University of Nebraska Medical Center℠

COLLEGE OF ALLIED HEALTH PROFESSIONS

Division of Occupational Therapy Education

Student Handbook

Entering Class of 2021

Welcome

Welcome to the Division of Occupational Therapy (OT) Education in the Department of Health and Rehabilitation Sciences, College of Allied Health Professions (CAHP) at the University of Nebraska Medical Center (UNMC). We are pleased to join you on your journey toward becoming an occupational therapist.

This handbook is designed to provide information about the Division of OT as a supplement to the UNMC Student Policies and Procedures, the CAHP Handbook, the University Catalog, the UNMC website, and Division course syllabi. All UNMC students are expected to follow the policies and procedures established by the University, College, and Division. Be familiar with the contents of all the resources. Keep the websites and handbooks bookmarked on your computer as useful resources. All students, regardless of their year of enrollment, are responsible for knowing and abiding by policies specific to the Doctor of Occupational Therapy (OTD) program identified within the Division Handbook.

You will receive additional information about professional behavior, Level I Fieldwork, Level II Fieldwork, and Doctoral Capstone as you move forward in the program. Handbooks are published to provide a readily available source of information for students, faculty, and staff. The documents are subject to additions, deletions and other revisions as deemed necessary by the University, College, or Division. Changes may be made without advance notice. Updates will be made available through the website, with notification via University email.

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SECTION 1. PROGRAM OVERVIEW

The curriculum for the entry-level Doctor of Occupational Therapy (OTD) within the Division of Occupational Therapy Education at the University of Nebraska Medical Center (UNMC) reflects the mission of the University, the philosophy of the profession, the beliefs and values of the faculty, and the needs of our graduate students.

Program history

The Division of Occupational Therapy Education is housed within the Department of Health and Rehabilitation Science, College of Allied Health Professions, University of Nebraska Medical Center (UNMC). The UNMC's College of Allied Health Professions opened a second campus in 2016, located 185 miles from the main campus and the urban corridor of the state. Five additional allied health professions programs provide synchronous and asynchronous hybrid education, with core and adjunct faculty members actively engaged on both campuses. The University of Nebraska Board of Regents approved an OTD Program in October 2017. The first class of students was accepted in 2021 and is expected to graduate in 2024. The program will offer distributed delivery on Omaha campus and Health Science Education Complex (HSEC) in Kearney. Graduating students receive a Doctor of Occupational Therapy degree.

Mission statements

The mission of the Division of Occupational Therapy Education is to advance health through meaningful participation in everyday living for all people and communities.

UNMC / Nebraska Medicine mission

We are Nebraska Medicine & UNMC. Our mission is to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.

College of Allied Health Professions mission

The mission of the College of Allied Health Professions is to advance health by:

- Delivering allied health educational programs that prepare graduates to provide high quality, evidence-based, safe care for all patients;
- Conducting scholarly activities that create and disseminate knowledge reflective of the unique contributions of allied health theory and practice;
- Providing high quality, contemporary clinical care in the allied health disciplines, and
- Providing outreach to underserved populations.

Accreditation

The entry-level OTD Program (Program) has received Candidacy Status with the Accreditation Council for Occupational Therapy Education (ACOTE®), part of the American Occupational Therapy Association (AOTA): 301-652-2682, weblink, or ACOTE c/o Accreditation Department, American Occupational Therapy Association, 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. The Higher Learning Commission the North Central Association of Colleges and Schools also accredit UNMC programs.

Fundamental beliefs about humans and how they learn
Our program is consistent with the American Occupational Therapy Association (AOTA) Philosophic Base of Occupational Therapy (AOTA, 2017) and Philosophy of Occupational Therapy Education (AOTA, 2018). The UNMC Division of Occupational Therapy Education facilitates learning as meaningful occupation for students. Education enables students to become practitioners in the society of occupational therapy for the benefit of individuals, groups and organizations. We incorporate active and inclusive learning, collaborative process, continuous evaluation and self-reflection, and lifelong learning.

Curricular themes & threads

Occupation for Health
Application of occupation-based and evidence-based intervention for current practice, leadership, education, and scholarship.

Translational Science
Sharing knowledge *from* practice *for* practice to increase quality and effectiveness of services to improve health.

Personal & Professional Dev
Development of lifelong learners, demonstrating a commitment to professional standards and responsibilities.

Curricular themes and threads
Curricular themes and threads are incorporated into courses across the curriculum. Syllabi include overarching course goals for each theme, mapped to threads, accreditation standards, student learning outcomes, learning activities, and outcomes assessments.

Instructional design
Instructional design is focused on transformative learning (Frenk, 2010). Instructional design methods are interdependent: no single design is sufficient to educate occupational therapy practitioners. Instructional design in the UNMC OTD curriculum integrates subject-centered, inquiry-centered, and learner-centered methods of learning to develop adaptive practitioners.

- Subject-centered learning is informative, providing core content relevant to current practice, enabling students to acquire knowledge of discipline-related theories, principles, and methods. Subject-centered learning focuses on *occupation for health.*
- Learner-centered learning is formative, promoting responsibility for self-reflection and self-direction, lifelong learning, and growth for the benefit of self and others. Learner-centered learning focuses on *personal and professional development.*

- Inquiry-centered learning is transformative, supporting strategies to frame and confront day-to-day challenges, facilitating novice to expert ways of thinking, and implementing solutions. Inquiry-centered learning focuses on *translational science.*

Curricular themes mapped

Curricular themes mapped to CAHP Student Learning Outcomes, applied as OTD curricular threads (CAHP SLOs Adopted 7.10.19)

OTD Theme - Occupation for Health	
Application of occupation-based and evidence-based intervention for current practice, leadership, education, and scholarship.	
CAHP Student Learning Outcomes/ OTD Threads	
Foundational Knowledge	Foundational Knowledge: Generalize foundational theories, principles, and methodologies to evidence-based clinical care, teaching, and research in one's profession.
Clinical Care	Demonstrate evidence-based knowledge of person-centered clinical care reflective of the professional standards in one's profession.
Healthcare & Education Systems	Approach clinical care, teaching, and research in a manner that is considerate of safety, efficiency, timeliness, sustainability, and ethical decision-making.
OTD Theme - Translational Science	
Study of and process for sharing knowledge *from* practice *for* practice to increase quality and effectiveness of services to improve health.	
CAHP Student Learning Objectives/ OTD Threads	
Translational Knowledge	Apply knowledge to complex problems to meet the evolving healthcare needs of individuals and communities through technology, invention, research, advocacy, and outreach.
Civic Responsibility	Engage in service, outreach, and advocacy opportunities for the advancement of patient care, patient safety, community health, and the allied health professions.
OTD Theme – Personal and Professional Growth	
Development of lifelong learners, demonstrating a commitment to professional standards and responsibilities.	
CAHP Student Learning Objectives/ OTD Threads	
Personal & Professional Growth	Engage in lifelong learning and professional growth based on self-assessed limitations through the synthesis of reflective thought, feedback from others, and situational evaluation and analysis.
Inclusion & Equity	Exhibit culturally sensitive behaviors that promote an inclusive, equitable, and safe environment for all individuals and communities.
Interprofessional Teamwork	Embrace the unique roles and experiences of the various healthcare professions, promoting a team-based approach to healthcare, teaching, and research.

Communication & Collaboration	Cultivate an environment of collaboration by engaging in productive communication with all members of one's team.

Program philosophy statement

We believe in the pursuit of meaningful activity, life occupation, as a fundamental human right. We view learning as occupation for our students, necessary for doing, being, and becoming (Wilcock,1999). We believe humans continue to change and grow throughout life through a complex integration of occupation and adaptation (Schkade, 1992).

