

Occupational Therapy Student Handbook



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FOR MEDICAL SCIENCES

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The Department of Occupational Therapy is a joint program between the University of Arkansas-Fayetteville (UAF) and the University of Arkansas for Medical Sciences (UAMS). Students will **only** follow the academic policies and procedures of UAF, except where UAMS has additional requirements related to clinical services (i.e. immunizations, HIPPA, etc). Students have the benefit of student support services at both institutions.

Policies set forth in this handbook are written specifically for the entry-level OTD program. Content aligns with policies of the University of Arkansas (UAF), the UAF College of Education and Health Professions, and the UAF Graduate School.

Changes in policy, procedures, requirements, and course offerings may occur. Students will be notified of any changes. Please refer to catalog.uark.edu/graduatecatalog/

Note: There are additional student manuals for Fieldwork and Capstone.

Departmental Policies

Academic and Professional Progression Standards presented in this handbook apply specifically to students enrolled in the entry-level Occupational Therapy Doctoral (OTD) degree program. These standards define criteria for progression through the curriculum and ensure, to the extent possible, that all OTD program graduates are prepared for entry-level occupational therapy practice. Academic rigor and behavioral expectations build as students advance through the curriculum.

Communications

Students in the Occupational Therapy Program are graduate, professional students who have already completed at least a bachelor's degree and are preparing to enter a health care field where they will be given the duty to aid in managing the lives of others. Therefore, it is imperative that students demonstrate the judgement and ability to effectively manage complex situations, exhibit sound judgement, and communicate effectively on their own.

It is the policy of the Occupational Therapy Department to interact only with the student for reasons of privacy and professionalism. Communications should originate from the student and be conducted between the student and OTD personnel.

FERPA (Student Rights & Privacy)

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law designed to protect the privacy of student education records. The occupational therapy department follows the FERPA guidelines at the University of Arkansas, found here: <https://registrar.uark.edu/student-records/ferpa/>

Student Occupational Therapy Association

The Student Occupational Therapy Association (SOTA) is a student run organization with an OTD faculty advisor. The overarching goal of this organization is to provide a platform for OTD students to build the attitudes and skills needed to become active members of a professional community. This includes increasing awareness of the occupational therapy profession, assisting with diverse student recruitment, actively engaging in regional, state, and national issues that impact our profession and our clients, and taking part in activities that support our local stakeholders and fellow pre-OT and OTD students. OTD students are automatically members of SOTA and are expected to actively participate in SOTA activities.

Cell Phones

No cell phones are allowed out during class time unless faculty has specified that the student cell phone is needed or appropriate. It is fine to check cell phones during breaks.

Pictures

Taking pictures, from any device, is encouraged during class activities as a fun way to document student progression through the program.

- No pictures are allowed during class time with guest speakers without their specific consent.
- No pictures are allowed of clients, patients, or clinicians during clinical experiences without specific **written** consent of each person **and** permission from the supervising faculty or clinician.
- No pictures of any kind (including screen shots) are **EVER** allowed of academic assessment materials such as quizzes, exams, practical exams, NBCOT materials, and copyrighted materials. Breaches of this policy will be considered ethical code violations and dealt with accordingly (see below).
- Pictures should never be used to shame, embarrass, harass, intimidate, or make fun of another person. Breaches of this policy will be considered ethical code violations and dealt with accordingly (see below).

Email

The University of Arkansas and the Department of Occupational Therapy recognize the importance of a healthy work/life balance (<https://hr.uark.edu/working/work-life/>). Therefore, faculty are encouraged to set reasonable boundaries to protect their time outside of work. One small way to do this is to limit response to email outside of regular work hours.

Faculty are expected to respond to email during regular business hours (usually 8 a.m. to 5 p.m. CST), within 48 hours if they are on duty. If off duty (PTO, business travel, extensive work on a project, etc.) a response will be given during regular business hours within 48 hours of their

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return. Some faculty may choose to offer supplementary email hours, and this will be communicated through their syllabi and/or Blackboard.

If you have not gotten a response to your email within the time limits set above, please resend your email, adding “2nd request” to the beginning of the subject line. If you still get no response, please begin with the assumption there may be a technical issue and politely call the faculty to ask about the issue.

If you encounter a pattern of late or unanswered emails, please discuss your concerns with the faculty member directly. If the pattern continues, it is appropriate to inform the Program Director of your concerns.

How to email a professor/instructor

Please remember that emailing your professor/instructor is a form of professional communication. Emails do not have to be overly formal; however, they should not resemble a text or Tweet between friends and should never begin with “Hey”. Additionally, you should ALWAYS check Blackboard and the course schedule before you ask for a due date or instructions that are likely listed.

Here are some resources that you are encouraged to review:

- <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>
- <http://www.amybhollingsworth.com/blog/five-ways-to-get-a-busy-professor-to-answer-your-emails-that-dont-involve-a-bribe>
- <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>
- <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteguidelines.html>

Social Media

“Friends”

As faculty and students, it is critical that clear lines of authority and professional separation be maintained. Therefore, faculty will not accept or request to follow students on social media. Once students graduate, they are considered peers, and these boundaries can be relaxed.

When you contribute to a social media page or online platform of any type, you are acting as stewards of the University and are considered a representative of the OTD program because of your relationship with us. In order to be good stewards, you are personally and legally responsible for what you post online.

There is a connection between self-representation on social media sites and professional behavior, the latter of which is a major component of this program. Your social media comments may find their way into public forums regardless of the privacy protections you enact. Moreover, federal privacy laws (such as HIPAA) apply to social media as they do to other forms of communication.

Therefore, we recommend that you NEVER post, text or email information from applied community service or fieldwork experiences, and we encourage you to be aware of the consequences (intended or unintended) that may accompany your use of Facebook, Instagram, Snapchat, Twitter, or other social media which may include probation or dismissal from the OTD program (see UAMS policy below).

Anything posted on the Internet even that in “private” group is public information and can be traced back to the originator. Be extremely cautious about what you are posting.; you are legally liable for what you do on-line. Be aware that it is now common practice for hiring agencies to search your social media.

