

**OCCUPATIONAL  
THERAPY  
COLLEGE OF  
APPLIED HEALTH  
SCIENCES**



# Master of Science Degree In Occupational Therapy

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## INTRODUCTION

The purpose of this handbook is to assist you in becoming acquainted with policies, procedures, and organization of the Department of Occupational Therapy in the College of Applied Health Sciences (AHS) at the University of Illinois at Chicago (UIC), and the Master of Science (MS) program offered by the UIC Department of Occupational Therapy. You are expected to read this handbook and be familiar with its contents, and should keep it ready for reference at all times. All MS students are required sign a form indicating that they have read the MS Handbook, and that they understand that they are responsible for the information contained within the MS Handbook. These signed forms are kept on file in the Department. Additionally, MS students are expected to be familiar with the UIC Graduate Catalog. Copies of the Graduate Catalog can be purchased at the UIC Bookstore or accessed for free on the Graduate College section of the UIC Web pages at <http://www.uic.edu/gcat/index.shtml>

The UIC Department of Occupational Therapy faculty and staff will make every effort to see that you have current and accurate information to guide you through processes associated with your role as an MS student, such as registration and graduation. However, it is your responsibility as an MS student to make sure that deadlines are met, and that necessary forms or requests for information are provided to allow timely progression in the program.

## **ACADEMIC CALENDAR 2016-2018**

The academic year consists of the fall and spring semesters and a nine-week summer session. Each of the regular (i.e., fall and spring) semesters includes fifteen weeks of instruction and one week of final examinations. Plan to be in attendance during all instructional periods. The academic calendar can be accessed online at <http://grad.uic.edu/cms/?pid=1000222>

### **FALL SEMESTER 2016**

<b>Date</b>	<b>Day</b>	<b>Event</b>
August 22	Monday	Instruction Begins.
September 2	Friday	Last day to complete late registration/ last day to add or drop a course.
September 5	Monday	Labor Day. No Classes.
November 24-25	Thu-Fri	Thanksgiving holiday. No classes.
December 2	Friday	Instruction ends.
December 5-9	M-F	Final examinations.

### **SPRING SEMESTER 2017**

<b>Date</b>	<b>Day</b>	<b>Event</b>
January 9	Monday	Instruction Begins.
January 16	Monday	Martin Luther King, Jr. Day. No classes.
January 20	Friday	Last day to complete late registration/last day to add or drop a course.
March 20-24	M-F	Spring Vacation. No classes.
April 28	Friday	Instruction ends.
May 1-5	M-F	Final examinations.

### **SUMMER SEMESTER 2017**

<b>Date</b>	<b>Day</b>	<b>Event</b>
May 29	Monday	Memorial Day holiday. No classes.
May 30	Tuesday	Instruction Begins.
July 4	Tuesday	Independence Day. No classes.
July 10-Aug 4		Fieldwork Level IB

### **FALL SEMESTER 2017**

<b>Date</b>	<b>Day</b>	<b>Event</b>
August 28	Monday	Instruction Begins.
September 4	Monday	Labor Day. No Classes.
September 8	Friday	Last day to complete late registration/last day to add or drop a course.
November 23-24	Thu-Fri	Thanksgiving holiday. No classes.
December 8	Friday	Instruction ends.
December 8	Friday	Last day to complete registration for Fieldwork Level II A and Level II B
December 11-15	M-F	Final examinations.

### SPRING SEMESTER 2018

<b>Date</b>	<b>Day</b>	<b>Event</b>
Jan 8- March 30		Fieldwork Level IIA*
April 9-June 29		Fieldwork Level IIB*

### SUMMER SEMESTER 2018

<b>Date</b>	<b>Day</b>	<b>Event</b>
July 4	Wednesday	Independence Day. No classes.
July	TBA	OT 555: <i>Synthesis III</i> begins and runs for 2 weeks.
July 20	Friday	Pinning Ceremony – <i>Tentative Date</i>

\*Note: While the majority of Level II fieldwork sites use the dates indicated above, a few fieldwork sites require that students to start a week earlier or later. Therefore students should consider the above dates tentative until they confirm the exact fieldwork dates with their assigned fieldwork sites.