We believe in occupation for health as the foundation of occupational science. We believe all people have an innate drive to do, to be occupied. We believe in applying occupation through occupational therapy as means and end for health and wellness. We believe the occupation of learning involves immersive tasks to adapt and grow. Immersive learning encompasses diverse interactive experiences; broad contexts; protracted engagement; and autonomy balanced with collaboration.

We believe personal and professional growth is an occupational process. We believe all people have an innate drive to become, to grow and change, unique to each person's beliefs and abilities. We believe the occupation of growth involves a repeated, immersive process of personal inward reflection, goal and strategy setting, implementation, and reassessment. We challenge learners to adapt and to model the process of growth.

We believe translational science can close the knowledge-to-practice gap to support one's community. We believe translation involves community engagement to identify real world challenges and collaborate for action. We believe all people have an innate drive to belong, to be part of a group, to contribute. We believe the profession has an obligation to involve the community in action and to return knowledge to those who will most benefit.

Curricular foundation
Dewey - pragmatism

We ground the curriculum in Dewey's pragmatism as foundational to health and human service professions (1920). Pragmatism recognizes a complex interaction of person and environment to test hypotheses for active growth of the learner. The curriculum contains immersive, interactive, developmental teaching and learning to facilitate learner acquisition of skills, abilities, and attitudes. Dewey's pragmatic approach is echoed in Kuh's high impact practices (2008). High impact practices include learning communities, core curriculum, collaborative projects, community-based learning, capstone experiences, and projects.

Knowles and Mezirow – andragogy and transformation

We incorporate Knowles' adult learning, in which each person defines their needs, goals, resources, strategies, and means to assess outcomes (1984). The curriculum encourages adult learners to build on prior knowledge, applied to new circumstances. We believe the process of learning and making mistakes prompts change, as an occupational process.

Mezirow posed that learners create new meaning from reevaluating their experiences (1991). Learning facilitates critical reflection about *content, process,* and *premise*. The curriculum intentionally provides challenges through a variety of practice-based learning activities, facilitating novice to expert ways of thinking and doing.

Schkade & Schultz - Occupational Adaptation
Knowles - Andragogy, Mezirow - Transformative learning
Dewey - Pragmatism
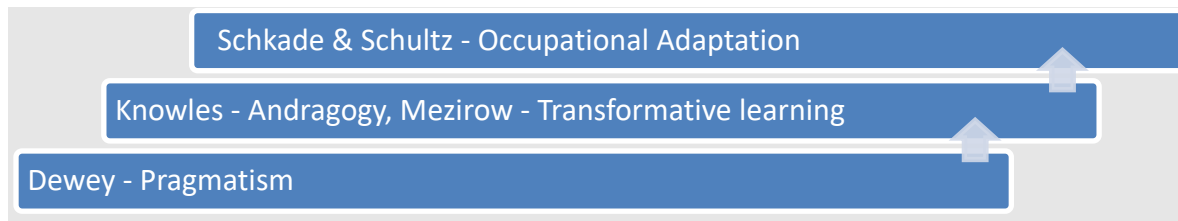
Schkade and Schultz – occupational adaptation
Learning and adaptation are intertwined. Schkade and Schultz (1992) described Occupational Adaptation as a theoretical frame of reference merging occupation and adaptation as one construct, describing a *normative process* through which human beings change. Occupation, in this instance the occupation of learning, provides the vehicle by which human beings respond to life challenges. Times of life transition, as in graduate school, create a press for mastery based on external demand and internal desire. The curriculum facilitates learner development of adaptive strategies to master occupational challenges.

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Course sequencing

The OTD degree requires completion of 113 semester credit hours. Course sequence will be different for individual students. Current research suggests large cohorts contribute to high attrition (Bowyer, 2018). Split cohorts will support more individualized instruction and distribute the student field experiences across fieldwork sites. Terms 1 – 4 are hybrid delivery with content via learning management system and in-person.

Term 1 (Year 1 – Fall)
OCCT500 Occupational Foundations (3cr)
OCCT501 Structure & Function for Occupation (4cr)
OCCT520 Integrative Practice 1 (3cr)
PHYT502 Human Movement (4cr)
Term 2 (Year 1 – Spring)
OCCT530, 531, or 532 Occupation-based Practice 1, 2, or 3 (7cr)
OCCT540 Evidence-based Practice 1 (3cr)
OCCT521 Integrative Practice 2 (3cr)
OCCT550 Fieldwork 1A (1cr)
Term 3 (Year 1 – Summer)
OCCT530, 531, or 532 Occupation-based Practice 1, 2, or 3 (7cr)
OCCT541 Evidence-based Practice 2 (3cr)
OCCT522 Integrative Practice 3 (3cr)
OCCT550 Fieldwork 1B (1cr)
PHYT510 Physical Agent Modalities (3cr)
Term 4 (Year 2 – Fall)
OCCT530, 531, or 532 Occupation-based Practice 1, 2, or 3 (7cr)
OCCT642 Evidence-based Practice 3 (3cr)
OCCT623 Integrative Practice 4 (3cr)
OCCT550 Fieldwork 1C (1cr)

Term 1. The entire cohort participates in Term 1 courses for foundational content, interprofessional collaboration, and an introduction to OTD curricular design. All health professions students complete an interprofessional seminar during orientation.

- Occupational Foundations provides information related to occupation, occupational science, history of the profession, ethics, and application of *occupation for health*.
- Human Movement provides information and skills related to client factors, performance skills, and environment in an interprofessional course taken with physical therapy students.
- Structure and Function for Occupation is also an interprofessional course. OTD students participate in Genetics Cell Biology & Anatomy (GCBA) anatomy modules for back, upper limb, and neuroanatomy with physical therapy and physician assistant students. OTD students have separate modules in function and structure through case analysis applying *occupation for health*.
- Integrative Practice 1 is the first of a series of courses in which students learn to apply multiple skills. The first course provides an overview of the curricular design (didactic and clinical). We focus on transparency of themes, threads, learning activities, and outcomes assessments. Students complete self-assessment for *personal and*

professional development, including applying occupational adaptation as a grounding professional theoretic frame of reference. Students examine their own roles and patterns for health and wellness, reflecting on personal *occupation for health*. Integrative Practice introduces *translational science* as a professional responsibility.

Terms 2, 3, and 4. The cohort may be (randomly) split during Terms 2, 3, and 4 to support smaller instructor-to-student ratios in Occupation-based Practice.

- Occupational-based Practice (OBP) courses 1, 2, and 3 address *occupation for health* across the lifespan: OBP1 infants and children; OBP2 youth and young adult; OBP3 middle and older adults. We intentionally designed intensive courses with a lifespan approach based on the belief of humans as integrated beings. Courses focus on occupations for the age range, contexts (typical and emerging), remediation/ prevention/promotion, OT process for individuals, groups, and organizations using the Occupational Therapy Practice Framework. Cognitive, sensorimotor, and affective objectives increase in complexity across Terms 2, 3, and 4, demanding adaptation and relative mastery. Much work is case-based with increasing complexity both within a single term and from one term to the next. Cases add complexity with confounding factors (diagnostic, polypharmacy, contextual, ethical issues, etc.)
- Integrative Practice courses 2, 3, and 4 support expansion of multiple skills used across all areas of practice. These include teamwork, communication, ethics, culture, health literacy, telehealth, etc. Students apply skills in Occupational-based Practice courses and Level I Fieldwork. Students revise professional development plans within each Integrative Practice course, identifying goals and strategies for personal and professional development. Integrative Practice 4 also preps for Level II Fieldwork.
- Evidence-based Practice (EBP) courses 1, 2, and 3 provide skills for scholarship with connection to *knowledge translation* with application of *occupation for health*. EBP1 Study Designs and Analytic Approaches addresses skills for clear design, and knowledge translation. EBP2 Research Proposal Development and EBP3 Systematic Reviews for Occupational Therapy address continued development of research methods and methodology, knowledge, and application in practice-based projects, and effective intervention.
- Level I Fieldwork (A, B, and C) are a three-course sequence providing directed observation and participation in selected aspects of the occupational therapy process across a variety of settings and age ranges. Level I Fieldwork corresponds to concurrent enrollment in Occupation-based Practice, emphasizing application of *occupation for health* and *personal and professional development*.

