



UNIVERSITY OF WISCONSIN-MADISON

ENTRY-LEVEL OCCUPATIONAL THERAPY DOCTORATE PROGRAM

STUDENT HANDBOOK

Revised: February 2021

Occupation is “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 UW–Madison entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Table of Contents

INTRODUCTION	4
MISSION, VISION & VALUES	5
PHILOSOPHY STATEMENT	5
PROGRAM LEARNING OUTCOMES	6
<i>Acote Standards</i>	7
<i>Occupational therapy Code of Ethics</i>	7
<i>Occupational Therapy's Commitment to Nondiscrimination and Inclusion</i>	7
<i>Academic Calendar for 2020-2026</i>	7
FACULTY & STAFF	8
ADMISSIONS	13
<i>Admission Criteria</i>	14
<i>Prerequisite Coursework</i>	14
CAMPUS & PROGRAM POLICIES	15
GRADUATE SCHOOL/CAMPUS POLICIES AND PROCEDURES	16
<i>Sexual Harassment</i>	16
<i>Discrimination</i>	16
<i>Child Abuse and Neglect</i>	16
<i>Campus Social and New Media Guidelines</i>	18
<i>Graduate School Procedures for Unsatisfactory Student Performance</i>	20
<i>Academic & Nonacademic Misconduct</i>	21
PROGRAM POLICIES AND PROCEDURES	22
<i>Student Name Tags</i>	22
<i>Student Room & Classrooms</i>	22
<i>Copy Room/Machine Use</i>	23
<i>Program Social Networking Policy</i>	23
<i>Guidelines for Immunizations and CPR requirements</i>	24
<i>Research and Practice Compliance Policies</i>	24
<i>ELOTD Program Grading Policy</i>	25
STUDENT RESOURCES	26
PROFESSIONAL ASSOCIATIONS	27
<i>Additional Professional Associations of Interest to OT</i>	28
<i>Student Associations</i>	29
GRADUATE SCHOLARSHIP OPPORTUNITIES	31
<i>Occupational Therapy Scholarships</i>	31
<i>Travel and Research Funding</i>	32
<i>Additional Scholarship Resources</i>	32
DIVISION OF STUDENT LIFE	33
<i>Student Services – Dean of Students Office</i>	33
<i>Accommodations for Students with Disabilities</i>	34
<i>UW Writing Center</i>	35
<i>University of Wisconsin-Madison Religious Observances Policy</i>	36
<i>Mental Health Services Available for Staff and Students</i>	37
<i>Student Grievance and Appeals Procedures</i>	38
ACADEMICS	39
ACADEMIC REQUIREMENTS	40
CURRICULUM	41

SCHEDULED MEETINGS	42
STUDENT EXPECTATIONS	43
<i>Attendance Policy</i>	43
<i>Advisor and Research Mentor Policy</i>	43

INTRODUCTION



Mission, Vision & Values

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.

Vision & Values:

The program includes the fundamentals of occupational therapy best practice with values emphasizing the importance of occupation, cultural responsiveness, ethical practice, interprofessional collaboration, and social justice. Our courses are organized into four main threads:

- **Practice** - Occupation-centered and evidence-based
- **Research** - Critical application and participation in clinically relevant research
- **Leadership** - Respectful advocacy, influence and transformation
- **Wellness** - Promoting health in self and others

Graduates from our program will:

1. Be **innovative** practitioners who are experts in **occupation**.
2. Be committed to **Evidence Based Practice** and take initiative to support **translational research** involvement.
3. Lead in building ethical and socially just communities and systems.
4. Demonstrate competency for **Interprofessional** practice.
5. Influence **systems** around them through advocacy and leadership.

Philosophy Statement

Our program is based on a person/environment/occupation model (PEO) (Law et al, 1996). 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.” Consistent with AOTA’s philosophical base of occupational therapy (AOTA, 2018) we believe that occupation is a right and a need for all. We also believe the participation in occupations are an important pathway to health promotion and wellbeing. With that in mind, we encourage students and faculty to engage in occupations which promote health and wellness throughout their time at University of Wisconsin-Madison. 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 interrelated developmental theories of learning. Vygotsky’s concept of scaffolding and Hilgard and Bower (1975) 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.