## **DIRECTORY – DEPARTMENT OF OCCUPATIONAL THERAPY**

### **ADMINISTRATION**

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312-996-3051  
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Department web site: [www.ahs.uic.edu/ot](http://www.ahs.uic.edu/ot)

### **DEPARTMENT HEAD**

Yolanda Suarez-Balcazar, PhD, Professor

### **ASSOCIATE DEPARTMENT HEAD FOR ADMINISTRATION**

Gail Fisher, MPA, OTR/L, FAOTA, Clinical Associate Professor

### **DIRECTOR OF THE MS PROGRAM**

Elizabeth Walker Peterson, PhD, OTR/L, FAOTA, Clinical Professor

### **DIRECTOR OF THE OTD PROGRAM**

Joy Hammel, PhD, OTR/L, FAOTA, Professor

### **ACADEMIC FIELDWORK COORDINATORS**

Catherine Killian, MEd, OTR/L, Clinical Instructor  
Kathy Preissner, EdD, OTR/L, Clinical Associate Professor

### **DIRECTOR OF REHABILITATION SERVICES, UI Health (UIH)**

Keir Ringquist, PhD, PT, GCS

### **DIRECTOR OF THE PhD IN REHABILITATION SCIENCES PROGRAM**

Alexander Aruin, PhD, Professor

### **DIRECTOR OF THE PhD IN DISABILITY STUDIES PROGRAM**

Sarah Parker Harris, PhD, Associate Professor

### **ADMINISTRATIVE STAFF**

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(312) 413-8355 ([mberta@uic.edu](mailto:mberta@uic.edu))  
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Maria Larson, Senior Academic Advisor (MS Program)  
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Matrice Truevillian, Administrative Assistant  
312-996-3051 ([matricet@uic.edu](mailto:matricet@uic.edu))

Other college and university phone numbers can be searched under the UIC website's "Phonebook" function, available at [www.uic.edu/searchUIC.html](http://www.uic.edu/searchUIC.html)



## FACULTY MEMBERS

For more information on our faculty including their scholarship of practice, please visit our Faculty Profiles page at the following link: <http://www.ahs.uic.edu/ot/facultyresearch/profiles/>

**Theresa M. Carroll, OTD, OTR/L, Clinical Assistant Professor** 312-996-1263  
([carrollt@uic.edu](mailto:carrollt@uic.edu))

Dr. Carroll teaches *Introduction to OT Practice, Synthesis I*, the pediatric module in *Functional Movement and Mobility*, and other pediatric content throughout the curriculum. She has clinical experience working with children and adolescents with disabilities in school and community settings. Dr. Carroll's scholarly interests include post-secondary transition and best practices for occupational therapy in school settings. She currently partners with community organizations serving children and young adults with autism.

**Heidi Fischer, OTD, OTR/L, Clinical Assistant Professor** 312-355-3184  
([hwaldi1@uic.edu](mailto:hwaldi1@uic.edu))

Heidi Fischer is lead instructor for *Human Structure and Function, OT Practice: Functional Movement and Mobility* and a facilitator for *Synthesis I*. She worked at the Rehabilitation Institute of Chicago for 14 years, served as Clinical Research Coordinator in the Hand Rehabilitation Laboratory at RIC for 10 years, and has served as a Quality Consultant for the American Occupational Therapy Association. Her scholarly interests include self-management after stroke, investigating the use of virtual reality, robotics and task-oriented treatment for the upper extremity following stroke and enhancing participation, inclusion and advocacy for people with disabilities.

**Gail Fisher, MPA, OTR/L, FAOTA, Clinical Associate Professor** 312-996-4371  
([gfisher@uic.edu](mailto:gfisher@uic.edu))

Gail Fisher teaches the foundational occupational therapy theory course and a course on health care systems, policy, advocacy, and payment. She is also the Associate Department Head for Administration, which includes being the Director of Admissions for the MS program. Her scholarship focuses on public policy and payment systems that affect access to therapy. She has created a theory-based assessment for group homes that is used internationally. Ms. Fisher is developing and promoting the role of occupational therapy in primary care settings.

**Joy Hammel, PhD, OTR/L, FAOTA, Professor** 312-996-3513  
([hammel@uic.edu](mailto:hammel@uic.edu))

Joy Hammel is the Wade-Meyer Endowed Chair, Director of the OTD program, teaches courses for doctoral students, and contributes to several master's-level courses. Dr. Hammel directs participatory research related to community living and participation with people with disabilities and older adults, evaluating the impact of environmental barriers and supports upon participation and health, and effecting systems change and community capacity building.

**Celeste Januszewski, OTD, OTR/L, Clinical Assistant Professor** 312-355-2656  
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Celeste Januszewski is lead instructor for *OT Practice: Psychosocial Aspects of Occupational Performance, Medical Conditions* and *Fieldwork Level IA*. She also co-teaches *Development of a Therapeutic Self*, and *OT Practice: Cognition and Perception in Action*. She has extensive work experience as an occupational therapist at Chicago Read Mental Health Center, an Illinois state in-patient psychiatric hospital. Her scholarly interests include community mental health, curriculum development in the area of psychosocial interventions, and building therapeutic alliances in the client-therapist relationship.