In Term 3, Physical Agent Modalities presents theory and application of selected physical agents, taken as an interprofessional course with physical therapy students.

Term 5 (Year 2 – Spring)	
OCCT710 Doctoral Capstone 1 concurrent with Fieldwork or Coursework (1cr)	
OCCT650 Fieldwork 2A (12cr)	OCCT700 Management Admin & Policy (4cr) OCCT701 Practitioner as Educator (4cr) OCCT702 Emerging Practice & Advocacy (4cr)
Term 6 (Year 2 – Summer)	
OCCT711 Doctoral Capstone 2 concurrent with Fieldwork or Coursework (1cr)	
OCCT651 Fieldwork 2A or B (12cr)	OCCT700 Management Admin & Policy (4cr) OCCT701 Practitioner as Educator (4cr) OCCT702 Emerging Practice & Advocacy (4cr)
Term 7 (Year 3 – Fall)	
OCCT712 Doctoral Capstone 3 concurrent with Fieldwork or Coursework (1cr)	
OCCT651 Fieldwork 2B (12cr)	OCCT700 Management Admin & Policy (4cr) OCCT701 Practitioner as Educator (4cr) OCCT702 Emerging Practice & Advocacy (4cr)
Term 8 (Year 3 – Spring)	
OCCT713 Doctoral Capstone 4 (14cr) OCCT714 Doctoral Capstone 5 (1cr)	

Terms 5, 6, and 7. The cohort may be split during Terms 5, 6, and 7, based on available Level II Fieldwork placements or other factors. Students alternate face-to-face practice placements with online coursework. This level of coursework also addresses all three curricular themes.

- Level II Fieldwork, IIA and IIB, provide in depth experience delivering occupational therapy services to clients in various practice settings, focusing on purposeful and meaningful occupation, application of occupation-based research, administration, and management of occupational therapy services.
- Management, Administration, & Policy addresses management and administration across a range of contexts to include contemporary social, political, and legal issues impacting practitioner, consultant, and entrepreneur roles.
- Emerging Practice & Advocacy addresses program development and implementation of community-based practice for groups, communities, and populations.
- Practitioner as Educator addresses educational theory, tools, technology, and effective strategies to develop optimal learning for individuals and communities, applying the principles of instructional design, teaching, and learning in preparation for work in an academic setting.

The doctoral capstone (DC) series crosses Terms 5, 6, 7, and 8. DC 1, DC 2, and DC 3 support the creation of the doctoral experience and project. The series supports alignment with community needs and faculty scholarly agendas, collaboration with stakeholders, and finalizing contracts and professional development plans.

Term 8. The final doctoral capstone courses are split to enable completion of the experience and project, separate from credit for dissemination to the profession and to community stakeholders.

- DC4 accounts for the doctoral experience and preparation of doctoral project in the community, in one or more areas of expertise.

- DC 5 accounts for translation from knowledge to practice the doctoral experience and capstone project, demonstrating scholarship, knowledge synthesis, and translation.

Evaluation philosophy

Student evaluation is created from backward design. First, we identify the performance expected of an entry-level practitioner, then identify learning activities and outcomes assessments that fit them across the curriculum as a whole and for individual courses. Evaluation strategies are primarily mid and higher taxonomic level skills typically used in practice. For example, evaluations focused on *occupation for health* may include case studies, teaching plans, patient education materials, equipment ordering, completion of ADA or home assessments, patient or client assessment (bottom-up and top-down to reflect varying practice contexts), literature reviews incorporating assessment of the evidence for application to practice. Evaluations focused on *translational science* may include knowledge translation plans, grants, and advocacy plans. Evaluations focused on personal and professional development (generally in *Integrative Practice* courses and third year management, education, and emerging practice courses) include peer critique, faculty/mentor/supervisor feedback, and professional development plans setting goals using occupational adaptation to identify adaptive strategies for relative mastery.

Student evaluation is formative, summative, and confirmative. Formative evaluation takes place when learners are still working on tasks or courses. Learning-in-process enables development of adaptive strategies. Summative evaluation takes place when tasks or courses are complete, such as objective structured clinical exams (OSCEs) or Fieldwork Performance Evaluation (FWPE). Summative evaluation should be a summary to showcase what has been learned. Confirmative evaluation comes in the form of the OT Knowledge Exam, National Board for Certification in Occupational Therapy (NBCOT) exam, employer surveys, etc. sometimes months and years following completion of didactic courses and graduation. Confirmative evaluation also provides business metrics connecting student evaluation to program evaluation.

Integrated experiences are one other type of student evaluation used in the curriculum. They often involve case application to facilitate enduring learning by integrating key concepts from courses across the semester and reflect the process of professional growth, which is a central theme of the UNMC curriculum. The context of each case requires synthesis of learning and provides a springboard to the concepts presented in subsequent semesters. The integrated experience is an opportunity for each student to demonstrate emerging competency in specific attitudes, behavior, and skills outlined in the assignment.

Student evaluation is also connected to Kirkpatrick based educational outcome levels (Milota, 2019). Level 1 outcomes measure student reactions such as course surveys. Level 2 outcomes measure student attitudes, knowledge, and skills through pre and post-tests, OSCEs, demonstrations, written products, etc. Level 3 outcomes measure student behavioral change, particularly during fieldwork and capstone. Level 4 outcomes measure results that benefit organizational practices, patients, clients, and communities. Level 4 outcomes come from employer and alumni surveys, patient and stakeholder feedback. Each of these Levels

may contribute to program evaluation, with Level 4 the most strongly connected to our responsibility in knowledge translation/translational science.

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SECTION 2. ACADEMIC POLICIES AND PROCEDURES

Academic calendar
The Division will provide schedules via Canvas with key dates. Please note that interprofessional courses in terms 1 and 3 have schedules that may differ from the UNMC academic calendar. Individual schedules for Level II Fieldwork and Doctoral Capstone may differ from the academic calendar during terms 5, 6, 7, and 8.

Continuation standards
Students in the OTD program are expected to meet academic and professional standards for retention and progression in the program. Academic and professional standards include meeting minimum grade requirements, demonstrating academic integrity, exhibiting professional behavior, and adhering to safety standards. Failure to comply with these standards will result in the student appearing before the Student Success and Performance Evaluation Committee and may be cause for dismissal. Students must meet essential functions in five categories across academic and clinical settings in order to progress in and complete the occupational therapy program. Students enrolled in the OTD program are expected to meet the Technical Standards and Essential Functions (p.31) set forth by the UNMC Division of Occupational Therapy Education in order to be eligible for graduation.

Scholastic standards
Final grade of C (73%) or better, or pass each required course, regardless of the Division, School, or College offering the course:
- Overall grade point average (GPA) of 2.5 or better in each semester of the program.
- Overall GPA of 2.5 or better cumulatively throughout the curriculum.

Grading scale
Letter grades are assigned based on the student's academic performance. The College grading scale is defined in the CAHP Handbook [here](#). Guidelines may vary between or within divisions. Most courses offered through the Division of Occupational Therapy Education with an OCCT prefix will be graded according to the scale listed below; however, course coordinators/instructors have autonomy to publish their own scales.

A+	= 97.00-100.00	C+	= 77.00-79.99
A	= 93.00-96.99	C	= 73.00-76.99
A-	= 90.00-92.99	C-	= 70.00-72.99
B+	= 87.00-89.99	D+	= 67.00-69.99
B	= 83.00-86.99	D	= 63.00-66.99
B-	= 80.00-82.99	D-	= 60.00-62.99
		F	= 00.00-59.99

Grade point averages
Grade point average is calculated with the following correlation.

