISC card.***
- The refrigerator and microwaves in the Student Room must be kept clean and in order by the students. ***The appliances in the ADL Lab (3169) are for class and faculty use only.***

iPad and GoPro Use

Reservation & Checkout

The Occupational Therapy Program has iPads and GoPros available for use by faculty, staff and students for class-and program-related activities. All iPads and GoPros are labeled and are in two protective cases with a cord and charger. The equipment is 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 equipment outside of the OT Program space and/or for overnight or extended time periods requires advance permission from the OT Program Director.** The equipment should be reserved ahead of time to ensure they will be available when needed. To reserve one or more iPads or GoPros, contact the staff in the OT Program Office (2120) and provide the **date(s) needed, number of items** being requested, and **purpose** of use. On the day of checkout, the person requesting the equipment 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 the equipment is 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 with whom you are working. To ensure consistency across iPads of available apps, the OT Program staff will update 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.

Equipment Liability

Users are responsible for returning the equipment 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.

Campus Social and New Media Guidelines

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

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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.

UW-Madison adapted these guidelines from a document created by 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

Student Nonacademic Disciplinary Procedures - UWS 17:

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

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

Maintain Privacy

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

http://registrar.wisc.edu/ferpa_overview.htm

<http://hipaa.wisc.edu/>

Respect University Time and Property

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

Do No Harm

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

Understand Your Personal Responsibility.

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

Be Aware of Liability

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

Maintain Transparency

The line between professional and personal business is sometimes blurred: Be thoughtful about your posting's content and potential audiences. Be honest about your identity. In personal posts, you may identify yourself as a UW-Madison faculty or staff member. However, please be clear that you are sharing your views as an individual, not as a representative of the University of Wisconsin-Madison.

Correct Mistakes

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

Follow Best Practices in Security

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

Respect Others

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

Be a Valued Member

If you join a social network, make sure you are contributing valuable insights. Don't hijack the discussion and redirect by posting self/organizational promoting information. Self-promoting behavior is viewed negatively and can lead to 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.¹

Use a Disclaimer

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

Use of the UW Madison Logo and Endorsements

Do not use unlicensed versions of the UW-Madison Crest W, wordmark, Motion W or any other UW-Madison marks or images on your personal online sites. Do not use UW-Madison's name to

promote or endorse any product, cause or political party or candidate. UW-Madison logo and trademark guidelines can be found at:

<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, Gender identity, sex or sexual orientation. You should also show proper consideration for others' privacy and for topics that may be considered sensitive — such as politics and religion.

Monitor Comments

Most people who maintain social media sites welcome comments—it builds credibility and community. However, you may be able to set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments. 1 A common practice among individuals who write about the industry in which they work is to include a disclaimer on their site, usually on their "About Me" page. If you discuss higher education on your own social media site, we suggest you include a sentence similar to this: "The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of the University of Wisconsin- Madison." This is particularly important if you could be perceived to be in a leadership role at UW-Madison

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

Online collaboration tools provide low-cost communication methods which foster open exchanges and learning. While social media tools are changing the way we work and how we connect with the public and other higher education institutions, the UW-Madison policies and

practices for sharing information remain the same. In addition to the general guidelines discussed above, when you are creating or posting to a social media site on behalf of UW-Madison you need to:

Be Accurate

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

Be Transparent

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

<http://www.grad.wisc.edu/research/policyrp/coi/index.html>

Be Timely

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

Be Responsible

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

Respect Others

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

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>

Program Social Networking Policy

- 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.

Guidelines for Immunizations and CPR Requirements

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.

Research and Practice Compliance Policies

MS-OT Students work directly with a Faculty Mentor to engage in the research process and complete a research project. Therefore, all students must take Human Subjects Research Protection Training. Students are also required to take HIPAA (Health Insurance Portability and Accountability Act) training to ensure knowledge of appropriate actions for protecting the privacy and security of health information when working in health care settings.