UAMS Social Networking/Personal Electronic Communication System Usage Policy

Because the Department of Occupational Therapy is a joint program with the University of Arkansas for Medical Sciences and we consider ourselves graduate medical education, we will adhere to their social medial policy, found here: <http://gme.uams.edu/wp-content/uploads/sites/24/2018/02/1.430-Social-Networking-Personal-Electronic-Communication2018withLegalReview.pdf>

Dress Code

The OTD program is a professional program. Therefore, students should consider the image they are projecting with their clothing choices. Basic hygiene is a must (brushing hair and teeth, clean clothing, wearing deodorant, etc.).

1. In the classroom and labs:
 - a. Attire for class days should be appropriate for the needs of the day.
 - b. Casual apparel is acceptable, including jeans, t-shirts, sweatpants, skirts and dresses.
 - c. Student shorts, skirts, and dresses must be longer than fingertip length when holding one’s arms at their sides.
 - d. If shorts are worn on lab days, spandex shorts underneath are required.
 - e. Clothing items that are not acceptable in the classroom include pajama pants, slippers/house shoes, and clothing that reveals any type of undergarments or significant amounts of thigh, midriff, back, or cleavage.
 - f. If there is a guest speaker or event that requires specific attire, such as business or business casual, students are required to comply with faculty request to dress in that fashion for that day.

- g. Attire for clinical sites is determined by that site and students must comply.

Health Insurance

Documented health insurance coverage is required by the department for all OTD students throughout the program.

Equipment & Supplies

Equipment is intended for use within the department within classroom, lab space, or community practice with faculty present. It is shared by everyone in the department, so it is important that it remain accounted for. Under no circumstances may a student remove equipment or supplies from the department unless they are directed to do so by faculty or staff. Some equipment may be available for checkout as needed for study and clinical work.

All equipment and supplies used must be properly cleaned after each use to ensure infection control and returned to their proper storage place. Every student is responsible for helping to ensure that department is clean and well organized.

Safety Procedures

First Aid

OT faculty and staff are not more qualified to provide first aid than the general public. Therefore, as adult, graduate students, you are responsible for determining when you need medical intervention. There are basic medical supplies in the UAF OT House and in the OT spaces at UAMS.

UAF OT House

First Aid Kits

There is one first aid kit in the OT House, located in the kitchen, in the small closet to the right of the refrigerator.

AED

The Automated external defibrillator (AED) is located in the kitchen, on the wall across from the refrigerator.

UAMS Space

First Aid Kits

There are three first aid kits:

- Fabrication Lab, under the sink
- ADL Room 2 (OT110), under the sink
- Hallway, outside of the Lifespan room, near the exit to the VA hallway

AED

The Automated external defibrillator (AED) is located in the UAMS Occupational Therapy space, in the hallway outside of the ADL2 room.

Evacuation Procedures

UAF and UAMS evacuation procedures will be followed. It is the student's responsibility to review each of the evacuation diagrams and understand how to exit the structures in case of emergency.

UAF OT House

Upper Level

This evacuation diagram is located in the hallway between the restrooms.

Lower Level

The evacuation diagram is located in the hallway, on the North wall, near the stairs.

UAMS OT Space

The evacuation diagram is located in the breakout space on the East wall.

Department Policies

Technical Standards

The University of Arkansas Fayetteville (UAF) and University of Arkansas for Medical Sciences (UAMS) Occupational Therapy Doctoral (OTD) Program's Technical (core performance) standards establish the expectations and requisite abilities necessary for professionals in the field of occupational therapy. Graduate students in the UAF/UAMS OTD program are expected to achieve the level of competency required for graduation and entry-level practice.

The stated mission of the Occupational Therapy (OT) Department at UAF/UAMS is to prepare future practitioners who will be:

- **Change agents**, by challenging the boundaries of current occupational therapy practice through purposeful exploration of new practice domains and models of care;
- **Innovators**, by identifying unmet needs in their practice settings and communities and by creating dynamic interventions and programs to meet those needs;
- **Collaborators**, by working at the top of their license in integrated interprofessional teams to effectively meet society's needs;
- **Advocates**, by being global citizens and champions for occupational justice and improved quality of life for all people;
- **Stewards**, by practicing conscious care for themselves, the people they serve, and the profession's distinct value to society; and
- **Scholars**, by demonstrating (and maintaining) deliberate habits of rigorous lifelong inquiry.

In order to meet this mission and satisfy professional requirements for entry-level practice, students are expected to achieve the Technical Standards as defined in this document.

Applicants who feel they may not be able to acquire the Technical Standards set forth are encouraged to contact the OT Department otd@uark.edu. Any applicant or student who may require academic accommodations to fulfill the Technical Standards due to a disability, is encouraged to contact UAF's Office of Equal Opportunity and Compliance (OEOC) oeoc@uark.edu or (479)575-4019. Applicants who have been accepted for admission to the OTD program will be required to verify they understand and meet these Technical Standards.

Technical Standards

To be successful in the entry-level OTD program and perform the technical standards of occupational therapy professionals, a student must consistently meet general, observational, communication, motor, critical thinking, interpersonal abilities as defined below. Students must also demonstrate requisite behavioral and social attributes and ethical standards as defined below in an accurate, safe, and efficient manner to the satisfaction of the faculty, with or without reasonable accommodation.

General Abilities: To provide quality health care, students must possess functional sensorimotor, process, and social interaction skills. All data received must be integrated, analyzed, and synthesized consistently, accurately, and efficiently to engage in meaningful interaction and ensure patient and peer safety. In addition, the individual must possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement and react to changes in an efficient and adaptive manner to keep clients, colleagues, and themselves safe. Essential skills include, but are not limited to, the ability to:

Observe

Participate in and observe demonstrations and experiments including those in which biologicals (e.g. cadaver, living human beings) are manipulated.

Achieve required competencies in classroom, lab, clinical, and community settings from a variety of educational experiences.

Accurately observe human performance of occupation, discriminate between safe/unsafe environments, effective/ineffective performance, and therapeutic/non-therapeutic behaviors and contexts from a distance and up-close.

Demonstrate adequate functional visual, tactile, auditory, and other sensory and perceptual modalities to acquire information through observation in an efficient and adaptive manner.

Communicate

Communication skills are the foundation from which students build relationships with faculty, fellow graduate students, coworkers, clients, communities, and other student roles as learner, advocate, innovator, collaborator, scholar, change agent, and steward.

Effectively and efficiently communicate verbally, non-verbally, and in writing.
Accurately observe, recognize, and understand non-verbal behavior.