Grade	Points	Grade	Points
A+ (optional)	4.0	C	2.0
A	4.0	C-	1.67

A-	3.67	D+	1.33
B+	3.33	D	1.0
B	3.0	D-	0.67
B-	2.67	F	0.00
C+	2.33	I	not used in calculation of GPA

Grades of pass/fail and incomplete are not included in GPA calculation. For repeated courses, the new grade replaces the previous grade in GPA calculation.

Incomplete grades
Students may receive a grade of I for a didactic course in which they have made satisfactory progress, but extenuating circumstances prevent completion by the end of the semester. The student will write, and the course instructor may approve or request revisions to the action plan, which should be finalized by the end of the semester. The Division academic review committee will examine the action plan. Without instructor approval, all missing course work will receive a score of zero. A grade of Incomplete cannot be used to remediate failing performance.

The course coordinator/instructor reports incomplete grades with the action plan. A student must remove the incomplete with a passing grade by the deadline specified in the plan but no later than 12 months. If the student does not satisfactorily complete the action plan, the grade is automatically converted to an F. Division academic review committee may grant individual exceptions.

Academic probation
A student may be placed on academic probation for failure to meet minimum grade requirements, a breach of academic integrity, a breach of professional conduct, or non-adherence to safety standards. A student on academic probation will be required to complete an action plan agreed upon and signed by both the student and the Program Director or designee. Please refer to the UNMC Student Policies and Procedures and the CAHP Student Handbook for complete details. If the action plan is not successfully completed in the specified time frame, the student may be subject to further actions as recommended by the Division academic review committee. If a student is placed on probation a second time during the program, the student will be dismissed unless there are extremely compelling reasons for retention.

Failing grades
Any grade less than a C (73%) or pass is considered a failing grade. Students who have failed a course will not be promoted to the succeeding semester of the program. Students receiving a failing grade in any course within the curriculum will be required to meet with the Division academic review committee to develop an action plan.

Action plans may include retaking and passing the failed course, or a course deemed of equivalent content. The Division Standards Review Committee identifies equivalency for the failed course. For equivalent courses, both course grades will be calculated in the grade point

average. Refer to the fieldwork education and capstone handbooks for all clinical education courses.

Withdrawal
Withdrawal constitutes a formal action initiated by the student to terminate academic standing within the program. Before requesting a withdrawal, the student should refer to the UNMC Student Handbook for information regarding tuition obligations. In addition, the student should visit the CAHP Office of Student Affairs and the UNMC Division of Student Success to discuss the effects of withdrawal on tuition and on any loans or scholarships for which the student has applied or has in place.

Termination of enrollment and dismissal
Dismissal is a final status mandated by failure to progress including unsatisfactory grades, a breach of academic integrity, a breach of professional conduct, or non-adherence to safety standards. If dismissed, the student should refer to the CAHP Student Handbook for a discussion of the appeals process and the UNMC Student Handbook for information regarding tuition obligations. In addition, the student should visit the Finance and Business Services Office and the Financial Aid Office to discuss the effects of dismissal on tuition, loans, and scholarships.

Academic integrity and professional conduct
Students are expected to conduct themselves in accordance with UNMC Academic Integrity and Professional Conduct policies, UNMC Code of Conduct, and the American Occupational Therapy Association Code of Ethics. Students represent UNMC, the Division, and the profession throughout their education and in day-to-day life. Professional behavior includes cheating, academic misconduct, research misconduct, dishonesty, fabrication, sharing of examinations (old or current), privacy violation, and plagiarism. Any violation of student standards or professional codes of ethics will be subject to disciplinary review.

Timely completion of the OTD degree
Each student is expected to complete all work (coursework, fieldwork, and capstone) for the OTD degree within 150% of the typical program (up to 12 semesters). This accounts for any leaves of absence and/or remediation.

Leave of absence
A leave of absence may be requested by a student or may be required by the Director at the recommendation of the Division academic review committee. The student is responsible for initiating determination of the financial consequences of taking a leave of absence. Students should review financial arrangements with the CAHP Office of Academic Affairs, UNMC Office of Student Services, and the UNMC Office of Financial Aid.

Student requested leave of absence
Leaves of absence may be granted in accordance with the UNMC Leave Policy. They may include, but are not limited to, excessive delays in completion of coursework due to health, personal, or family circumstances. Proper medical documentation will be required.

Required leave of absence
A required leave of absence halts progression within the curriculum while maintaining a class position but does not excuse the student from any course requirements. The student must resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed or may resume under the recommendation of the Division academic review committee.

Returning from a leave of absence
At the time a required leave of absence is imposed, the Division Standards Review Committee may recommend or require that the student meet additional conditions prior to resuming enrollment in the program. Upon re-enrollment following a leave of absence, the student will be subject to all rules and regulations which pertain to the class he or she is joining, and the student will be required to complete the designated action plan which may include being placed on academic probation during the semester of return. For information regarding the student's responsibilities for notifying University and College officials of their leave and their return, please see the [CAHP Student Handbook](#).

Students on a leave of absence are responsible for notifying the Director of Occupational Therapy Education in writing of their intention to return to classes. The written notification can be no later than the date specified by the Director. Failure to do so will result in forfeiture of the student's place in the class. Re-entry would require re-application through the usual admissions process of the program with no guarantee of re-admission.

Rights of appeal
Any student wishing to appeal a grade or the decision of faculty regarding his or her performance or right to continue in the program, may do so by following the [UNMC Procedure for Appeals](#). Students should first try to resolve disagreements with the Division instructor and Program Director.

Graduation
In order to graduate, students must meet the following requirements:
- Receive grades of C (73%) or better in each course within the curriculum;
- Maintain overall grade point average (GPA) of 2.5 or better at the time of graduation;
- Pass all laboratory assessments, Level I and II Fieldwork, and Doctoral Capstone experiences;
- Consistently demonstrate professional and ethical conduct; and
- Discharge all indebtedness to the University of Nebraska

UNMC graduation ceremony
Attendance at the UNMC Graduation Ceremony is strongly encouraged. If a student will not attend, the student should notify the Director of Occupational Therapy Education and the Dean of the CAHP.

Division convocation and CAHP hooding convocation ceremony

Attendance at the Division Convocation Ceremony during graduation week and the CAHP Hooding Convocation Ceremony is strongly encouraged. Family and friends of the graduating class are invited to attend. If a student will not attend, the student should notify the Director of Occupational Therapy Education and the Dean of the CAHP.

SECTION 3. EVALUATION POLICIES AND PROCEDURES

Examinations
If a student misses an examination, one make-up examination for the course will be rescheduled. The timing and content of the exam will be at the discretion of the course coordinator/instructor. The make-up examination may be comprehensive and cover material from the entire course. Only one make-up examination is permitted per course. An exception may occur if the student has an excused absence with prior notice or under extenuating circumstances. Examinations may be proctored by the course coordinator, instructor, or designee. The proctor of the exam has the discretion to determine whether to answer questions from students during the examination period.

Exams and some quizzes and assignments may be taken using an online secure system using specified software (i.e., ExamSoft and Examplify). Students are required to have a computer which is compatible with the software. Students are responsible for downloading exams by the deadline and maintaining their device(s) to be exam ready. For minimum system requirements, see: www.examsoft.com/unmcah

The course coordinator/instructor has the autonomy to establish examination and exam review procedures. The course coordinator or designee has the responsibility for clarifying examination procedures prior to the start of an examination. The course coordinator/ instructor will announce when the exam will be available for download and the deadline for download. If the exam is not downloaded by the given deadline, those students may be required to take a comprehensive exam at the end of the semester. The course coordinator may also request:
- One empty desk space between students, unless room space prohibits this distribution.
- Keep eyes on their own exam in all testing situations.
- Place all non-examination materials on the floor (e.g., books, bags, caps, phones, smart watches).
- Remain in the room during the examination.