Hilgard, E. R. & Bower, G.H. (1975) Theories of learning.

Englewood Cliffs, Prentice Hall, Inc. Law, M., Cooper, B., Strong, S., Steward, D., Rigby, P., & Letts, L. (1996) The person-environment occupation model: A transactive approach to occupational performance. Canadian Journal of occupational therapy, 63(1), 9-23.

Program Learning Outcomes

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

1. Articulate and apply underlying occupation-based theories, concepts and techniques of occupational therapy intervention for a variety of contexts.
2. Formulate systems to gather, analyze and interpret data and present to a professional audience.
3. Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.
4. Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems.
5. Demonstrate commitment to healthy long-term professional growth through the creation, implementation, and monitoring of a career development plan including application of wellness and prevention strategies.

ACOTE Standards

Occupational Therapy Programs must be accredited by ACOTE according to these standards:

Accreditation Council for Occupational Therapy Education (ACOTE®)

Standards and Interpretative Guidelines (2018)

<https://acoteonline.org/accreditation-explained/standards/>

Occupational Therapy Code of Ethics

Occupational Therapy Code of Ethics (2020)

<https://ajot.aota.org/article.aspx?articleid=2767077&resultClick=3>

Occupational Therapy's Commitment to Nondiscrimination and Inclusion

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

Academic Calendar for 2020-2026

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

Faculty & Staff



UW Madison OT Program Contact Information

Main Office:

2196 Medical Sciences Center
1300 University Ave., Madison, WI 53706

Phone: 608-262-2936 | Fax:

PROGRAM DIRECTOR


	Contact Information	Teaching/Research Interests
	<p>Sharon Gartland, OTD, OTR OT Program Director Clinical Professor</p> <p>Room: 2190 MSC Contact: sgartland@wisc.edu 608-890-3299</p>	<ul style="list-style-type: none">• Program and Curriculum Development• Pediatrics, particularly children with Autism• Disability Studies• Participation of People with Disability in Faith Communities

PROGRAM ADMINISTRATION

	Contact Information	Primary Responsibilities
	<p>Rebecca Freitag Kinesiology/Occupational Therapy Program Administrator</p> <p>Room: 2195 MSC Contact: otoffice@education.wisc.edu rebecca.freitag@wisc.edu 608-262-2936 FAX: 1-608-262-1639</p>	<ul style="list-style-type: none">• Purchasing supplies• Travel Coordination• Key assignment• Wiscard Access• Lockers• Mail Services• Social Media and Website• Alumni Relations
	<p>Arianna Murphy, MS Fieldwork Administrator</p> <p>Room: 2130 MSC Contact: awmurphy@wisc.edu 608-262-8976 FAX: 1-608-262-1639</p>	<ul style="list-style-type: none">• Fieldwork• Orientation• Student Records• Room Reservations




ACADEMIC STAFF

	Contact Information	Teaching/Research Interests
	<p>Joshua Brown, OTD, OTR/L Fieldwork Coordinator Clinical Assistant Professor</p> <p>Room: 2120 MSC Contact: joshua.brown@wisc.edu 608-262-0093</p>	<ul style="list-style-type: none"> 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.
	<p>Sarah Pultorak, MS, OTR/L, RYT Lecturer</p> <p>Room: 3170 MSC Contact: sarah.pultorak@wisc.edu 608-262-0543</p>	<ul style="list-style-type: none"> Adult Interventions Mental Health Practices
	<p>Alexia Rebne, OTD, MS, OTR/L Admissions Coordinator</p> <p>Room: 2110 MSC Contact: otadmissions@education.wisc.edu 608-265-2223</p>	<ul style="list-style-type: none"> Admissions Diversity and Equity in OT
	<p>Sarah Zurawski OTD, MSE, OTR/L Lecturer</p> <p>Room: 3170 MSC Contact: sarah.zurawski@wisc.edu 608-262-0543</p>	<ul style="list-style-type: none"> High-quality online teaching practices Mental Health Practices Pediatric and School-based Practice Older Adults

	Contact Information	Teaching/Research Interests
	Jean Patz, OTR/L, MS Instructor Contact: jpatz@wisc.edu 608-698-7383	<ul style="list-style-type: none"> • Pediatrics • Developmental Disabilities