An overview of the compliance policies for UW-Madison in each of these areas can be found at the following URLs:

Human Research Protection Program:

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

HIPAA: Overview

<https://compliance.wisc.edu/hipaa/>

Information on obtaining training in these two areas will be sent to students upon acceptance and matriculation into the program.

ACADEMICS



Academic Requirements
**ENTRY-LEVEL MASTER OF SCIENCE
IN OCCUPATIONAL THERAPY**

Course Requirements:

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

Additional elective courses may be taken, however, graduate students may not register for more than 15 credits in each fall and spring semester or 12 credits in the summer without written approval. (See “Overloads” policy at <https://grad.wisc.edu/documents/overloads/>)

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. The Graduate School regularly reviews the record of any student who received grades of BC, C, D, F, or I in courses numbered 300 or above, or grades of U in research and thesis. This review could result in academic probation with a hold on future enrollment, and the student may be suspended from graduate studies.

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 or 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). Information regarding graduation will be sent to students during the semester in which they will complete didactic campus coursework.

Fieldwork:

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

Additional information on the MS-OT degree requirements and criteria for Satisfactory Performance can be found in the [Graduate School Guide](http://guide.wisc.edu/graduate/) (<http://guide.wisc.edu/graduate/>)

Curriculum
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**, 3cr.
 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) Or Spring 2018	\$5,993.88	\$12,657.32	\$8,994.12

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

The University of Wisconsin-Madison Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, telephone (301) 652-AOTA (2682).

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Occupational Therapy Program Scheduled Meetings

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 reserve day and time for 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. Student organizations also may use non-scheduled reserve times for their meetings and events.

Classroom Attendance Policy

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.

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 Academic Staff will serve as the Academic Advisor until students are officially assigned to their Academic Advisor/Research Mentor at the beginning of the fall semester of the first year of enrollment. Faculty members or designated students will give an in person or video brief presentation of each lab's research at the New Student Orientation. After hearing the presentations, students will rank their advisor/mentor preferences and write a brief statement describing why a particular research lab 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 Advisors, faculty members 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 credit overloads, referring an advisee to appropriate campus supports and resources, and advocating on the student's 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.

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

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.

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.



OCCUPATIONAL THERAPY PROGRAM

1. Generic Ability-Based Assessment Tool **to support Professional Development**

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

Madison, Wisconsin 53706-1532

608/262-2936 Fax: 608-262-1639

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. COMMENTS:	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. COMMENTS:	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. COMMENTS:	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. COMMENTS:	1 2 3 4 5

5.	<p><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. COMMENTS:</p>	<p>1 2 3 4 5</p>
6.	<p><u>Problem-Solving</u>: The ability to recognize and define problems, analyze data, develop & implement solutions, and evaluate outcomes. COMMENTS:</p>	<p>1 2 3 4 5</p>
7.	<p><u>Professionalism</u>: The ability to exhibit appropriate ethical and professional conduct and to represent the profession effectively. COMMENTS:</p>	<p>1 2 3 4 5</p>
8.	<p><u>Responsibility</u>: The ability to fulfill commitments and be accountable for actions and outcomes. COMMENTS:</p>	<p>1 2 3 4 5</p>
9.	<p><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. COMMENTS:</p>	<p>1 2 3 4 5</p>
10.	<p><u>Stress Management</u>: The ability to identify sources of stress and to develop effective coping behaviors. COMMENTS:</p>	<p>1 2 3 4 5</p>

Clinical Supervisor's Signature

Date

Student Signature

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

Generic Abilities Assessment

2. Unsatisfactory Performance Action to be Taken

Level I Fieldwork Supervisor's Generic Abilities 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).

Instructor/ Adviser's of Generic Abilities Assessment

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.

Academic & Nonacademic Misconduct

Academic:

The university holds graduate students to a high standard of academic integrity and believes that misconduct may warrant university discipline in addition to sanctions imposed by an instructor. Graduate students who have been found by their instructors to commit academic misconduct can expect that the Division of Student Life will consider whether to impose a further disciplinary sanction of university probation, suspension, or expulsion.