Lab skills or objective structures clinical examinations (OSCEs)
Students may demonstrate skill according to a rubric or Pass/Fail for lab assessments and OSCEs. Missing a scheduled assessment or OSCE may be counted as a failure. Failure following three trials will result in a failing grade for the course. For all courses that have lab skills, assessments, or OSCEs, a student must pass them in order to pass the course.

Fieldwork and capstone education

Students will be evaluated during Level I Fieldwork, Level II Fieldwork, and Doctoral Capstone. Course syllabi outline performance expectations. The Academic Fieldwork Coordinator assigns a grade for each fieldwork course based on information provided by the fieldwork educator(s), the student, and the documentation contained in the evaluation. The Doctoral Capstone Coordinator assigns a grade for the Doctoral Capstone courses based on information provided by the student, site mentor, and faculty mentor, and the documentation contained in the evaluation.

Professional development
Faculty and students routinely assess and collaborate on professional development plans as part of advisement, coursework, fieldwork, capstone, and extracurricular opportunities.

SECTION 4. ADMINISTRATIVE POLICIES AND PROCEDURES

Admissions deferral
The Division of Occupational Therapy Education will consider requests for a deferral of admission for students with unforeseen or extraordinary extenuating circumstances. Deferral requests must be received in writing by June 1 of the year of planned entry. Requests for deferral may only be made by applicants who have been offered admission. Applicants with an alternate status will not be considered for deferral.

Deferral requests will be considered on a case-by-case basis. The Occupational Therapy Education Admissions Committee will review all requests for final approval. Deferral decisions will be made by June 15th. Students who are not granted a deferral must notify the Occupational Therapy Admissions Committee and Enrollment Management and Student Affairs of intent to remain enrolled or withdraw from the program no later than June 30th or they will be unenrolled. The Occupational Therapy Education Admissions Committee will offer open slots to applicants on the waiting list after that date.

Students who are granted a deferral are eligible to enter the program without reapplication in the year following the academic year for which they were initially admitted. Students who defer admission must confirm, in writing, their intent to matriculate by no later than February 1 of the year they will enter the program.

Financial support committee
The College of Allied Health Professions Financial Support Committee selects tuition remission recipients. The Division of Occupational Therapy may also recommend tuition remission or scholarships outside of those selected through the College. The philosophy of the Occupational Therapy Division of Education is to assist as many students as possible. Factors that are considered during selection of tuition remission may include academic achievement, financial need, leadership, extra-curricular activities, and outside funding assistance. The selection process typically occurs in mid-June, after the spring semester grades have been recorded. See communications from Enrollment Management and Student Affairs (EMSA) for information about how to apply.

Accommodations for students with disabilities
Students who have a temporary or permanent disability and who require or may require accommodations should contact the [Accessibility Services Center (ASC).](#) to communicate requests for accommodations under the Americans with Disabilities Act (ADA).

To help the Division meet your accommodation needs in a timely fashion, please request accommodations as soon as possible (e.g., within the first two weeks of the semester if possible). If during your academic program, you develop a health condition or a disability that requires accommodations, please work with the ASC as soon as you can.

If you have a disability but do not need accommodation, please consider disclosing your disability to the ASC. This would be helpful if there is a change in your health status such that you need accommodations in the future.

The process of requesting accommodations involves documenting your disability and completing the self-identification form. Please see the ASC website for additional details.

All requests will be handled confidentially; disclosures of the nature of your accommodations will be made on a need-to-know basis. Please note that accommodations cannot be retroactive (i.e., they can only support your future work) and ADA requests must be initiated by the student.

Faculty advisors
Each student will be assigned a faculty member who will serve as an advisor during their academic career at UNMC. Advisors serve as contacts for student questions or concerns. First and second-year students meet at least twice with their advisors during semester 1, and once during semesters 2, 3, and 4. Students will transition from their initial faculty advisor to a faculty capstone mentor during semesters 5, 6, or 7 as the doctoral capstone coordinator confirms their capstone selection. Students will work with their faculty capstone mentor during semester 8, meeting according to capstone course requirements.

Student attendance
Regular attendance is required for all classes, laboratory sessions, Level I Fieldwork, Level II Fieldwork, and Doctoral Capstone. Please contact your instructor prior to class if you will be absent or tardy. Excessive absences will require a meeting with your advisor and may require an action plan.

Dress code
All faculty, staff, and students are expected to maintain personal grooming and hygiene, with a neat, professional appearance in all educational activities. Plan attire for daily educational occupations. Consider educational activities including reaching, bending, lifting, stooping, sitting, walking, standing, etc. Be mindful of safety issues for self and others including dangling clothing or accessories, scents, fingernail length, etc. Avoid displaying profanity, obscenity, or biases. Fieldwork and Doctoral Capstone sites may have additional dress code and appearance requirements.

Student employment

Enrollment in the occupational therapy program is a full-time responsibility, and employment during the academic year is not recommended. For students who do choose to be employed while enrolled in the program, academic activities and requirements must always take precedence over employment activities. Missing class for employment is not acceptable. Students should be aware that the occupational therapy educational program does require occasional evening and/or Saturday classes and events.

Paid or unpaid employment internal or external to UNMC

Students who seek regular employment or volunteer in health or social services organizations must accurately represent their role. An occupational therapy student:

- is acting as an independent agent, not as a representative of the University of Nebraska Medical Center;
- wears a UNMC nametag **only** when they are representing UNMC;
- is not covered by the University of Nebraska liability policy;
- may not sign occupational therapy notes.
- is not acting in an official capacity as an occupational therapy student; and
- may provide services only to the extent allowed by state statutes, rules, and regulations.

For further information on the legal definition and permissible roles for an occupational therapy aide, in Nebraska, refer to the State of Nebraska Statutes Relating to Occupational Therapy Practice Act, published by the Licensure and Credentialing Division of the Nebraska Department of Health and Human Services.

Hosting career opportunities fair

Students must seek approval through the Division of Occupational Therapy Education Director prior to hosting a career opportunities fair. A faculty advisor must be present during the event.

Student fund-raising and apparel

Fund-raising activities and apparel designs must be pre-approved by the Division Director or Associate Director. Submit requests in writing using the Fundraising Approval Form. Forms are available from the OT Program Coordinator or the Occupational Therapy Education Home Page on the Learning Management System (Canvas). Any fund-raising activity will be consistent with professional standards, and in the best interest of the image of the profession and the Division. Student names and addresses may not be sold for fund-raising purposes.

Student travel

Students travelling for required or optional school-related events during their matriculation will be covered by a UNMC Travel Authorization (TA). For further information on travel policies, please see the CAHP Handbook. Travel for Level I Fieldwork, Level II Fieldwork, and Doctoral Capstone are covered under a separate travel policy located in the manual.

Email communication

In compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), all students are required to use a University E-mail account while enrolled. Students are responsible for checking their UNMC email and the Learning Management System (Canvas) on a regular basis.

In the subject line, explicitly identify the topic, course in question, action required, etc. Include your full name in a signature line so your instructor knows with whom they are communicating. Follow formal business etiquette when writing emails to the course coordinator, instructor, or guest lecturer. Use professional salutations or simply write the name of the person. When in doubt, it is best to use "Dr. X" or "Professor Y" instead of "Hey".

Online courses are available 24 hours a day and provide flexibility for students and instructors. Keep in mind that your instructor will not be available 24 hours a day. Instructors will check email, voicemail, and Canvas messages on a regular basis, but there may be times when they are unavailable due to other commitments and job responsibilities. You can expect your direct questions to be answered within 24-48 hours during weekdays. Like you, instructors need some down time and life balance. Evening and weekend responses are an exception, not the expected standard.