**Catherine Killian, MEd, OTR/L, Clinical Instructor**  
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312-996-3412

Catherine Killian is an Academic Fieldwork Coordinator whose role includes overseeing clinical fieldwork experiences. She is the lead instructor for OT 564: *Leadership and Management in OT* and a co-instructor for OT 555: *Synthesis III*. She also serves as guest lecturer for several courses. Catherine is the *Professional Development Coordinator for Education/Research* for AOTA's Administration and Management Special Interest Section as well as a member of the Illinois Occupational Therapy Licensure Board. Her scholarly work focuses on leadership development, fieldwork education, and the role of occupational therapy in the primary care setting. Ms. Killian is currently pursuing her OTD degree.

**Mary Khetani, ScD, OTR/L, Assistant Professor**  
([mkhetani@uic.edu](mailto:mkhetani@uic.edu))

312-996-0942

Mary Khetani pursues interdisciplinary and multi-site research relevant to pediatric occupational therapy practice. Her current projects fall into one of three main areas: (1) developing and testing two caregiver questionnaires that are designed to provide comprehensive and feasible assessment of children's participation in activities and environmental supports and barriers to participation; (2) applying these caregiver questionnaires in health services and longitudinal research to examine links between diagnosis and function; and (3) building and testing a web-based intervention planning guide to help caregivers build on their baseline assessment for care planning.

**Anders Kottorp, PhD, OT reg, Professor**  
([akottorp@uic.edu](mailto:akottorp@uic.edu))

312-355-1185

Anders Kottorp teaches OT 570 - Health Outcomes Assessments and Surveys – A Critical Approach. He also serves as a guest lecturer in a variety of courses in the Master's program. Dr. Kottorp's research focuses on understanding the challenges associated with engaging in everyday life for people living with various medical conditions and disabilities. He is specifically interested in the arenas outside the home environment and the use of everyday technology among people with disabilities. His research has focused on developing new and innovative evaluations and interventions supporting independence and efficiency in home and community living, and Dr. Kottorp primarily uses Rasch models for development and evaluation of such clinical tools.

**Jenica Lee, OTD, OTR/L, Clinical Assistant Professor**  
([jenlee22@uic.edu](mailto:jenlee22@uic.edu))

312-996-5844

Jenica Lee is the lead instructor for *Occupational Performance of Adults and Adolescents* and co-instructor for *Therapeutic Use of Self: Psychosocial Aspects of Occupational Performance*, *Human Structure and Function*, and *Synthesis III*. She is also a facilitator for *Synthesis I and II*. Her clinical experience is primarily in the area of neurological/cognitive rehabilitation in both adult acute care and inpatient rehabilitation settings. Dr. Lee has scholarly interests include integrating theory to enhance OT education & practice and promoting health and wellness and aging in place with the Chinese community.

**Sandy Magaña, PhD, MSW, Professor**  
([maganas@uic.edu](mailto:maganas@uic.edu))

312-355-4537

Sandra Magaña's research is directed at the cultural context of families who care for persons with disabilities and mental illness. This includes a focus on health disparities for minority caregivers and diagnosis and treatment disparities for Latino and Black children with an autism spectrum disorder; and on interventions to reduce health and service disparities. Dr. Magaña has a joint appointment with the Department of Disability and Human Development. She co-teaches *Race, Culture and Health Disparities* in the Spring semester.

**Susan Magasi, PhD, Assistant Professor**  
([smagas1@uic.edu](mailto:smagas1@uic.edu))

312-996-4603

Susan Magasi conducts research on reduction of inequities in healthcare access, outcomes and quality experienced by people with disabilities; the development of valid and accessible outcome measures; and factors that contribute to health related quality of life among people with chronic medical conditions. Dr. Magasi co-teaches the research course for master's students and will be offering a doctoral seminar on knowledge translation in the spring of 2016.

**Mansha Mirza, PhD, OTR/L, MSHSOR, Assistant Professor**  
([mmirza2@uic.edu](mailto:mmirza2@uic.edu))

312-355-5427

Mansha Mirza is the lead instructor for the introductory research methods course in the entry-level MS program. She had advanced doctoral and postdoctoral training in disability studies and health services research. Her research focuses on identifying and addressing disparities in health and rehabilitation services among low-income, underserved communities, with a special interest in new immigrant and refugee groups.

**Elizabeth Walker Peterson, PhD, OTR/L, FAOTA, Clinical Professor**  
([epeterso@uic.edu](mailto:epeterso@uic.edu))

312-996-4506

Elizabeth Peterson is the MS Program Director. She is the lead instructor for OT 555: *Synthesis III*, and OT 595: *Seminar in Occupational Therapy*. She also serves as a guest lecturer in a variety of courses in the master's program, covering topics from the domain of occupational therapy practice to adult physical disabilities. The overarching goal of Dr. Peterson's research is to develop interventions to prevent falls and manage fear of falling among well and at-risk individuals, with special attention to people living with multiple sclerosis. Articulating occupational therapy's role in interdisciplinary fall prevention efforts and preparing occupational therapy students for work on interdisciplinary teams is an important focus of Dr. Peterson's work.