Effectively and efficiently elicit information, accurately describe verbal and non-verbal responses, and demonstrate cultural and social sensitivity.

Gather, comprehend, utilize, synthesize, and disseminate information effectively and efficiently following ethical standards.

Read, write, and effectively communicate using the English language.

Actively participate in group, face-to-face, and online discussions and presentations using clear, organized, and professional practices.

Psychomotor Performance

Perform or effectively direct others to perform gross and fine motor movements required in the provision of occupational therapy services, including equipment operation and care delivery.

Possess adequate motor functions, including physical strength and coordination, to safely handle or provide direct instruction for clinical assistants to safely handle clients in a variety of settings, under a variety of conditions.

Safely perform physical activities requiring considerable gross and fine motor skills such as lifting, turning, climbing, getting up and down from the floor, balancing, walking, bending, stooping, handling of materials and people, and utilizing tools/ activities, as required in the practice setting.

Tolerate being in close proximity and in physical contact with others and in groups. Effectively assist with procedures, treatments, managing equipment, and emergency interventions.

Maintain consciousness, equilibrium and have physical strength and stamina to perform satisfactorily in classroom, lab, clinical, and community experiences.

Learn

Attend all classes and labs each week as described in each specific semester schedule.

Participate in all clinical rotations, both integrated clinical experiences and full-time clinical experiences, which corresponds to the operating hours of the sites.

Operating hours during full-time clinical experiences can be 40 hours or more per week.

Move from place to place and position to position at a speed that permits safe handling of classmates and patients, unless enacting official accommodations.

Administer CPR unless enacting official accommodations.

Manipulate very small equipment, palpate body structures, handle injured body parts without causing injury to the subject and safely guide a patient's movement.

Perform physical tasks while maintaining awareness of external factors; including patient response, monitor displays, equipment function and/or surroundings.

Think Critically

Develop the following problem solving/clinical reasoning skills: ability to measure, calculate, integrate, process, apply, retain data, analyze and synthesize objective and subjective data, and make decisions using evidence-based, sound clinical judgement.

Employ ingenuity, creativity, and imagination to solve novel, complex real-world occupation centered issues.

Comprehend complex relationships between individuals, objects, environments, and contexts (e.g. spatial, interpersonal, and societal).

Maintain Interpersonal Relationships

Have the emotional stability required to exercise sound judgment, accept productive/constructive feedback, complete assessments, employ interventions, supervise others, and participate in interdisciplinary teams.

Inspire trust, respect, and employ therapeutic use of self.

Maintain sensitive, interpersonal relationships with individuals, families, groups, and communities from a variety of social, emotional, cultural, and intellectual backgrounds.

Be adaptive and function effectively under stress while maintaining professionalism, concern for others, integrity, accountability, interest, and motivation.

Self-Regulate

Exercise sound judgment, promptly complete duties as assigned, develop mature relationships with clients, and effectively employ therapeutic use of self.

Tolerate and function under rigorous physical, mental, and emotional academic and clinical workloads.

Adapt to changing environments, display flexibility, and effectively function despite uncertainties inherent to academic, clinical, and community settings.

Be self-reflective, able to self- correct, and demonstrate open and responsive reactions to feedback.

Demonstrate compassion, integrity, concern for others, effective interpersonal skills, interest, motivation, and commitment without bias or prejudice to meet the occupational needs of all people.

Work cooperatively and collaboratively with other students, faculty, clinical educators, and community partners. Willingly participate in supervisory processes involving evaluation of others and themselves and constructively provide and receive feedback.

Practice Ethical Standards:

Develop and exhibit professional ethical behavior, recognize pertinent legal and ethical standards, and apply these appropriately.

Adhere to policies of the university, the program, and clinical sites, including professional dress, behavior, and attendance.

Demonstrate knowledge of and commitment to the Occupational Therapy Code of Ethics, and behavior that reflects a sense of right and wrong.

Individuals with disabilities are encouraged to apply to the program. However, it is the responsibility of the student to notify the Chair of the Department of Occupational Therapy if there is any reason why the abilities/expectations described above cannot be met. Students who indicate that they cannot meet one or more of these and who request a review in writing will be reviewed by the Admissions Committee in consultation with OT Chair, the Associate Dean of Student Affairs in the College of Health Professions at UAMS, and the Associate Dean of Academic & Student Affairs at UAF to determine what, if any, reasonable accommodations might be possible to facilitate successful completion of the degree requirements.

Attendance

1. Successful completion of the OTD program implies that students have experienced all essential components of the curriculum. Consistent attendance is required to meet this standard.
2. Diligence in the pursuit of their studies and in their attendance is expected and required. Students are responsible for complying with departmental policy regarding all absences. At least **80% of class sessions** must be attended to pass each course. Any student who is absent for more than 20% of a class will receive a failing grade (no matter the current grade in the course) and be referred to the OTD Progressions Committee. It is the student's responsibility to keep track of absences.
 - a. If a student is tardy to a class 3 times it is equivalent to one absence. If a student leaves a class early 3 times it is equivalent to one absence. As a courtesy to your professor, it is generally expected that you inform them of your need to arrive late or leave early.
 - b. Just as in the work setting, the student must notify their instructors **prior** to class time if they will be absent. If the student does not notify the faculty member prior to class time, they will not be allowed to make up work for that day. If they do notify the faculty member prior to class time, then they will be allowed to turn in work for that day but it will be considered late work with the corresponding late penalty.
 - c. Faculty will notify students of absences:
 - i. When they have one remaining absence
 - ii. When they have passed the 20% absence mark
 - d. Students are responsible for the material that was missed during their absence. In some cases, missed activities, quizzes and other material may not be available outside of class time.

- e. Engagement in class activities while in class is expected. Out of respect for your professor, guest presenters and your classmates, please complete assignments and exam study outside of class time.
3. Students are expected to attend **100% of clinical placements** as assigned. Any student who is absent from a clinical placement must communicate with the Academic Fieldwork Coordinator (AFWC) or Capstone Coordinator (CC) assigned to the placement and their clinical supervisor before the scheduled start time, unless there is an emergency. The AFWC or CC, in consultation with the clinical supervisor, will determine the consequences and/or remediation of the absence, which may include receiving a failing grade for that clinical placement.