Netiquette
Please follow rules of basic netiquette throughout course interactions.
➢ Be courteous to the other students in the class.
➢ Read what others have posted to avoid repeating comments.
➢ Be explicit when posting. Since reading other's comments or articles can be very time consuming, be concise.
➢ Participate actively in discussions, having completed the readings and thought about the issues.
➢ Use civil language. Disagree with ideas, not people. Make no personal attacks.
➢ Refrain from posting any information that you held private. Please, no posts containing personal, identifiable information or content embarrassing to others.
➢ If your posting is for a specific person or group, make sure you address it to them. Realize, however, that others will probably read it.
➢ Recognize and value the experiences, abilities, and knowledge each person brings to class. Value diversity.
➢ Choose a descriptive subject. This will help other subscribers to successfully identify your topic.
➢ Use the spell check! Misteaks in speling and grammer reflect poorly on you.
➢ NO POSTING WITH YOUR CAPS LOCK ON. NO SHOUTING. IT'S REALLY ANNOYING.
➢ Please let your colleagues know if you will be away or if you are having connectivity issues.
➢ Cite your references.

Guidelines for distance/hybrid learning
Adapted from Dr. C. A. Keller, San Antonio College

- **Get involved**. It is not enough to show up. Your voice must be heard to have a presence. Your comments are needed to add to the information, the shared learning, and the sense of community in each class.
- **Be persistent**. Each instructor sets the rules, and you need to abide by them; however, if you run into any difficulties, don't wait. Send your instructor an email immediately or post in the discussion forum. Most problems are easily solved, but your instructor and your fellow students need to hear from you before they can help.
- **Share tips, help, and questions**. For some people, taking online courses is a new experience. There are no dumb questions, and even if you think your solution is obvious, please share it by posting it in the discussion forum. For every student who asks a question, there are 10 others wanting to know the same thing.
- **Think before you push send**. Did you say what you meant? How will the person on the other end interpret the words? While you can't anticipate all reactions, do read over what you've written before you send it.
- **Consider the context**. Remember that we can't see the smile on your face when you make a sarcastic comment. We can't see the concern on your face if you have a terse response. We can't read your mind. Help us know your mind and position by explaining your ideas fully. Use rich language. Describe what you are thinking and feeling.

Recording lectures

Lectures may be recorded using the Echo360 system and posted on the Learning Management System (Canvas) for courses in the Division of Occupational Therapy Education. In the event of an interruption of the video conferencing software during a class, the lecture recording will provide a backup method for the viewing of the lecture from the distance site and will also serve as a tool to facilitate learning when reviewing content presented during class.

Class cancellation

Any official cancellation of UNMC classes (e.g., secondary to inclement weather) will be announced on radio, television, and UNMC social media (e.g., Twitter, Facebook) and alerting system (text, email). The instructor at the site of instruction origination will make the decision to cancel a class or convert to online format, and they will inform students by calling the first contact on the class "phone tree" listing or by a posting on the course Learning Management System (Canvas). Examinations scheduled for that day may be rescheduled, depending on the type of assessment.

In the event of a campus closure at one site only, the following guidelines are in place:
- Lecture: Students on the closed campus are responsible for viewing the lecture via LiveStream (if available) or viewing the lecture recording on Echo360.
- Lab: Lab sessions will be rescheduled for the closed campus.
- Written exams: Examinations scheduled for that day may be rescheduled at both sites.
- Rescheduled sessions may occur outside of regular (8:00-5:00) business hours based on availability of rooms and resources.

Student use of University computers and information systems

Computer clusters are available for student use at numerous locations around campus, including the Leon S. McGoogan Health Science Library on the Omaha campus and Calvin T. Ryan Library on Kearney campus.

Student use of telephones
Only in emergency cases will attempts be made to locate a student for a message directed to the Occupational Therapy Program office. Use of cellular phones during class is discouraged unless otherwise directed by the instructor.

Copying and printing
Copy machines and printers are available for student use in the McGoogan Library and Michael Sorrell Center (Omaha) and Health Science Education Complex and Calvin T. Ryan Library (Kearney). Each fall and spring semester, each student's printing account is loaded with $25 to be used towards printing and copying. To add additional funds and for more information about printing, see the student printing website.

Reproducing copyrighted materials
Students, faculty, and staff are subject to federal laws and University policies governing copyrighted materials. Students may freely copy materials for their own personal use. However, if students intend to share copied materials with others (in a class, for instance), they are subject to the "fair use" restrictions of copyright law. Review reproduction of copyrighted materials.

Classrooms/student laboratories
Occupational therapy students will have access to Wittson Hall 4004 (Omaha), Bennett Hall 4016 (Omaha), and Health Science Education Complex (HSEC) 204 and 206 (Kearney) with their student identification badge. They will also be given an access code for rooms Student Life Center (SLC) 1032, 1034, and 1041 (Omaha). Students may study in these rooms when they are not otherwise in use. Activity of Daily Living (ADL) spaces will be accessed with faculty in attendance. Students wishing to use other rooms on either campus should contact the UNMC Central Room Scheduling Office at 402-559-7254. Reserve other HSEC rooms through the CAHP Administrative Assistant, 308-865-8324. Reserve other rooms on UNK campus via University Facilities, 308-865- 8692.

Therapeutic equipment
Students will be provided education and instruction in the proper use and application of all equipment and spaces required for the purposes of patient examination or intervention as an occupational therapist. Following didactic and supervised instruction, including safety, students will have access to the lab and equipment in order to practice using the equipment for the purposes of preparing for lab assessments.

If permission is granted by the course instructor, students may check out selected occupational therapy equipment for class-related activities. Check-out and return of the equipment is coordinated by a Division of Occupational Therapy Education office associate. All items checked out by a student must be returned before a student is cleared for graduation.
All students are responsible for upkeep of all classroom/laboratory areas. No food or drink is to be left in any UNMC laboratory or lecture room.

Please notify the instructor or program coordinator if equipment needs maintenance or repair.

Use of space and equipment by or on non-occupational therapy students
The Division of Occupational Therapy Education provides laboratory space and equipment necessary for students to learn psychomotor skills. Students are allowed to access this space during non-class times in order to practice in preparation for lab assessments where competency will be determined. Students are not permitted to bring guests (family or friends) into the laboratory space during non-class times or to use equipment with/on guests. Non-student minor children are not to be in the classroom on a regular basis or present on campus except for officially sponsored programmatic activities with adult/guardian supervision.

In the event of an emergency, and if there are no other alternatives, a parent may have children present in the classroom for brief periods of time, provided the parent obtains the instructor's prior approval. Such arrangements are only to be temporary in nature and may be granted only in circumstances where the student and instructor have considered and satisfactorily addressed the exceptional circumstances. When authorized, a parent or legal guardian must supervise the child(ren) at all times and should not leave such child(ren) in the custody of another University employee or student, even for brief periods of time.

Faculty treating students for occupational therapy services
Core and adjunct faculty and laboratory assistants within the Division of Occupational Therapy Education are not permitted to provide occupational therapy services to students during class time or outside of a formal clinical environment. If occupational therapy services are desired, a student should schedule a formal appointment at a clinic of his/her choice.

All-class and all-program meetings
In order to communicate essential information to students, class and program specific meetings may be scheduled throughout the academic year. Information will be made accessible via Canvas for students unable to attend.

Computer minimum system requirements
All students are required to have a computer (laptop or tablet) with software for use in the program. Financial aid is available for students through the UNMC Financial Aid office to request funding for the device requirement.