**Kathy Preissner, EdD, OTR/L, Clinical Associate Professor**  
([kpreiss@uic.edu](mailto:kpreiss@uic.edu))

312-996-5220

Kathy Preissner is an Academic Fieldwork Coordinator who designs and co-coordinates the four fieldwork experiences for the entry-level master's program, and oversees advanced clinical practicum experiences for the OTD program. She contributes to the *Cognition and Perception in Action* course and provides guest lectures in other courses. Her scholarly work focuses on teaching and learning in occupational therapy education and practice, fieldwork education, and self-management educational programs for people with multiple sclerosis and their caregivers

**Yolanda Suarez-Balcazar, PhD, Professor**  
([ysuarez@uic.edu](mailto:ysuarez@uic.edu))

312-413-0117

Yolanda Suarez-Balcazar is the Department Head. She conducts community-based participatory research implementing and evaluating interventions to promote healthy lifestyles among people of color and youth and young adults with disabilities. She and examining culturally competent outreach, innovations, research and services for people with disabilities. Dr. Suarez-Balcazar teaches an elective course on race, culture and health disparities and a course on program evaluation. She contributes to master's-level courses.

**Ashley Stoffel, OTD, OTR/L Clinical Assistant Professor**  
([astoffel@uic.edu](mailto:astoffel@uic.edu))

312-996-4626

Ashley Stoffel teaches courses on occupational performance in children, occupational therapy intervention with children, and an advanced occupational therapy practice course. She has clinical experience working with children and families in Early Intervention as well as community, outpatient and

school settings. Dr. Stoffel's scholarship is aimed at implementing family-centered early intervention and children's services in community settings to individuals from diverse backgrounds.

**Renée Taylor, PhD, Professor**

312-996-3412

([rtaylor@uic.edu](mailto:rtaylor@uic.edu))

Renée Taylor is the Vice Provost for Faculty Affairs at UIC. Her research focuses upon identifying biobehavioral correlates of chronic fatigue syndrome, validation of theoretical concepts related to the Intentional Relationship Model which she created, and assessment development related to Kielhofner's Model of Human Occupation. Dr. Taylor is also the Director of the Model of Human Occupation Clearinghouse.

### **EMERITI**

Margaret Kirchman, Ph.D., OTR/L, Associate Professor Emerita

Barbara Loomis, MA, OTR, Associate Professor Emerita

### **ADJUNCT FACULTY WITH ROLES AS LEAD COURSE INSTRUCTORS**

**Glen Cotton, OTD, OTR/L, Adjunct Clinical Instructor**

([gcotto2@uic.edu](mailto:gcotto2@uic.edu))

Glen Cotton is lead instructor for the problem-based learning course *Synthesis II*, facilitator for *Synthesis I*, and guest lecturer for *Cognition and Perception in Action*. He has clinical experience working with both adults and children in outpatient and hippotherapy settings. Dr. Cotton's scholarly interests include acquired brain injury, autism spectrum disorder, and sensory processing disorder (SPD), as well as hippotherapy as an intervention for SPD.

**Piper Hansen, OTD, OTR/L, Adjunct Clinical Instructor**

([phanse2@uic.org](mailto:phanse2@uic.org))

Piper Hansen is the lead instructor for OT 526: *Technology and the Environment* and is also a guest lecturer in OT 522: *Occupational Therapy Practice: Functional Movement and Mobility*. She is the clinical practice leader for occupational therapy at the Rehabilitation Institute of Chicago as well as the clinical fieldwork coordinator and float therapist. Dr. Hansen is also an Instructor at Rush University and on the advisory board for the occupational therapy program at Midwestern University. Dr. Hansen's participation in research has included projects in electrical stimulation, outcome assessment, telerehabilitation and stroke, and spinal cord injury.

### **OTHER ADJUNCT/VISITING FACULTY**

**Leah Dunleavy, MA, BCBA, OTD, OTR/L, Adjunct Clinical Instructor**

([ldunle2@uic.edu](mailto:ldunle2@uic.edu))

Leah Dunleavy is a small group facilitator for *Synthesis II*. She is a full-time occupational therapist and Director of Behavior Therapy at Eyas Landing, a pediatric outpatient clinic and therapeutic school. Dr. Dunleavy's research and clinical speciality include sensory integration therapy combined with behavior modification for children with autism and sensory processing disorder.

**Cheryl Esbrook, OTR/L, BCPR**

([cheryl.esbrook@uchospitals.edu](mailto:cheryl.esbrook@uchospitals.edu))

Cheryl Esbrook is a contributor to the ICU Module in OT 538. She has been practicing as an occupational therapist at the University of Chicago Medical Center focusing her treatment and research on the critical

care patient populations in both the medical and surgical ICUs for 12 years. She is also the coordinator of the occupational therapy fieldwork program for students at the University of Chicago as well as the first occupational therapy residency program in acute care. Ms. Esbrook has made research contributions to the field of early mobility in the ICU and-received her Board Certification in Physical Rehabilitation from AOTA.