Grade Standards

The Graduate School only allows final grades for courses that are “A”, “B”, “C”, “D”, and “F” in accordance with the UAF Graduate School Policy. The OTD department assigns grades for academic courses as follows (calculated out to the tenth place, when appropriate, so an A is 90.45 and above, etc):

OT Department Grading Scale	
Grades Scored Between	Will Equal
90.45% and 100%	A
80.45% and Less Than 90.45%	B
70.45% and Less Than 80.45%	C
67.45% and Less Than 70.45%	D
0% and Less Than 67.45%	F

Incomplete Grade

Because courses in the OTD Program are sequential and build upon each other, students must pass all courses in each semester with a C or better before progressing into the next semester. Therefore, an incomplete grade is not an option, except under extraordinary circumstances. *In an extraordinary circumstance*, a student may request a temporary grade of “incomplete” if the required work is unfinished as of the last class of the current term and if the work completed thus far is of passing (71%) quality. This type of request is not allowed as a measure to avoid an unsatisfactory grade.

1. Students must notify the course instructor and the faculty mentor of his/her desire to enact an “Incomplete”.

2. The instructor will immediately forward the request to the Chair of the Progressions Committee and schedule a meeting (can be via phone or email) with the Chair and the faculty mentor to discuss the request.
3. If the Instructor, Chair, and Faculty Mentor agree that an extraordinary circumstance has occurred, the Chair will bring the request to the full Progressions Committee. Due to the sequential nature of the OTD courses, the Progressions Committee will work quickly to evaluate the request.
4. If the request for an incomplete is granted, the Progressions Committee will work with the instructor and student to develop a plan for remediation, which may include late penalties.
5. The remediation plan will detail the conditions for clearing the “incomplete” grade, including an expected completion date. The remediation plan will be sent to the OTD Department Program Director for final approval.
6. If approved, a copy of this plan must be sent to the student, the Faculty Mentor, and the Chair of the Progressions Committee.
7. The remediation plan may require the student to take a leave of absence of up to one year from the program due to the sequential, integrated nature of the curricular design.
8. A request for an Incomplete will only be considered **ONCE** during enrollment in the OTD program.
9. All incompletes must be cleared before enrollment in any Level I or Level II Fieldwork and Capstone.

Extra Credit

Small amounts of extra credit may be offered for outside/additional learning experiences, but only if available to the entire class with a specific due date. **No extra credit will be offered to remediate poor performance on exams or assignments.**

Late Work

Course work is expected to be turned in by the due date and time set. If course work is turned in late, the following will apply:

Late Course Work
1 minute late = 5% grade reduction
1 day & 1 minute or more late = 10% grade reduction
2 days & 1 minute or more late = 15% grade reduction
3 days & 1 minute or more late = 20% grade reduction

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4 days & 1 minute or more late = 25% grade reduction
Greater than 5 days late = 0%

For example, if an assignment is due at the start of a Monday, 9:00 am class, then Monday, at 9:01am the 5% late penalty applies until Tuesday, at 9:00 am. Then Tuesday at 9:01 am, the 10% late penalty begins. The time is determined by Blackboard for on-line submissions, or the instructor's smart phone for hard copies.

Graduate Student Review Process

An academic review of each student's progress is conducted at the following times:

1. Mid-term of each semester, after grades are posted.
 - a. *Any grade of a C or below at midterm requires the **student** to initiate an in-person meeting with their assigned faculty mentor within one week of midterm grade posting.*
2. At the completion of each semester, once final grades are posted.

At completion of the semester, any student with a SEMESTER GPA below a 3.0 will be referred to the OTD Progressions Committee (see below).

Course Progression

OTD courses are integrated, sequential, and progressive. Therefore, to maximize student success, the following criteria apply:

Grade Requirements:

1. Students must earn a grade of C or better in all courses in each semester before progressing into the next semester. Any grade below a C is considered a failing grade. Earning a failing grade indicates the student has not mastered essential content or other curricular requirements for successful completion of the OTD program.
2. If a D or F is earned, the student may request to repeat the course the next time it is offered, which will be the following year.
3. The student must request a Leave of Absence while they wait for the course to be offered at its regularly scheduled time.
4. A grade of C or better must be earned in the repeated course. Failure to do so will result in dismissal from the OTD Program.

5. The student will be on Academic Probation for the semester following the successful re-take of that course.
 - a. It is the student's responsibility to ensure they are up-to-date on all other content from that semester.
6. Only **one** leave of absence or probationary period may be granted during the OTD program.

Leave of Absence Request Due to Failing Grade

1. Students should notify their faculty mentor as soon as their grade in any course is near or below a C. This will allow the faculty mentor to assist the student in developing a proactive plan of action.
2. If a student earns below a C in any single course, they should anticipate that they will not progress into the next semester of the program. Once final grades are posted, it is the **student's responsibility** to immediately notify their faculty mentor by email to inform the mentor of the failing grade.
3. After consultation with the faculty mentor, if the student wishes to remain in the program, the student must email (through their UARK account) the Progressions Committee Chairperson a letter within **5 business** days of final grade posting.
4. In this letter, the student should:
 - a. Inform the Chair of their failing grade
 - b. Requesting a Leave of Absence from the program
 - c. State their desire to repeat the failed course the following academic year
 - d. State their understanding that a grade of C or better must be earned and that failure to do so will result in dismissal from the OTD Program
 - e. Provide a detailed plan for how they will be academically successful upon their return
 - f. Agree to audit all other courses in that returning semester
5. The student may be required to meet with the Progressions Committee to discuss their Leave of Absence request and plan of remediation.
6. If a Leave of Absence Request is not received within **5 business** days, the student will be dismissed from the program.
7. The Progression Committee Chair (or designee) will acknowledge receipt of the student's letter within **3 business** days and inform the student of the date when the Progression Committee will review the request.
8. The student will be notified of the Progression Committee's decision in a letter delivered through UARK email within **3 business** days of the Progression Committee's decision.

Program Progression

Interprofessional Education (IPE) Requirements

The Department of Occupational Therapy believes the best healthcare outcomes are achieved through well-integrated teams of talented, diverse professionals. To prepare OTD graduates to become effective members of interprofessional teams, students are **required to participate in and pass seven (7)** designated IPE experiences under the framework provided by UAMS <https://ipe.uams.edu/>.

GPA Requirement

Departmental progression requirements are based on academic performance during **each individual** semester in the OTD program. This is separate from the UAF policy that bases progression on cumulative GPA. Please see the UAF Graduate Catalog Policies and Procedures for more information on University progressions and academic standing.