The following basics are required.
- Active University e-mail account
- Up to date operating system: Windows or Macintosh
- Reliable Internet connection: DSL/Cable recommended
- If using Wi-Fi at home, then a high-speed wireless router capable of receiving and transmitting video without significant buffering. Wired options are recommended.
- Up to date Internet browser compatible w/ LMS (other than Explorer)
- Microsoft Word compatible word processing software
- PDF reader: Adobe Reader recommended

- Additional free software downloads (as necessary)
- Web camera
- Headphones/headset/earbuds, microphone recommended
- Compliance with standards for professional communication and "netiquette"

The following basic technical skills are required.
- Navigate an Internet browser to find URLs, specific websites, organize bookmarks
- Download, save, and open files
- Find, copy, move, rename, and delete files
- Use copy, cut, paste, and formatting functions to create and save documents
- Send and receive e-mail messages, including email attachments
- Manage Microsoft Word processing program. Document review functions will be heavily used.
- Create presentations using software (e.g., PowerPoint)
- Use a spreadsheet program (e.g., Excel)
- Navigate within a learning management system (LMS)
- Run and switch between multiple programs
- Take a screenshot of your computer screen
- Download and install software, apps, or plug-ins from the Internet. You will need administrative rights on the computer you are using or have someone who can install these for you.
- Maintain recent versions of browser, software, and plug-ins
- Use Learning Management System to demonstrate competencies
- Learn to use a bibliographic system (RefWorks, End Note, etc.)

SECTION 5. SAFETY STANDARDS

Students are expected to abide by UNMC Safety, Security, and Compliance Policies. In addition, students must abide by Division policies related to equipment use, and policies specific to fieldwork and capstone placement. The safe practice of Occupational therapy is required in all educational and professional settings. Safe practice entails minimizing risk to patients, self, and others.

Protection student laboratory consent

The Division will provide details related to responsibilities, potential risks, and discomfort associated with participation in the laboratory. Students are required to have a signed informed consent form on file with the Division of Occupational Therapy Education prior to participating in curricular laboratory activities.

Protection from infectious diseases

Students enrolled in the program must meet the requirements as listed in the CAHP Student Handbook and the UNMC Student Handbook related to protection from bloodborne pathogens

and infectious diseases. The UNMC Bloodborne Pathogens Exposure Plan includes, but is not limited to, annual testing for tuberculosis.

Online training and certification requirements
Students enrolled in the program are responsible for meeting all current online training and certification requirements. Students can access their training and certification records and complete the required online training by following these steps:
- Go to the "Care" site
- Under "Training and Certification," click on "my requirements"
- The next screen will show the status of your online training and certification requirements and provide links to the online training.
- You may print a certificate of completion any time you need to provide written documentation of your training and certification status.

Requirements include, but are not necessarily limited to:
- Blood borne pathogen and tuberculosis training
- HIPPA training
- Privacy, confidentiality, and information security - UNMC Policy 6045
- Safety competency assessment
- Respiratory fit testing

BLS (Basic Life Support) certification
All students are required to demonstrate proof of BLS certification yearly Classes are offered through a variety of institutions, including the American Heart Association and the American Red Cross. Certification is required for participation in all Fieldwork experiences.

Cleaning toys and equipment
All toys, equipment, mats, that have been used during lab classes will be placed in a container labeled for "dirty toys and equipment" and cleaned according to current university policy. To wash and disinfect hard plastic toys and equipment:
- Scrub toys or equipment in warm, soapy water. Use a brush to reach into crevices.
- Rinse toy or equipment with clean water.
- If submersible, wash in the dishwasher or immerse toy or equipment
- Air dry in dishwasher with no heat or remove from bleach solution and allow to air dry.

Toys and equipment that have components that cannot be immersed will be cleaned with soap and water, and then sprayed with bleach or other cleaning solution and wiped dry. Cloth toys will not be used unless they can be placed in the hot water cycle of the washing machine. Once cleaned, toys and equipment are returned to the routine storage cabinets. Bleach solution will be remade daily when needed.

Maintenance of physical space
Many areas within the University are learning labs, extensively used for instructional purposes across students from many Colleges. Please be aware that space is limited, and students are

encouraged to also utilize available areas on campus. At all times, students should be aware when classes are in session and act respectfully (e.g., lowering voice volume when talking in the hallway, checking the room occupancy prior to opening the door).

All areas are to be kept neat and orderly, particularly when leaving at the end of a class. Each person (student, staff, and faculty) is responsible for maintaining a neat and orderly environment whenever they are at the University. If any liquid, food, art materials, or other such substances are spilled within any of the buildings, the person responsible for the spill must clean it up immediately. This is not the responsibility of the custodial staff. Cleaning supplies are in both labs.

Hazardous materials
There are a few hazardous materials used in the Division. All hazardous materials should be listed with the facilities department. Safe handling instructions and the Safety Data Sheet Manual are in the administrative office.

SECTION 6. ORGANIZATIONS

American Occupational Therapy Association membership
Each student in the Division of Occupational Therapy Education is required to be a member of the American Occupational Therapy Association. Students will upload annual membership documentation to their Exxat profile. AOTA Membership benefits include subscriptions to *American Journal of Occupational Therapy*, *OT Practice* magazine, Special Interest Section *Quarterly Practice Connections*, *OT Practice Pulse*, and AOTA *Alerts*. Benefits also include access to CommunOT, online courses, professional documents and resources, and discounted conference registration. Many resources are required for multiple courses within the curriculum.

Student Occupational Therapy Association (SOTA)
The Student Occupational Therapy Association is endorsed by the University of Nebraska. The AOTA Assembly of Student Delegates Steering Committee (ASDSC) has created a handbook to support development of a student occupational therapy association (SOTA).

Accreditation Council for Occupational Therapy Education
The application for accreditation of the Occupational Therapy program at UNMC received candidacy status from the Accreditation Council for Occupational Therapy Education (ACOTE ®) of the American Occupational Therapy Association, located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20852-4929. ACOTE's telephone number is 301-652-AOTA. ACOTE's web address is www.acoteonline.org.

Student Learning Outcomes

Division of Occupational Therapy Education

A graduate from the UNMC OTD Program will:

1. *Occupational therapy practice.* Create and implement evidence-informed, theory-driven, and occupation-based assessment and intervention plans for individuals, groups, and populations across the continuum of care with clients of all ages.

2. *Occupation for health.* Use occupation as the basis of the occupational therapy process to promote health and well-being for clients experiencing occupational deprivation, alienation, or marginalization.

3. *Client-centeredness.* Value the client's role as a member of the therapeutic collaboration and view the client in a holistic manner, considering all factors that contribute to occupational performance in context.

4. *Advocacy.* Advocate for the distinct value of occupation, occupational therapy, and occupational justice by supporting policies and actions that allow individuals, groups, and populations to engage in occupations and access occupational therapy services.

5. *Occupational therapist as educator.* Create and deliver educational materials relevant to the setting and client.

6. *Knowledge translation.* Translate and implement evolving, relevant scholarship across practice, research, education, and policy. Design for dissemination, sustainability, and contribution to a body of knowledge.

7. *Professional decision-making.* Apply sound clinical reasoning and judgment, referencing tools such as the code of ethics, professional standards, institutional policy, and government requirements for guidance.

8. *Collaboration.* Communicate clearly and effectively in a variety of formats with clients, care providers, communities, team members, and other stakeholders. Contribute and articulate occupational therapy's distinct perspective to interprofessional teams for the benefit of the client.

9. *Cultural humility.* Provide culturally humble and equitable care to all clients; consider diverse perspectives and promote inclusion in all areas of practice.

10. *Lifelong learning.* Create an ongoing professional development plan that reflects goals for the benefit of self and others.

11. *Contemporary technology.* Integrate contemporary technology into service delivery (including but not limited to electronic health information systems, rehabilitative technologies, assistive devices, mainstream technology, and service delivery models).