**Michael Littleton, MPH, OTR/L, CHT, Adjunct Clinical Assistant Professor**  
([mlittlet@uic.edu](mailto:mlittlet@uic.edu))

Mike Littleton is a Certified Hand Therapist with over 30 years of experience. He contributes to numerous lectures and labs in OT 522, co-teaches the hand module for OT 538, and teaches the Hand Structure and Function module for OT 512. He is an occupational therapist at the University of Chicago Hospitals. Mr. Littleton's clinical interests include treatment of traumatic hand injuries, splint fabrication and cumulative trauma disorders.

**Dana Pais, OTD, OTR/L, Adjunct Clinical Instructor**  
([dpais@uic.edu](mailto:dpais@uic.edu))

Dana Pais is a small group facilitator *Synthesis II* and a guest lecturer for *Functional Movement and Mobility*. She has clinical experience in outpatient pediatrics working with children with sensory processing disorder, autism spectrum disorder, feeding difficulties, oculomotor deficits, executive functioning difficulties and developmental delay. Dana also serves as the Director of Mentorship at North Shore Pediatric Therapy (NSPT), where she engages in curriculum development for NSPT's Mentorship Program and provides leadership and guidance for a team of multidisciplinary clinicians.

### TEACHING ASSISTANTS

**Elizabeth Harrison, MS, OTR/L, Teaching Assistant, OT 510**  
([eharri20@uic.edu](mailto:eharri20@uic.edu))

**Alisa Sheth, MS, OTR/L, Teaching Assistant, OT 535 & OT 538**  
([ajorda25@uic.edu](mailto:ajorda25@uic.edu))

### STAFF MEMBERS

**Mary Berta, Assistant to the Head: Finance and Human Resources** 312-413-8355  
([mberta@uic.edu](mailto:mberta@uic.edu))

Mary Berta is responsible for finance, human resources, and grant management for the department. Her duties in the department include: coordinating new hire searches, processing new hire paperwork for faculty, staff and research assistants, resolving payroll problems, tuition waiver issues, overseeing all budget and financial transactions for department, preparing budgets and financial forecasting reports, monitoring all grant expenditures and preparing reports for PI, overseeing general operations including inventory and space needs, and serving as department security contact.

**Marjani Jones, Academic Advisor (OTD Program)** 312-996-7538  
([jonmar@uic.edu](mailto:jonmar@uic.edu))

Marjani Jones' responsibilities as the OTD Program/Student Advisor include advising prospective and current OTD students and assisting academic fieldwork coordinators. Ms. Jones oversees all elements of the OTD program including maintaining student records, updating the OTD student handbook, maintaining the website, and planning and implementing research related events. Ms. Jones' other duties

include departmental reporting of program outcomes and providing assistance to the MS program advisor in areas of admissions, information sessions, and advising prospective students.

**Maria Larson, Senior Academic Advisor (MS Program)**

312-413-0124

([mlarso1@uic.edu](mailto:mlarso1@uic.edu))

Maria Larson's responsibilities as Senior Academic Advisor range from student recruitment and admissions file evaluation to correspondence with applicants, registration support, scholarship administration and assisting with MS program evaluation efforts. Ms. Larson leads organization of student events, such as the new student open house, orientation, and graduation. Additional duties include serving as liaison between the Graduate College and the Office of Admissions.

**Matrice Truevillian, Administrative Assistant**

312-996-3051

([matricet@uic.edu](mailto:matricet@uic.edu))

Duties in the department include: assistant to the Department Head; assisting with departmental functions, such as: coordinating information with the Dean's office and other departments on campus; mediating for the help desk and department; coordinating work orders with UIC Physical Plant, administrating usage of department technical equipment, scheduling conference/classrooms, facilitating requisition of departmental supplies. Serves as Editor of the departmental newsletter, OT Progress Notes.