1. The student is responsible to remain aware of the GPA requirements and as such, to know that they can be placed on departmental probation (academic and professional behaviors), be unable to progress in the OTD program, or be dismissed from the program based upon the GPA requirement. See Academic Probation and Dismissal Policy below.
2. The student's Faculty Mentor is available for consultation and assistance in all progressions issues.
3. Students may only be placed on academic probation only **once** during the OTD program. Students who fall into the academic probation range a second time will be dismissed from the program.
4. **Semester** GPA standards are:

Good Standing	Probation	Dismissal
3.0	Between 2.85 and 2.99	2.84 and below

Academic Probation

Academic Probation indicates that a student is not making the academic progress required for the OTD program and will not continue in the program if they do not improve.

1. Departmental progression requirements are based on academic performance during **each individual semester** in the OTD program. This is separate from the UAF Graduate School policy that bases progression on **cumulative** GPA.
2. Probationary status allows the student an opportunity to improve academically and to demonstrate evidence of the capability to proceed toward a degree. Any student with a **semester** GPA in the probation range listed above will be placed on academic probation for ONE semester.
3. ALL subsequent semester GPAs must meet the “Good Standing” criteria or the student will be discontinued from the program.
4. Students may only be placed on academic probation **only once** during their graduate program. Students who fall into the academic probation range a second time will be **dismissed** from the program.
5. The Progressions Committee (PC) will notify the student within **5 business** days of the posting of the semester’s final grades regarding his or her placement on probation or dismissal from the OTD program. The notification will be via the student’s UARK email account and include specific expectation for future academic performance. It is the student’s responsibility to check this email, even during times when the university may be closed.
6. Students who fall below the good standing GPA of 3.0 but who have passed all courses with at least a “C” grade, the semester prior to any Level II Fieldwork or Capstone will be **required** to participate in up to 3 remediation activities to ensure their readiness for clinical work. These remediations may delay the start of Level II Fieldwork or Capstone. Delays in Level II fieldwork will impact the progression to year 3 coursework. The student will be required to meet with their Faculty Mentor and the Progressions Committee to determine a plan of action.

Remediation Activity 1	Remediation Activity 2	Remediation Activity 3
Student suggests specific learning activities which are approved or may be modified by the Faculty Mentor and Progressions Committee in the form of a Learning Contract*	Repeat assignments/ activities from one or more courses, based upon instructor and Progressions Committee recommendations*	Complete an evaluation with Student Health and/or the Student Success Center (i.e., academic coaching, career services, etc.) to address specific issues identified by instructors, Faculty Mentor, and/or the Progressions Committee*

*Students may be asked to complete a reflection of any or all of the above as deemed appropriate by the Progressions Committee.

Time to Degree Completion

Due to the progressive, increasingly rigorous nature of the curriculum and changing nature of healthcare, **all program requirements** must be completed **within 5 years** of the student's **original** semester of enrollment.

Grade Appeals

It is important to remember that instructors have the responsibility for assignment of grades. A formal complaint is a written allegation that a faculty member has violated policies or has failed to administer a program of study required by the Occupational Therapy Department. The process should not be enacted only because a student is unhappy with the grade they have earned.

1. A grade appeal should only be filed if the student can provide clear evidence and/or a rationale their work has been assessed in an inconsistent manner, called capricious grading.
2. Capricious grading refers to one or more of the following:
 - a. The assignment of a grade to a student on any basis other than course performance.
 - b. The assignment of a grade to a student by more exacting or demanding standards than were applied to other equivalent students in that section.
 - c. The assignment of a grade that does not reflect instructor standards announced in class and/or written in the assignment or syllabus.
 - d. No grade policy was announced.

Because courses in the OTD program are sequential and build upon each other, grade appeals must be initiated **within 3 business days** of the posting of the grade being appealed (see below).

Procedure for Grade Appeal

1. Grade appeals should begin with the student discussing their concerns directly with the grading instructor **within 3 business days** of the grade being posted. After this conversation, if the student still believes they have been graded in a capricious manner, they should file a written complaint as directed below.
2. Grade appeals must be made in writing via UARK email to the program director **within 3 business days** of the meeting with the grading instructor. If the instructor is the program director, the appeal should be made to the UAF Dean of the College of Education and Health Professions. The letter should include:
 - a. The facts supporting the alleged violation
 - b. Any supporting documentation

- c. The complainant's signature
3. Once the written complaint is received, the Program Director coordinates the investigation. This may include assignment of the complaint to the Progressions Committee. Within **7 business days**, the investigator of the complaint will provide the following information to the director:
 - a. The date of investigation
 - b. A statement of the manner in which the complaint was investigated
 - c. Summary of the outcome of the investigation
4. Following the investigation, the Director will:
 - a. Notify the complainant in writing regarding the outcome of the investigation.
 - b. Maintain a record of the complaint and investigation in the OTD office.

*Because of the sequential and integrated nature of the OT curriculum, and the requirement that all courses in each semester must be passed with a “C” or higher, a student who chooses to progress into the next semester courses while appealing a final grade “D” or “F” is taking a serious financial risk. If the grade of “D” or “F” is not overturned and the University date for a full refund has passed, the student may lose all or part of the tuition paid for the current semester.

U of A grade appeal policy for graduate students can be found here:

<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/#gradesappealstext>

Leave of Absence for Personal Reasons

A student enrolled in the OTD Program may request **one (1)** Leave of Absence (LOA) for up to one year while in the OTD program.

The Student must:

1. Submit an e-mail through his/her UARK account to the Progressions Committee Chairperson to request this leave. This letter should include:
 - a. The LOA request, with start and end dates.
 - b. A broad reason for this request.
 - c. How the student plans to retain the information learned so far in the program.
 - d. How the student plans to ensure their success upon return.
2. The student will likely need to meet with the Progressions Committee to determine if the LOA should be granted.
3. If the LOA request is granted, the student will receive a letter from the program director detailing the conditions of the LOA, including a date for the student to submit written confirmation of their plan to return.

4. The student must then submit a second letter to the Progressions Committee Chairperson, through his/her UARK account by the previously set date, indicating their plan to return to the program. This letter should include specific steps the student will take to enable successful completion of the program.
5. Follow UAF Graduate School Leave of Absence Policies found here: <http://catalog.uark.edu/graduatecatalog/objectivesandregulations/>
6. The Progressions Committee may request an additional meeting with the student to review the student's plan for success.