GRADUATE FACULTY

	Contact Information	Teaching/Research Interests
	Karla Ausderau, PhD, OTR/L Assistant Professor Room: 2173 MSC Contact: kausderau@wisc.edu 608-262-0653	<ul style="list-style-type: none"> • Impact of eating and mealtimes on child health, family well-being, and daily participation among children with autism spectrum disorders. • Sensory feature in children with autism spectrum disorders.
	Dorothy Farrar-Edwards, PhD Professor Room: 2176 MSC Contact: dfedwards@wisc.edu 608-262-7421	<ul style="list-style-type: none"> • Effects of cognitive impairment on occupational performance • Aging, stroke, and Alzheimer's disease • Health disparities • Minority participation in research
	Beth Fields, PhD, OTR/L, BCG Assistant Professor Room: 2170 MSC Contact: befields2@wisc.edu 608-263-7295	<ul style="list-style-type: none"> • Caregivers and Aging Adults • Quality of Healthcare Delivery • Implementation of evidence-based interventions • Process measure development • Adapted horseback riding

	<p>Elizabeth Larson, PhD, OTR Associate Professor</p> <p>Room: 2180 MSC Contact: elizabeth.larson@wisc.edu 608-262-0520</p>	<ul style="list-style-type: none"> • Caregiving for children with disabilities and caregiver well-being • Self-care skills of children with autism • Time-use and temporality
	<p>Kristen Pickett, PhD Assistant Professor</p> <p>Room: 2165 MSC Contact: kristen.pickett@wisc.edu 608-890-2103</p>	<ul style="list-style-type: none"> • 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
	<p>Brittany Travers, PhD Assistant Professor</p> <p>Room: 2185 MSC Contact: btravers@wisc.edu 608-262-7878</p>	<ul style="list-style-type: none"> • Advancing knowledge about motor development, brain development, and independent living skills to promote and enhance quality of life for individuals on the autism spectrum

Admissions



Admissions to Entry-Level Occupational Therapy Doctorate Degree (ELOTD)

The Entry-Level Occupational Doctorate Program at UW-Madison is an entry-level 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 ELOTD 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 ELOTD Program also includes 24 weeks of full-time fieldwork and a capstone project. Each year, 32 students are admitted into the ELOTD 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.

Admission Criteria

- Bachelor's degree (or equivalent) from a regionally accredited school of higher education by the start of the program.
- Transcripts from each college, university, or technical college attended showing work completed and in progress.
- Documentation of paid or volunteer experience in at least two different settings serving persons across the lifespan with physical, behavioral or mental health disabilities.
- Direct observation of Registered Occupational Therapists, or Certified Occupational Therapy Assistants, providing services is highly recommended.
- Personal statement responding to prompts provided on the graduate application.
- Prerequisite Coursework (completion of all courses by time of summer admission).

Prerequisite Coursework

- Lifespan Development (6 credits)
- Abnormal Psychology (3 credits)
- Statistics (3 credits)
- Human Physiology (3-5 credits WITH LAB)
- Human Anatomy (3-5 credits)
- Human Anatomy Lab (1-3 credits)

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& Prerequisite Coursework Website:

<https://kinesiology.education.wisc.edu/elotd/apply/>

Campus & Program Policies



Graduate School/Campus Policies and 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/>

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-harassment/>

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, Diversity, and Inclusion \(OEDI\)](#) 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.

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.

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.

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.

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

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/>

Program Policies and Procedures

Student Name Tags

All ELOTD Students will be issued a name tag during their first semester in the program. You are required to wear your nametag anytime you are representing the UW-Madison Occupational Therapy Program on campus or in the community. Students are required to wear their nametag when participating in all department/program activities such as:

- Level I and Level II Fieldwork
- Pro Bono Clinic
- Preschool visits or other community-based class activities
- Program fundraisers and events

Students are responsible for keeping track of their name tag for the duration of the program. The department will provide one nametag free of cost. Should that nametag be lost, broken, or misplaced, students are responsible for ordering and paying for a new nametag.

If you do misplace your nametag, please contact the program administrator for instructions on building a new nametag.