**UI Health (UIH) DEPARTMENT OF OCCUPATIONAL THERAPY**

**Director of Rehabilitation Services**

Keir Ringquist, PhD, PT, GCS

**Physical Disabilities:**

Angela Bryant, COTA

Kate Ciancio, MS, OTR/L

Matthew Clinger, OTD, OTR/L, Clinical Instructor

Tomas Daguinsin, OTR/L, Teaching Associate

Cathleen Jensen, OTR/L, Teaching Associate

Kay McGee, MS, OTR/L, Clinical Instructor

Joe Mendoza, MS, OTR/L, Teaching Associate

Alejandra Villanueva, MS, OTR/L

**Outpatient:**

Jeannine Lau, OTR/L, CHT

Jamie Pautsch, OTR/L, CHT

Riley Alverson, OTR/L

**Pediatrics:**

Vanessa Barbosa, PhD, OTR/L, Clinical Assistant Professor

Beth Dodge, OTR/L

Laura Lewis, OTD, OTR/L

Jill Quinn, MS, OTR/L

**Behavioral Health:**

Anna Blazevic, MS, OTR/L

Chris Finnegan, OTR/L, Teaching Associate

Gabriela Jacquez-Jimenez, COTA/

Hye Young Moon, MT-BC

## **GENERAL INFORMATION ABOUT THE UIC OT DEPARTMENT AND MS PROGRAM**

### HISTORY OF THE DEPARTMENT OF OCCUPATIONAL THERAPY

In August 1943, the first ten students began their studies in occupational therapy under the direction of Beatrice D. Wade. At its inception, the Occupational Therapy program of the University of Illinois was a Department in the College of Medicine (on the Medical Center Campus, Chicago) and in the College of Liberal Arts and Sciences (on the Urbana-Champaign Campus). The base of operations was divided between the two campuses, with students spending their first three years in Urbana and matriculating to Chicago for their sixteen-month senior year.

At the onset, clinical laboratory units were established in the University of Illinois Hospital. It was in these settings, under the supervision of the occupational therapy faculty, where students applied the principles taught in the classroom by the same group of faculty and the medical staff. This plan of integrated didactic and clinical instruction, while modeled after Medicine, was a daring departure in occupational therapy education at the time of its inception and became known as the "Illinois Plan".

Soon after the program was established, World War II provided the impetus for the establishment of "Emergency War Courses" in occupational therapy. The curriculum offered concurrently intensive courses of study for college graduates; sixty-eight emergency war course graduates completed the program. Today over 2500 students have graduated from the program.

Need for health care professionals to assume leadership roles in education, administration and clinical specialization prompted the faculty to initiate planning for a graduate program. Final approval for a Masters Degree in Associated Medical Sciences was granted in August 1978. The first five students in the post-professional occupational therapy option began their studies Fall Semester 1978; the first student was graduated in June 1980. In 1996 the department began offering a master's degree leading to certification for occupational therapy students with a bachelor's degree in another subject. In 1999, the last class was admitted to the undergraduate program, in anticipation of the move to Master's degree required for entry into the field as passed by the American Occupational Therapy Association. In 2002 the first class of all MS students graduated.

In 1988, the Department received funding from the American Occupational Therapy Association and the American Occupational Therapy Foundation (AOTA/AOTF) to establish one of two Charter Centers of Research in Occupational Therapy in the country under the direction of the late Dr. Gary Kielhofner. The department received six years of funding, which provided support for expansion of research efforts. In 1999, the Department became the only occupational therapy program in the country to be named as the Center of Outcomes Research and Education by AOTA/AOTF, with three years of funding to facilitate outcomes research in the profession.

Alice Clement Meyer, a former faculty member, provided a substantial estate gift to the department in 1990. This gift, combined with alumni donations and other bequests, funds the Wade/Meyer endowed chair in the department. This endowed professorship is one of only several in occupational therapy in the country. Dr. Gary Kielhofner held the endowed chair position from 2000 until 2011.

In 1998, a PhD in Disability Studies was established, the first such program in the country. This interdisciplinary doctorate is offered in collaboration with the Department of Disability and Human

Development. A clinical Doctor of Occupational Therapy Program (OTD) began enrolling students in fall 2006. UIC's OTD program was the first established at a public university in the U.S. A PhD in Rehabilitation Sciences jointly offered with the Department of Kinesiology and Nutrition and Physical Therapy was established in 2009. Dr. Joy Hammel was named the Wade/Meyer Endowed Chair in 2013.

### **Accreditation**

The UIC Master of Science in Occupational Therapy program has been fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org).

Graduates of the MS program offered by the UIC Department of Occupational Therapy are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an occupational therapist, registered (OTR). All states require licensure to practice, however state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a student's ability to be accepted by clinical fieldwork by some fieldwork sites and may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### **UIC Department of Occupational Therapy Vision<sup>1</sup>**

Our Department's vision is as follows:

#### ***Creating Tomorrow's Practice***

*Leading the field in education, scholarship, and practice*

Our vision is grounded on the following:

#### **Leadership**

- Commitment to leading innovation in occupational therapy in education, scholarship, and practice

#### **Capitalize on the intersection between the three prongs of education, scholarship, and practice**

Intersections among education, scholarship, and practice bring opportunities that include:

- Shaping the profession through research
- Preparing students as creative thinkers
- Leading and shaping future practice

#### **Meeting the needs of our diverse society**

- Diversity in students
- Preparing students for practicing with diverse populations
- Globally connected
- Building community capacity for addressing current needs

#### **Attitude towards taking action**

- Confidence to embrace the future
- Inviting action



<sup>1</sup> University of Illinois at Chicago, Department of Occupational Therapy. (2012). *University of Illinois at Chicago Department of Occupational Therapy Strategic Plan*. University of Illinois at Chicago , Chicago, IL..