Professional Conduct

Occupational Therapy Code of Ethics, from the American Occupational Therapy Association (AOTA), is the document that sets expectation for professional behavior and “informs your practice, research, and education, to help occupational therapists, occupational therapy assistants, and students face complex ethical problems at various levels.” (<https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>) You have a responsibility to read and understand this critical, guiding document. In part, it says:

AOTA Core Values

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

The profession is grounded in seven long-standing Core Values: **Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence.**

- **Altruism** involves demonstrating concern for the welfare of others.
- **Equality** refers to treating all people impartially and free of bias.
- **Freedom** and personal choice are paramount in a profession in which the values and desires of the client guide our interventions.
- **Justice** expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).
- **Dignity** Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and dignity of the client, by treating him or her with respect in all interactions.

- **Truth** In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms.
- **Prudence** Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles.

AOTA Principles of Standards and Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include **Beneficence, Nonmaleficence, Autonomy, Justice, Veracity, and Fidelity.**

Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision-making.

- **Beneficence** - Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
- **Nonmaleficence** - Occupational therapy personnel shall refrain from actions that cause harm.
- **Autonomy** - Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.
- **Justice** - Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.
- **Veracity** - Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
- **Fidelity** - Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

NBCOT Code of Conduct

“The National Board for Certification in Occupational Therapy, Inc. ("NBCOT," formerly known as “AOTCB”) is a professional organization that supports and promotes occupational therapy practitioner certification....

As certified professionals in the field of occupational therapy, NBCOT certificants will at all times act with integrity and adhere to high standards for personal and professional conduct, accept responsibility for their actions, both personally and professionally, continually seek to enhance their professional capabilities, practice with competence, fairness, and honesty, abide by all federal, state, and local laws and regulations, and encourage others to act in a professional manner consistent with the Practice Standards and responsibilities set forth below.”

<https://www.nbcot.org/>-

[/media/NBCOT/PDFs/Code_of_Conduct.ashx?la=en&hash=BBB21758829FB47ABCE5CB0089714CF88169A4FF](https://www.nbcot.org/media/NBCOT/PDFs/Code_of_Conduct.ashx?la=en&hash=BBB21758829FB47ABCE5CB0089714CF88169A4FF)

There are nine principles identified, and students are expected to uphold all of them. Five of these principles can be directly applied to the daily expectation of our students:

- **Principle 3** Certificants shall be accurate, truthful, and complete in any and all communications, direct or indirect, with any client, employer, regulatory agency, or other parties as they relate to their professional work, education, professional credentials, research and contributions to the field of occupational therapy.
- **Principle 6** Certificants shall not engage in behavior or conduct, lawful or otherwise that causes them to be, or reasonably perceived to be, a threat or potential threat to the health, well-being, or safety of recipients or potential recipients of occupational therapy services.
- **Principle 7** Certificants shall not engage in the practice of occupational therapy while one's ability to practice is impaired due to chemical (i.e., legal and/or illegal) drug or alcohol abuse.
- **Principle 8** Certificants shall not electronically post personal health information or anything, including photos, that may reveal a patient's/client's identity or personal or therapeutic relationship. (All statements, regardless of intent, about a patient/client can potentially contain sufficient information for a member of a community to recognize the patient/client thus, violating the state and/or federal law (i.e. Health Insurance Portability and Accountability Act (HIPAA))).
- **Principle 9** Certificants shall not misuse NBCOT's intellectual property, certification marks, logos, or other copyrighted materials. This includes all NBCOT exam preparation tools, website or exam content. Disclosure of practice test questions or examination material content, including examination questions, is strictly prohibited.

Professional Behavior Standards and Policy

Standards

1. Students in the Occupational Therapy Program are preparing for professional practice in health, education, and social service arenas. Professionalism is essential to practice, and for success in this academic program. Students must be accurate and truthful, demonstrate empathy and sensitivity, integrity and ethics, professional conduct, sound judgment, and personal responsibility.
2. These criteria are based on the American Occupational Therapy Association (AOTA) Code of Ethics, the AOTA Occupational Therapy Standards of Practice, the AOTA Fieldwork Performance Evaluation, and the National Board for Certification in Occupational Therapy (NBCOT) Code of Conduct and University Academic Integrity Policy.
3. Professional Behavior is a compilation of many behaviors and complex interactions. These will be evaluated routinely using the Assessment of Professional Behaviors form (APB). This form will facilitate students' self-evaluation and development as well as provide a mechanism for structured faculty feedback and a form of documentation.

4. Students individually complete the APB annually during the OTD Program. It is reviewed with the faculty mentor and feedback will be provided as warranted. Courses may require completion of the APB form and incorporate a grading system in the course syllabus.

Professional Behaviors Assessment Policy

Please refer to the Assessment of Professional Behaviors (APB) form listed below

1. Course instructors or faculty mentors who have specific concerns or interests related to a student's professional development, and/or unprofessional conduct will request a meeting with the student (and possibly their faculty mentor) to discuss the issues in question. They may use the APB to record and share these with the student and his or her faculty mentor in a timely manner. A professional development plan may be created to address the area(s) of concern.
2. Any incident of misconduct or concern must be documented by faculty and discussed directly with the student and their mentor. It is the mentor's responsibility to maintain a copy of these records in the student's on-line file and monitor for patterns of misconduct, which would require referral to the Department's Progressions Committee.
3. Patterns of misconduct and single incidence of significant misconduct are immediately referred to the Department's Progressions Committee. The committee evaluates the concerns and determines a course of action, which may range from one semester of Professional Behaviors Probation to dismissal from the Program.
4. Unprofessional conduct during any community activity, fieldwork or capstone placement that jeopardizes, or appears to jeopardize the health, welfare, or safety of clients, healthcare workers, or facilities will be considered significant misconduct and may result in immediate removal from the site, failure of the assignment/fieldwork, and possible dismissal from the program.