Nonacademic:

Chapter 17 of the University of Wisconsin Administrative Code describes non-academic misconduct as follows:

The university may discipline a student in non-academic matters in the following situations:

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

Examples of behaviors considered misconduct as well as further information on the Graduate School policies and procedures may be found at the following URLs:

<https://grad.wisc.edu/documents/misconduct-academic/>
<https://grad.wisc.edu/documents/misconduct-nonacademic/>

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:

Katie Block
Student Services Coordinator
Graduate School
217B Bascom Hall, 500 Linden Drive
Madison, WI 53706
katelyn.block@wisc.edu
(608) 262-9209

MS-OT Program Grade Policy

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 may 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.

* See Graduate School Policies on Satisfactory Progress and Probation

<https://grad.wisc.edu/documents/satisfactory-progress/>

<https://grad.wisc.edu/documents/probation/>

STUDENT RESOURCES



Professional Associations

AOTA – American Occupational Therapy Association (www.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. An online subscription to the *American Journal of Occupational Therapy* (AJOT)
2. On-line access to *OT Practice Magazine*
3. Free access to OT JobLink
4. Discounts on textbooks
5. Access to the AOTA website resources
6. 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. To join: <https://www.aota.org/AboutAOTA/Membership/AOTA4Students.aspx>

AOTA – American Occupational Therapy Foundation (www.aotf.org)

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

NBCOT – National Board for Certification in Occupational Therapy (www.nbcot.org)

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

WFOT – World Federation of Occupational Therapists (www.wfot.org)

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

Wiscouncil – Wisconsin Council on Occupational Therapy Education (www.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 (www.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

APTA – American Physical Therapists Association

www.apta.org

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

CAOT – Canadian Association of Occupational Therapists

www.caot.ca

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

Gerontological Society of America

www.geron.org

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

NAMI – National Alliance for the Mentally Ill

www.nami.org and www.namiwisconsin.org

The NAMI operates at the local, state, and national levels providing support, education, information and referral, and advocacy. Local affiliates and state organizations identify and work on issues most important to their community and state.

RESNA – Rehabilitation Engineering and Assistive Technology Society of North America

www.resna.org

RESNA is an interdisciplinary association of people with a common interest in technology and disability. The association's purpose is to improve the potential of people with disabilities to achieve their goals through the use of technology by promoting research, development, education, advocacy and provision of technology, and by supporting the people engaged in these activities.

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

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.

DIVERSE-OT

Diverse-OT aims to advance the cultural climate within the UW-OT program and the greater UW campus by providing opportunities for discussion and education on diversity and inclusion. We strive to create pathways for marginalized students into the program, and to foster a strong community of occupational therapy students who are knowledgeable about the experiences of underrepresented peoples and equipped to address health disparities.

To accomplish these goals, Diverse-OT will:

- Develop and support the recruitment of underrepresented groups into the MSOT program through resource provision and mentoring
- Seek out guest speakers with expertise in areas such as race, religion, and sexuality
- Integrate diversity and cultural humility into the UW MSOT daily student experience

COMMUNITY CONNECTIONS

Community Connections (CC) focuses on raising student awareness about community-based initiatives within the OT practice domain, the populations they serve, and the challenges they face. When possible, we focus on local programs in the Madison area.

Goals:

- Increase dialogue about the role of OT in community-based settings
- Increase student awareness of the breadth of community programs available to OT clients
- Be a liaison between local community programs and the UW Madison MSOT department

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.

HOOFERS ADAPT (*Hoofers Adapt is the accessibility subcommittee under Hooper Ambassadors*):

Hooper Ambassadors strive to make the outdoors accessible and welcoming to all. The outdoors allows us to heal and empower ourselves and each other: we are committed to providing everyone, with their many backgrounds and experiences, an opportunity to develop their own unique relationship with the outdoors. We aim to create a diverse community, while building ally ship to each other and the planet. Hoofers Adapt aims to increase the number of accessible outdoor opportunities offered by the six Hooper clubs (*mountaineering, outing, riding, sailing, scuba, and ski and snowboard*) and to promote an inclusive culture within these clubs. Current goals/objectives:

- Work with all six clubs to adapt current activities to make them more accessible, and increase awareness of these opportunities to the campus and greater Madison communities through the use of marketing and free promotional events.
- Plan events within the Hoofers clubs to increase awareness of people with diverse abilities in the outdoors.
- When appropriate, think about different ways to acquire adaptive equipment for use in different clubs to promote accessibility.
- Train trip leaders on how to use welcoming and inclusive language, lead inclusive trips, safely include individuals of diverse abilities, and use adaptive equipment (if applicable).