Student Room & Classrooms

- The door will have a keypad 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, Kevin Tschopik, 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.***

Copy Room/Machine Use

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 2195, 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.

Program Social Networking Policy

- Students shall not post any personal or health information of patients or clients that are seen during any portion of the ELOTD 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 (e.g., 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). Blurring or blocking out a client’s face does not make it appropriate to share freely.
- 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 occupational therapy doctorate 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)
6. **COVID vaccine strongly recommended (likely to become required)**

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

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

ELOTD 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.

ELOTD Program Grading 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. 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>

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

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

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

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

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

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

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.

SSO:USA – Society for the Study of Occupation: USA (ssou.memberclicks.net)

The SSO:USA is a research society that strives to build the body of knowledge in occupational science to benefit humanity.

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

RESAN 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

****HISTORICAL LIST OF ORGANIZATIONS IN THE PROGRAM****

First Entry-Level OTD cohort will determine future of these organizations.

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 ELOTD 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 ELOTD 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 ELOTD 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.org/adapt)

(Hoofers Adapt is the accessibility subcommittee under Hoofers Ambassadors): Hoofers 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 Hoofers 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

<u>Occupational Therapy Scholarships</u>	
<i>**Wisconsin residents will receive an annual scholarship of \$5,000 which will be directly applied to their tuition bills.</i>	
Mildred Averill Scholarship	One scholarship given to graduate woman in OT.
Linda M. Anderson Memorial Scholarship	This award shall be for a student who demonstrates a strong interest in and/or involvement in occupational therapy professional organizations.
Jean Chapman Kiernat Scholarship	Scholarship support for a financially needy student in the Occupational Therapy Program.
Donna Boswell Lafrazia Scholarship	A student in the Occupational Therapy Program with demonstrated financial need.
Mary L. Schneider Occupational Therapy Scholarship	The Fund will provide financial support to students in the Department of Kinesiology's Occupational Therapy Program. The scholarship will be awarded annually to a student in the Occupational Therapy Program who has financial need. The Donor prefers that recipients have an interest in research in the occupational therapy field.
Lucile Schreiber And Wendel A. Witkay Scholarship	A worthy and/or needy student majoring in OT and planning to work in the field. The basic purpose of the award is to encourage and assist students who show promise, creativity and dedication.
Toni (Schuster) Walski Occupational Therapy Scholarship	The scholarship shall be made annually to one student in the Occupational Therapy Program.
<i>**The following scholarships are only available to students who are already enrolled</i>	
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 in preparation for Entry-Level practice of OT.
Caroline Goss Thompson Wisconsin Distinguished Graduate Fellowship In Occupational Therapy	The purpose of the fund is to create a Distinguished Graduate Fellowship in OT.

Grebner Family Occupational Therapy Fieldwork Scholarship	The fund shall support Entry-Level students in the OT program during their participation in a full-time Level II Fieldwork experience outside the Madison area. The award shall be made to students who are members of underrepresented groups or populations and who demonstrate financial need.
Grebner Family Occupational Therapy Fieldwork Scholarship	The fund shall support Entry-Level students in the OT program during their participation in a full-time Level II Fieldwork experience outside the Madison area. The award shall be made to students who are members of underrepresented groups or populations and who demonstrate financial need.
Amelia E. H. Doyon Scholarship	OT Majors based on academic standing and financial need. Recipient must have attended the University for at least one year.
<u>Travel and Research Funding</u>	
Gertrude E. Gaston Endowment In Occupational Therapy	This fund is being used for student support in research and travel.
Beth Roughton Memorial Travel Award	Travel award for one or more OT graduate student(s) in the OT Masters or the OT Doctoral tract to enable the student to attend a professional meeting relative to their research and/or professional development.

Additional Scholarship Resources

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

<https://aotf.org/Scholarships>

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/).

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:

<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
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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

It is faculty policy that mandatory academic requirements should not be scheduled on days when a religious observance may cause substantial numbers of students to be absent from university functions.

A student's claim of religious conflict should be accepted at face value. A great variety of valid claims exist for religious groups, and there is no practical, dignified, or 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 observances must be given an alternative means of meeting the academic requirement. The law also stipulates that students be given means by which they can conveniently and confidently notify an instructor of the conflict.