Assessment of Professional Behaviors (APB) Form

Student:

Date:

Faculty Mentor:

Form Completed by: Student Mentor Instructor Other _____

Rating Scale for Performance:

- | | |
|--------------------------------------|--|
| 4: Meets standards to a high degree: | Performance is consistent, skilled, and self-initiated |
| 3: Meets standards: | Performance is frequent and skilled |
| 2: Needs improvement: | Performance needs further development |
| 1: Unsatisfactory: | Performance requires substantial development |

Scores of one (1) or two (2) require comment in the area following the assessment

PROFESSIONAL BEHAVIORS	RATING
<i>Commitment to Learning/Excellence</i>	
1. Comes prepared for sessions	
2. Takes initiative in the pursuit of learning/competence	
3. Exercises good judgment and problem solving	
4. Supports and contributes to the culture of learning during classroom and lab experiences	
<i>Personal Responsibility</i>	
5. Dependably honors commitments and completes tasks	
6. Acknowledges personal errors and makes adjustments accordingly	
7. Displays personal honor and integrity	
8. Works independently unless explicitly instructed otherwise	
9. Resolves conflict proactively and appropriately	
<i>Social Responsibility</i>	
10. Meets interpersonal commitments	
11. Considers and respects the needs of others	
12. Contributes "fair share" to group efforts	
13. Cooperates with others	
14. Contributes to the greater good	
15. Refrains from verbal, physical, emotional, or sexual harassment of peers or colleagues	
<i>Supervisory Relationships</i>	
16. Takes responsibility for own behavior	
17. Seeks guidance when needed	
18. Is reflective and open to feedback	
19. Alters behavior in response to feedback	
<i>Communication</i>	

20. Demonstrates positive interpersonal skills (flexibility, empathy, confidence)	
21. Communicates clearly and assertively	
22. Expresses disagreement in a tactful manner	
23. Demonstrates respect for the rights of others to hold different values and beliefs	
24. Demonstrates cultural sensitivity and appropriate manners	
<i>Time/Stress Management</i>	
25. Keeps time commitments or notifies in advance	
26. Acts proactively, planning ahead, proposing solutions	
27. Demonstrates flexibility in response to changing demands	
28. Prioritizes tasks and commitments wisely	
<i>Safety</i>	
29. Operates within the scope of personal skills	
30. Recognizes and acts on need for assistance	
31. Adheres to safety guidelines and regulations	
32. Anticipates unsafe situations and modifies behavior accordingly	
33. Maintains work area, equipment, and supplies to be safe and efficient	
<i>Policies and Procedures</i>	
34. Seeks and obtains relevant information	
35. Adheres to federal and state regulations	
36. Adheres to University, College, Program and site policies and procedures	
37. Adheres to professional codes and standards	

Please list the number by the behavior/attitude and reason for score given below:

Professional Behaviors Probation

Professional Behaviors Probation indicates that a student is not demonstrating the professional behaviors required of an occupational therapist and will not continue in the program if they do not improve (see sections above for standards). Probationary status allows the student an opportunity to improve their professional behaviors and to demonstrate evidence of the capability to become an occupational therapist.

1. Minor concerns regarding professional behaviors should be addressed by faculty, with the student and their faculty mentor. Please see above.
2. After the Department's Progressions Committee evaluates the allegations of patterns of misconduct or single incidence of significant misconduct, they determine a course of action, which may range from **one (1)** semester of Professional Behaviors Probation to dismissal from the Program.
3. If probation is recommended, a plan of remediation is made as part of the professional development process. If the remediation plan is not successfully completed by the student, they may be dismissed from the program.
4. Students may only be placed on academic probation **only once** during their graduate program. Students who breach the professional behaviors expectations (either through a pattern or significant action) a second time will be **dismissed** from the program, with no option to appeal.
5. The Progressions Committee (PC) will notify the student within **seven (7) working** days of their decision regarding placement on professional behaviors probation or dismissal from the OTD program. The notification will be via the student's UARK email account and include specific expectation for future academic performance. It is the student's responsibility to check this email, even during times when the university may be closed.

Ethical Violations

It is the OT Department's belief that upholding the ethical principles and values of our profession is one of our highest responsibilities. We believe that choosing to engage in unethical behavior as a student is a strong indicator that they will be willing to make that same choice as a professional. We must be gatekeepers of our profession, doing our best to ensure that those who graduate from our program have the highest ethical standards. Therefore, any and all incidents of ethical violations will be addressed immediately and strongly, which may include dismissal from the program.

1. Any incident of ethical misconduct or concern will be documented by faculty, discussed directly with the student and their mentor, and referred to the Department's Progressions Committee.

2. The Department's Progressions Committee evaluates the concerns and determines a course of action, which may range from a zero score on the academic work, a failing grade for the course, Professional Behaviors Probation, up to dismissal from the Program.
3. Unethical conduct during any community activity, fieldwork or capstone placement that jeopardizes, or appears to jeopardize the health, welfare, or safety of clients, healthcare workers, or facilities will be considered significant misconduct and may result in immediate removal from the site, failure of the assignment/fieldwork, and dismissal from the program.

Dismissal

The OTD Program Director/Chair, in consultation with the Progressions Committee and the Graduate School, has the authority and responsibility to dismiss a student from the OTD program for academic, unethical, or unprofessional behavior (see Ethical and Professional Conduct section of this document).

A student notified of dismissal due to academic, unethical, or unprofessional behavior reasons may apply for transfer to another program or school at UAF under the condition that they meet the requirements and are accepted into the program or school where they wish to be transferred.

Conditions under which a student will be dismissed are:

- a. Failure to pass a previously failed course with a grade of "C" or higher.
- b. A second semester in the OTD program with a GPA below the Good Standing GPA of a 3.0.
- c. A pattern of unprofessional behavior, a single, significant breach of professional behavior expectations (especially during fieldwork or capstone), or unsuccessful remediation of professional behavior probation plan.
- d. A second incident of ethical violation, a discovered pattern of ethical violations, and/or a single, significant ethical violation breach.

The OTD Progressions Committee will assess the situation and make a recommendation to the OTD Program Director/Chair within **5 business days**.

The OTD Program Director/Chair will review all information and notify the student of the outcome, via their uark.edu email, within **5 business days**.

The department reserves the right to enact the dismissal process, through due process of the OTD Progressions Committee, for unforeseen actions or behaviors not specifically listed here.

If the student chooses to appeal, the grievance procedures for graduate students can be at: <http://catalog.uark.edu/graduatecatalog/objectivesandregulations/#grievanceprocedurestext>

Voluntary Withdrawal

Students who wish to withdraw from the program for personal reasons must notify their faculty mentor and the Program Director of their plans in writing. After at least one year away, if the student wishes to reenter the program, they must reapply for admission to the OTD program and the Graduate School if they intend to reenter the program.