### UIC Department of Occupational Therapy Mission<sup>1</sup>

The *mission* of the Department of Occupational Therapy is to achieve excellence and lead the field in education, scholarship, and practice. We conduct this mission with the conviction that education, scholarship, and practice are equally valuable, interdependent, and mutually enhancing. We carry out this mission in the context of an urban research university that embraces diversity and partnerships with diverse communities.

<sup>1</sup> University of Illinois at Chicago, Department of Occupational Therapy. (2012). *University of Illinois at Chicago Department of Occupational Therapy Strategic Plan*. University of Illinois at Chicago , Chicago, IL..

## **Master of Science (MS) Program Mission**

### UIC Department of Occupational Therapy Master of Science (MS) Mission<sup>1</sup>

The mission of the MS program is to graduate entry-level generalist practitioners who will become leaders and advocates in the profession. We seek to educate a wide-range of students to integrate theory, research and practice, and to transform practice in a wide variety of settings. To this end our curriculum focuses on developing graduates with the skills to engage in ethical, reflective, and high quality practice. Our aim is to provide students with an education that prepares them to be consumers of research and use the principles of evidence-based practice to serve individuals, families, and communities across the life-span and in diverse contexts. We are committed to preparing culturally responsive practitioners who are able to meet their clients' *diverse occupational needs with the goal of full participation in society, especially within underserved and urban communities.*

<sup>1</sup> University of Illinois at Chicago, Department of Occupational Therapy. (2012). *University of Illinois at Chicago Department of Occupational Therapy Strategic Plan*. University of Illinois at Chicago, Chicago, IL.

## **Department Philosophy**

### **I. The Philosophical Base of Occupational Therapy**

#### ***A. The Profession's Core of Occupation: A View of Humanity***

At UIC, we believe that all people:

- have intrinsic dignity and worth, are active occupational beings and shape and are shaped by the environment.
- have valuable and diverse experiences, abilities, knowledge and strengths that can contribute to participation in life.
- have the right to make choices, exercise control, take risks and make changes in their lives, in accordance with their preferences, needs, and values.
- are social and interactive beings with the potential to actively learn through participation in occupation.

We also believe that participation:

- represents an interaction of the person, his or her occupations, and the environment.
- occurs in the context of people's daily lives and social worlds. This context is multifaceted and includes social, physical, cultural, political and economic aspects. The context has the potential to influence the individual, family and community.

These beliefs reflect the philosophical base of occupational therapy as published by the American Occupational Therapy Association (2011), which states that:

“Occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan. As such, participation in meaningful occupation is a determinant of health. Occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation due to the dynamic relationship between factors intrinsic to the individual, the contexts in which the occupation occurs, and the characteristics of the activity.” (Gupta, et al., 2011)

### ***B. The Nature of Occupational Therapy Practice***

Occupational therapy is the collaborative and planned engagement with clients in occupations that positively influence performance and participation. Clients include the individual, family, care partners, groups, communities, organizations, populations and systems. Occupational therapy practitioners provide services with the goal of “achieving health, well-being, and participation in life through engagement in occupation” (AOTA, 2014, p. S4). The client's needs, perspectives and values along with the client's context drive how intervention decisions are made. Occupational therapy practitioners collaborate with clients to determine intervention priorities and strategies that will support occupational performance and participation. Occupational therapy practitioners utilize occupations and activities, preparatory methods and tasks, education and training, advocacy, and group interventions in order to:

- create or promote health and wellness, well-being, and quality of life;
- facilitate engagement in life roles and participation in desired occupations;
- improve or enhance occupational performance; and
- prevent secondary conditions and loss of performance capacity.

Occupational therapy practitioners work with diverse client populations in a variety of settings including, but not limited to, homes, schools, worksites, communities, organizations, and health care settings. It must be recognized that the setting of service delivery influences the occupational therapy practitioner's roles and responsibilities but that in return, the occupational therapy practitioners can influence the practice setting through advocacy, systems change and evidence-based practice. Occupational therapy practitioners can operate in diverse and interdependent roles including practitioner/direct service provider, consultant, educator, manager, administrator, entrepreneur, researcher, case manager, and advocate for the

profession and consumer. In order to maximize benefit to clients, occupational therapists frequently function as a part of interprofessional teams.

Occupational therapists make decisions and solve problems in complex situations. This means the occupational therapist must be a critical and reflective thinker, capable of evaluating and synthesizing theory and research. The occupational therapist should use evidence and experiential knowledge as part of therapeutic reasoning to drive and assure competent and ethical practice as well as to document and justify outcomes of occupational therapy. Finally, the therapist contributes to the knowledge base of the field through supporting and engaging in scholarship that can inform and transform practice, as well as systems.