Graduate Scholarship Opportunities

Occupational Therapy (Dept. of Kinesiology)

Mildred Averill Scholarship

One scholarship given to graduate woman in OT.

Jean Chapman Kiernat Scholarship

Scholarship support for a financially needy student in the Occupational Therapy Program

Amelia E. Doyon Scholarship

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

Caroline G. Thompson Scholarship

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.

Caroline G. Thompson Wisconsin Distinguished Graduate Fellowship

Fellowship for full-time doctoral students in Occupational Science. Department application process. In addition to the stipend, the fellowship includes payment of tuition, and benefits.

Lucile Schreiber & Wendel Witkay Scholarship

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

Travel award for OT graduate student(s) in the 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.

Gertrude Notbohm 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.

Additional Scholarship Resources

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

Division of Student Life

The Division of Student Life is available to students needing assistance or help navigating UW-Madison. Students looking to get involved with student government or a student organization; who are interested in learning more about leadership opportunities; seeking identity-based spaces and resources; are facing a conduct violation; or just need to talk can contact the [Division of Student Life \(https://students.wisc.edu/\)](https://students.wisc.edu/). Information on the following can be found on the webpage:

~ASSOCIATED STUDENTS OF MADISON~

~CENTER FOR LEADERSHIP AND INVOLVEMENT~

~CENTER FOR THE FIRST-YEAR EXPERIENCE~

~DEAN OF STUDENTS OFFICE~

~INTERNATIONAL STUDENT SERVICES~

~GENDER AND SEXUALITY CAMPUS CENTER~

~MCBURNEY DISABILITY RESOURCE CENTER~

~MULTICULTURAL STUDEND CENTER~

~OFFICE OF STUDENT CONDUCT AND COMMUNITY STANDARDS~

Student Services – Dean of Students Office

The [Dean of Students Office \(https://doso.students.wisc.edu/\)](https://doso.students.wisc.edu/) has a wide variety of resources and support available for all students on campus.

“We assist students with a variety of concerns by working directly with them and connecting them to appropriate resources on campus and by:

- Providing direct assistance navigating a difficult situation.
- Aiding identifying the process(es) for resolving academic and co-curricular concerns.
- Helping empower students to understand the UW system, explore options, make informed decisions and act on those decisions.

We also consult with and serve as a resource for faculty and staff, parents, families, and friends, working together to serve students.”

You may contact the Dean of Students Office for assistance with any of the following concerns:

- Academic Issues
- Bias Incidents
- Danger to Self or Others
- Death of a Friend or Family Member
- Employment Related Concern
- Family Crisis
- Financial Issues (Short term loans, extensions, etc.)
- Food Insecurity
- Health Issue
- Housing Insecurity
- Mental Health Concerns
- Physical Health (Illness, injury, etc.)
- Pregnancy and Parenting Students
- Sexual Assault, Dating, Domestic Violence or Stalking
- Students of Concern
- Student Report of Misconduct of Other Student
- Victim of a Crime
- Witness

Drop-In Hours:

Fall and Spring Semesters: Monday-Friday: 8:30 a.m.-4:00 p.m.

Winter Break and Summer: Monday-Friday, 8:30-11:30 a.m. and 1:00-4:00 p.m.

Location: 70 Bascom Hall.