Find more information about the university's policy on religious observances on the Office of the Secretary of the Faculty [Academic Calendar](#).

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

Academics



Academic Requirements

Course Requirements:

All students must complete 97 credits as defined in the curriculum for the Entry-Level Doctorate 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.

Capstone Project:

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

More information will come in a capstone handbook.

Application for Graduation:

All students should apply for graduation during the semester in which they plan to graduate. Information regarding graduation will be sent to students during the semester in which they will complete didactic campus coursework.

Fieldwork:

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

Additional information on the ELOTD 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

Summer 1 (9 credits)

ANATOMY 622	Human Anatomy-Physical Therapy, Occupational Therapy	6
OCC THER 650	Enabling Occupations: Introduction	2
OCC THER 731	Living Well: Wellness Promotion for Graduate Students	1

Fall 1 (15 credits)

OCC THER 640	Applied Neuroanatomy for Allied Health Professionals	3
OCC THER 651	Clinical Conditions I	1
OCC THER 710	Professional and Leadership Skills 1: Foundations	2
OCC THER 722	Enabling Occupations 1: Adult Focus	4
OCC THER 770	Evidence Based Practice Lab Practicum	2
OCC THER 771	Evidence Based Practice 1: Basics	3

Spring 1 (14 credits)

OCC THER 711	Professional and Leadership Skills 2: Effective Interprofessional Relationships	2
OCC THER 723	Enabling Occupations 2: Adult Focus	4
OCC THER 726	Level 1 Fieldwork A: Adult Physical Disabilities	1
OCC THER 732	Living Well: Designing Occupation-Based Wellness Promotion	2
OCC THER 770	Evidence Based Practice Lab Practicum	2
OCC THER 772	Evidence Based Practice 2: Research Design, Methods, and Analysis	3

Summer 2 (10 credits)

OCC THER 652	Clinical Conditions II	1
OCC THER 724	Enabling Occupations 3: Mental Health Across the Life Span	3
OCC THER 727	Level 1 Fieldwork B: Community-Based Mental Health	1
OCC THER 733	Promoting Health and Wellness for Populations	2
OCC THER 814	Communicating OT to Interprofessional Audiences	3

Fall 2 (15 credits)

OCC THER 725	Enabling Occupations 4: Pediatrics	5
OCC THER 728	Level 1 Fieldwork C: Pediatrics	1

OCC THER 770	Evidence Based Practice Lab Practicum	2
OCC THER 773	Evidence Based Practice 3: Research Translation	3
OCC THER 811	Applied Leadership and Management in OT	3
OCC THER 821	Case Synthesis 1	1
Spring 2 (7 credits + 2 optional elective credits)		
OCC THER 662	Level II Fieldwork A	6
OCC THER 880	Introduction to Capstone	1
Summer 3 (9 credits)		
OCC THER 664	Level II Fieldwork B	6
OCC THER 812	Current Trends Shaping Occupational Therapy Practice	3
Fall 3 (9 credits)		
OCC THER 712	Professional and Leadership Skills 3: Management	2
KINES 785	Human Occupation and Health	2
OCC THER 822	Case Synthesis 2	2
OCC THER 881	Capstone Project 1	3
Spring 3 (9 credits)		
OCC THER 882	Capstone Project II	3
OCC THER 883	Doctoral Experiential Component	6
Total Credits		97

Scheduled Meetings

The Occupational Therapy Program requires that Entry-Level OTD 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 speakers, 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.

Student Expectations

Attendance Policy

In keeping with the professional behavior expected of Occupational Therapists, students are expected to attend all class meetings, whether being held virtually or in-person. This includes all lectures, labs, and fieldwork. 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

Exams, learning activities, and assignments will not 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

Our goal is to provide excellent advising and research mentoring to ELOTD students in an efficient manner.

Process:

Students will be assigned both an academic advisor and a research mentor. Each research faculty advisor will be paired with a clinical faculty member so that all students have access to two individuals for support in the program.

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. Research faculty members will give an in person or video brief presentation of each lab's research during orientation. Afterwards, 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. Students will then be assigned to their Advisor/Mentor at the beginning of the fall semester of their first year.

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 a research mentor, faculty will support students through their ELOTD research project.

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

Should a student experience 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.