Readmission is not guaranteed after withdrawal. Students may be allowed to resume where they exited or may be required to start the program from the beginning. If allowed to resume, due to the progressive, increasingly rigorous nature of the curriculum and changing nature of healthcare, all program requirements must be completed within 5 years of the student's original semester of enrollment.

Institution Policies

The Department of Occupational Therapy strives to adhere to the policies and procedures of the College of Education and Health Professions and the Graduate School at the University of Arkansas, whenever possible. Because of the nature of the integrated, sequential, and time sensitive nature of the OTD curricular design, and the high ethical and professional behavior standards required of health care workers, some department standards and processes must be more stringent; these are listed in this handbook.

The UAF Graduate Student Handbook can be found at <https://graduate-and-international.uark.edu/graduate/current-students/student-resource/graduate-handbook/index.php> Additional UAF & UAMS policy information can be found on Blackboard and noted below.

Tuition and Fees

Tuition and Fees are officially printed here and subject to change:
<https://catalog.uark.edu/graduatecatalog>

Graduation Requirements

OTD students must complete the application for graduation through the Student Homepage in UAConnect. Fees must be paid by the appropriate deadline in the semester in which degree requirements will be met and graduation effected. Instructions can be found at registrar.uark.edu

1. OTD Degree Conferment will occur in the Fall Commencement ceremony in December at UAF.
2. UAF Graduate School requires an Annual Graduate Student Academic Review Form to be filled out each academic year. This form is to be filled out by June 30th of each year per Graduate School requirements. It is the student's responsibility to ensure that this form is completed and the student should retain a copy of the completed form. This form can be

found at https://graduate-and-international.uark.edu/_resources/forms/grad-student-review.pdf.

3. In addition, the University of Arkansas requires a Record of Progress Form be submitted when the student completes all requirements of the program, including final capstone project. It is the student's responsibility to ensure that this form is completed and the student should retain a copy of the completed form. This form can be found at https://graduate-and-international.uark.edu/_resources/forms/prof-phd-progress-record.pdf.

Academic Grievance Procedures for Graduate Students

<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/#grievanceprocedurestext>

Emergency Procedures

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <https://safety.uark.edu/emergency-preparedness/> You are responsible for all information on this Emergency Preparedness page.

RazALERT

The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. Please sign up for messages through your UAConnect account and keep your phone numbers updated. See <https://safety.uark.edu/emergency-preparedness/emergency-notification-system/index.php>

RAVE Guardian

RAVE Guardian is a free phone app that turns a cell phone into a personal safety device. We strongly encourage students download and set up this service to improve personal safety. See <https://safety.uark.edu/emergency-preparedness/emergency-notification-system/index.php>

Violence/Active Shooter (CADD)

- **CALL:** 9-1-1
- **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

- **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police its safe.
- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack

Inclement Weather

If you are signed up for RazAlert, you will receive inclement weather notification from UAF through that system. <https://safety.uark.edu/inclement-weather/>

Please note: because the OTD is a graduate, professional program, primarily using a hybrid teaching format, cancellation of class by the university does not necessarily mean that course work and assignments will be postponed. OTD instructors will communicate with students through BlackBoard. No penalties will be assessed for work that cannot be turned in hard copy, but on-line submissions may adhere to their original submission deadlines, unless there is a documented loss of electricity or Internet access.

Academic Support

Students in the Department of Occupational Therapy are fortunate to have the resources of two universities at their disposal, UAF and UAMS. A complete list and brief description of academic support programs can be found on the UAF's Academic Support site, along with links to the specific services, hours, and locations. See <http://www.uark.edu/academics/academic-support.php> and at UAMS <https://students.uams.edu/academic-support/>

Academic Integrity Policy

The Department of Occupational Therapy supports the UAF purpose and definition of Academic Integrity found here: <https://honesty.uark.edu/policy/index.php>

However, because the OTD is a graduate, professional degree program that must uphold the highest ethical and professional standards as listed in this handbook, **all** breaches of academic integrity will be **considered violations of ethic and professional behaviors standards** and dealt with accordingly, as stated in this handbook.

Disability & Accommodations

The Center for Educational Access (CEA) serves as the central campus resource for helping students with disabilities obtain the accommodations they need for equal access to classroom activity. The CEA provides direct support for students with disabilities and training and educational resources to the university community as a whole. The university also consults with

the CEA about ways to build the technological infrastructure to maximize the accessibility of the institution's programs, services, and activities.

Information about the Center for Educational Access can be found here <https://cea.uark.edu/> or by phone at 479-575-3104.

Title IX

Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

See https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

Patient Privacy and Confidentiality (HIPAA)

The OTD program and both UAF and UAMS are committed to protecting the privacy of all client/patient information. While privacy and confidentiality have always been a priority for health care providers, it has heightened importance in this era of electronic information due to the increased speed of information flow and the risks associated with protecting this information.

The standards for protecting patient health information are described in the federal law known as the Health Insurance Portability and Accountability Act (HIPAA). HIPAA limits access to medical records to authorized individuals and for specific purposes. It is not possible to summarize HIPAA here; however, students will have received HIPAA training prior to being granted access to patient information. Additional information and training on HIPAA, including UAMS HIPAA policies, are available at <http://hipaa.uams.edu/>

Please keep in mind that there are sanctions for inappropriate access to patient records. These include criminal penalties of up to one (1) year imprisonment and a \$50,000 fine; as well as, disciplinary action up to and including dismissal from the OTD program.

If you have any questions pertaining to HIPAA, you may direct them to the UAMS HIPAA office at 501-603-1379.

Fostering Open and Robust University Minds (FORUM) Act Compliance- Act 184 of 2019

UAMS supports free speech and assembly rights for its campus community, which includes UAMS faculty, staff, and students, and invited guests.

UAMS does not restrict planned outdoor speech and assembly activities to certain areas or “free speech zones.” Instead, planned and approved activities are welcome outdoors except for in areas that disrupt normal campus operations (e.g., roadways) and the entrances to patient care areas, as

Approved by Graduate Council 10/15/2020

HIPAA and other privacy laws require UAMS to respect and protect patient identities and information.

For guidance and resources to plan outdoor speech and assembly activities, contact the dean's office.