Accommodations for Students with Disabilities

Student accommodations are managed through the McBurney Disability Resource Center. For details on policy and procedures for accommodations please visit: <https://mcburney.wisc.edu/>

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). The McBurney Disability Resource Center's new electronic accommodation and case management system, **McBurney Connect**, is now open for Summer 2019 term. Through McBurney Connect, students will generate a Faculty Notification Letter for each class in which they are requesting accommodations. The notification letters will replace the student VISAs (Verified Individualized Services and Accommodations plan) and will be sent to you via email. Students are still expected to meet with instructors directly to discuss their accommodations. Many students have valid VISAs and may continue to present them to you during our transition.

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.

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

Students may also connect with the Office of Compliance for information and documents on ADA Student Appeals (<https://compliance.wisc.edu/ada/appeals/student/>)

UW Writing Center

The Writing Center assists graduate writers at any stage of the writing process—from choosing a topic to drafting and revising—for any writing project. Writing Center staff will talk about your goals, review your writing, and have a conversation about what next steps you might take. Making an appointment with the Writing Center or attending one of their workshops can help to identify and clarify the principles that are most relevant to your writing.

Further information can be found at <https://writing.wisc.edu/>.

Writing Center Workshops offered for graduate students can be found at https://writing.wisc.edu/Workshops/index_workshops.html or <http://today.wisc.edu/events/department/421>

University of Wisconsin-Madison Religious Observances Policy

2 May 2018

FROM: Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs
Steven K. Smith, Secretary of the Faculty, Lori Berquam, Vice Provost for Student Life and Dean of Students

We would like to remind you of the faculty policy that mandatory academic requirements should not be scheduled on days when religious observances may cause substantial numbers of students to be absent. Some religions mark observances over multiple days, which may begin at sunset on the day preceding the posted date(s) of the holiday. In addition, given our university's multicultural community, there are bound to be conflicts between mandatory academic requirements and other religious observances. See interfaith-calendar.org for a listing, though not exhaustive, of religious holidays. Please refer to the calendar below and note the holidays so that you do not schedule mandatory exercises or major events or activities on any of these dates.

A student's claim of a religious conflict, which may include travel time, should be accepted at face value. A great 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 for meeting the academic requirement. The law also stipulates that students be given a mechanism by which they can conveniently and confidentially notify an instructor of the conflict.

Please adhere to the following three guidelines that have been developed to provide clarity for both students and instructors: (1) Announce early in the semester that your students must notify you within the first two weeks of class of the specific days or dates on which they request relief. Including this information on your course syllabus is another appropriate method to make sure your students are informed of the policy. (2) Make ups may be scheduled before or after the regularly scheduled requirements. (3) 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. Our policy seeks to be sensitive to the needs of individual students.

Please advise your teaching assistants of this policy.

Finally, on a different but somewhat parallel topic, we urge fairness, compassion, and sensitivity when you or your TAs are approached by a student requesting class time off due to a family emergency. Demonstration of your understanding in such a circumstance may be important to the student in getting through the crisis. Please note that [University Health Services](#) offers counseling for students on a 24/7 basis. For other resources related to workplace challenges, please visit the [Office of the Secretary of the Faculty webpage](#).

Mental Health Services Available for Staff and Students

By Detective Shane Driscoll, UWPD

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, 7th 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 Grievance and Appeals Procedures

Occupational Therapy Program

1. Students should direct any concerns/complaints first with the course instructor.
2. If the issue cannot be remedied with the instructor students may direct concerns/complaints to the Director of the Occupational Therapy Program.
3. If the issue cannot be remedied at the level of 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.
4. The Department, the Graduate School and the University have Grievance and Appeals policies and procedures which should be followed.

Graduate School (<https://grad.wisc.edu/documents/grievances-and-appeals/>)

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the university offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). All graduate programs, departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first.

In addition, the following administrative offices have procedures available for addressing various concerns:

Division of Student Life (for all grievances involving students)

75 Bascom Hall
608-263-5700

Office for Equity and Diversity ds (for discrimination or harassment issues)

179A Bascom Hall
608-262-2378

Office of Compliance (documents and information on ADA student appeals)

179A Bascom Hall
608-265-6018