12. *Leadership and management.* Engage in leadership experiences and apply knowledge gained from an in-depth study in an area of focus to advance practice, scholarship, education, or policy; be prepared to oversee occupational therapy operations.

Technical Standards and Essential Functions of a UNMC Occupational Therapy Student

Receiving an entry-level doctoral degree in occupational therapy from the Division of Occupational Therapy Education indicates the graduate is eligible to take the national certification examination and is prepared to enter the profession. This document outlines technical standards and essential functions required for students to complete their education and training in the Occupational Therapy (OT) program. Technical standards and essential functions apply to academic and clinical settings, as well as civil public behavior. Technical standards and essential functions are stated to ensure that all students are aware of the expectations of the program.

Definitions
- *Technical standards* are the knowledge, skills, and attitudes a student applicant possesses at admission, indicating their preparation for entry into the program. Technical standards are crucial for students to participate in the program.
- *Essential functions* are the knowledge, skills, and attitudes that all students must be able to execute, with or without a reasonable accommodation, in order to graduate from the program. Essential functions are crucial for occupational therapists in practice.
- *Reasonable accommodations* will be provided for qualified students with disabilities so they can meet essential functions. Reasonable accommodations will be established on an individual basis in consultation with the UNMC Coordinator, Services for Students with Disabilities, Counseling and Student Development Center.

Students must meet essential functions in five categories across academic and clinical settings in order to progress in and complete the occupational therapy program. The categories include
1. behavioral and professional standards and ethics;
2. intellectual, conceptual, and integrative skills;
3. sensory-motor coordination and function;
4. communication; and
5. observation.

1. Behavioral and professional standards and ethics

Technical standards	*Essential requirements*
The entering student must	The graduating student will
- Demonstrate honesty, integrity, responsibility, compassion, ethics, and respect for others - Respect for others' rights and property - Maintain privacy and confidentiality of peers, faculty, staff, and clients - Adhere to safety precautions - Recognize potentially dangerous situations and equipment and proceed safely in order to minimize risk of injury to self or others - Accept and give constructive feedback - Maintain work areas, equipment, and supplies - Maintain personal appearance and hygiene in a professional manner - Complete required assignments and tests within required timelines - Attend class approximately 35+ hours per week including large groups, small groups, and integrated clinical experiences - Participate in additional activities outside of class time that enhance learning experiences - Demonstrate culturally competent interactions - Effectively manage multiple demands - Apply judgement for professional boundaries	- Adhere to the Occupational Therapy Code of Ethics (2020) - Demonstrate honesty, integrity within and outside of didactic, clinical environments - Complete client interventions, assessments, and documentation within required timelines - Create client-centered context - Apply universal precautions, infection control - Collaborate with peers, faculty, colleagues, team - Take responsibility for professional competence, conduct, and growth through self-assessment - Demonstrate consistent, professional work behaviors in classroom, clinic, and fieldwork - Actively engage in a supervisory process - Consent to health tests and immunizations required by the program or fieldwork settings, or provide documentation of exempt status (immunization status may delay graduation) - Complete and pass state and federal criminal background checks - Maintain current CPR certification - Adhere to HIPAA regulations

2. Intellectual, conceptual, and integrative skills

Technical standards	*Essential requirements*
The entering student must	The graduating student will
- Receive, process, and comprehend text, oral presentation, numbers, and graphs displayed in print, lecture, and audio-visual formats and store information for self-reference - Use intellectual skills: attention, comprehension, measurement, mathematical calculation, reasoning, integration, analysis, critical thinking, comparison/contrast, problem-solving, planning - Critically evaluate own performance and the performance of others - Effectively use technologies including computer, tablet, and ability to interface with supporting software programs (e.g., learning management system, electronic health records, Exxat) - Articulate rationales for decision making - Produce legible, concise, and grammatically correct written communication (handwritten and electronic)	- Analyze and synthesize copious information in a short period of time from a variety of sources - Apply critical thinking and reasoning in didactic and fieldwork activities - Integrate occupation-based theories and models with other information during OT process - Identify and interpret affect, nonverbal cues, and response to intervention for individuals, groups, and populations - Select relevant screening/evaluation methods - Assess clients and modify activity or contexts as needed - Accurately interpret evaluation results - Use statistics, tests, measurements, research - Develop and implement intervention plans - Update, modify, and terminate interventions - Plan scope, frequency and duration of service - Supervise, select, and delegate tasks - Collaborate with faculty, supervisors, peers, teams, and colleagues - Refer clients to professional services prn - Follow all policies and procedures of program and fieldwork sites

3. Sensory-motor coordination and function

Technical standards	*Essential requirements*
The entering student must	The graduating student will
- Participate in fine motor tasks - Participate in gross motor tasks - Apply senses for assessment, intervention - Participate in exploratory learning involving handling objects of various size and weight - Travel in a timely fashion to classrooms, labs, clinics - Manage self in classrooms, labs, clinics, for extended periods of time - Process sensory information from people and the environment - Produce concise, explicit, understandable, and legible communication - Effectively use computer, Internet, and other electronic devices	- Participate in active experiential learning performing and/or demonstrating ability to instruct others in manual and skilled tasks in classroom, lab, and clinical (e.g., orthotic fabrication, client transfers, art/craft activities, patient handling, equipment management) - Perform assessments and interventions that require palpation, manipulation of clinical tools, positioning of client and self, and demonstration of assistive devices and techniques - Initiate emergency responses and/or assist others to provide prompt care - Tolerate and safely handle body fluids - Interpret and utilize sensory information from people and the environment - Effectively administer emergency procedures

4. Communication

Technical standards	*Essential requirements*
The entering student must	The graduating student will
- Address problems or questions in timely fashion - Communicate meaning to others - Demonstrate awareness of own non-verbal communication and interpretation by others - Communicate quickly, effectively, and efficiently in a recorded format - Read, write, understand oral and written English - Participate effectively in small groups, class discussions, and presentations	- Read and record efficiently, accurately, and legibly in client record (graphics, tests) - Communicate concisely assessments, progress notes, changes in client behavior and function, discharge summaries, and recommendations - Build rapport and elicit information - Interpret verbal and nonverbal communication - Produce professional quality educational materials, adjusting for intended audience

• Receive and process technical and professional materials • Follow instructions and processes • Report to others concerns in adhering to instructions/processes	• Communicate with supervisors and healthcare professionals involved in educational activities and client care • Communicate respectfully with others from diverse backgrounds and varied abilities

5. Observation

Technical standards	*Essential requirements*
The entering student must • Observe lab demonstrations and specimens, including those in which biologicals (e.g., donor bodies, living human limbs) are manipulated	The graduating student will • Assess context for accessibility and safety • Monitor equipment, emergency alarms • Evaluate clients' level of function and safety (physiologic, emotional, cognitive, contextual) • Observe demonstrated clinical techniques • Differentiate changes in client factors, habits, roles, routines • Observe clients' interaction with environment • Observe emotional affect, nonverbal cues, and response to intervention of both individual clients and groups of clients • Synthesize observed data for plan of care

Accreditation Council for Occupational Therapy Education (ACOTE®)
The 2018 ACOTE® Standards and Interpretive Guide state the following expectations of program graduates:

The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.

A graduate from an ACOTE-accredited doctoral-degree-level occupational therapy program must
• Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
• Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
• Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.
• Be prepared to evaluate and choose appropriate theory to inform practice.
• Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and
• Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.
• Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.
• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
• Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.
• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.
• Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
• Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.

- Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.
- Demonstrate active involvement in professional development, leadership, and advocacy.
- Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Resources

Accreditation Council for Occupational Therapy Education. (2018). 2018 ACOTE standards and interpretive guide (effective July 31, 2020).
American Occupational Therapy Association. (2020). AOTA 2020 Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74, 7413410005