Our philosophy regarding the nature of occupational therapy practice reflects the philosophical base of Occupational Therapy as published by the American Occupational Therapy Association (Haynes & Jones, 2011):

The focus and outcome of occupational therapy are individuals' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy. Occupational therapy is based on the belief that occupations may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

## II. Philosophy of Occupational Therapy Education

The Scholarship of Practice is the guiding educational philosophy of the UIC Department of Occupational Therapy (see Figure 1) (Braveman, Helfrich, & Fisher, 2002; Hammel, Finlayson, Kielhofner, Helfrich, & Peterson, 2002). Applied to education and the MS program, this philosophy underscores the importance of embedding learning in situations that link theory, research and practice. The Scholarship of Practice embraces the value of linking theoretical and empirical knowledge to real world issues of practice and clients' everyday lives. This vision guides all aspects of our curricula, development, teaching, program evaluation, and service learning.

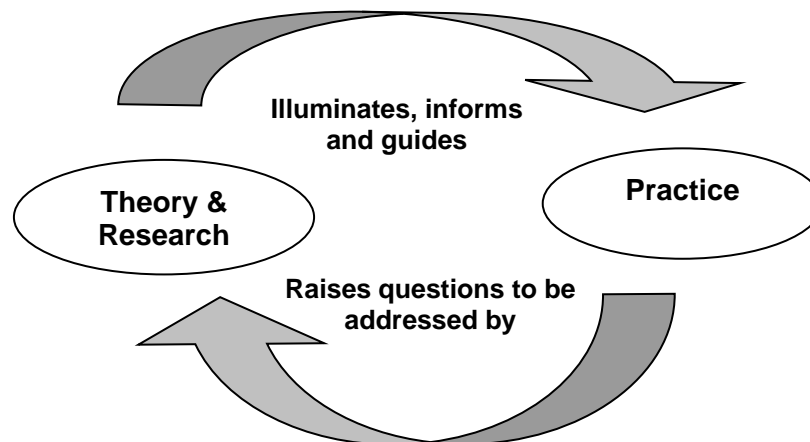


Figure 1: A Scholarship of Practice

Consistent with our educational philosophy and AOTA's Philosophy of Occupational Therapy Education (Haynes & Jones, 2011), we emphasize theories and approaches specific to experiential Merriam, Caffarella & Baumgartner (2007), social (Bandura, 1986), problem-based (Barrows, 1985), and transformative (Mezirow, 2000) learning. Given this philosophy, our beliefs about how human beings best learn include that:

- knowledge is acquired and needs to be learned in context;
- learning results from social processes that involve collaborative problem solving situated around specific issues; and
- learning should not be separated from the world of social action and its rich complexity of actors, actions and situations, which can be catalysts for applied practice, education and research.

Self-directed and reflective learning are also educational strategies upon which we draw. These strategies create a community of learning that supports the intellectual and professional development of students and faculty within culturally and socio-economically diverse settings. Transformational learning strategies also prepare students to be agents of change with individual clients, environments, communities, social groups and systems in promoting participation opportunities in society.

The Scholarship of Practice and educational philosophy provide guidance to the MS curriculum as a whole, to development of individual courses and to faculty efforts to advise and mentor students. Thus, teaching and learning within our department are viewed as social processes that are embedded in a community of scholars working collaboratively on salient human experience in the urban context.

Therefore, the MS Program at the University of Illinois at Chicago prepares students to:

- be competent, reflective, ethical, confident and client-centered occupational therapists;
- employ therapeutic use of self to effectively communicate and collaborate with diverse clients;
- be able to assume multiple roles as practitioners, educators, research collaborators, advocates and lifelong learners;
- demonstrate the ability to integrate and synthesize information across the spheres of theory, practice and research; and,
- assume leadership roles in *CREATING TOMORROW'S PRACTICE*.

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### **MS CURRICULUM DESIGN: A SCHOLARSHIP OF PRACTICE**

The curriculum design for the MS program offered by the UIC Department of Occupational is based upon the **Scholarship of Practice**. The Scholarship of Practice embraces the value of linking theoretical and empirical knowledge to the real world of therapeutic work. The Scholarship of Practice involves a dialectic in which theoretical and empirical knowledge is brought to bear on the practical problems of therapeutic work, and in which the latter raise questions to be addressed through scholarship. This vision guides all aspects of our curricula, development, teaching, and program evaluation within the MS program.

As applied to the curriculum for the MS in Occupational Therapy, the Scholarship of Practice Model indicates that each course within the curriculum addresses three threads to varying degrees. The three curriculum threads are 1) Theory, 2) Research, and 3) Practice. These threads are woven throughout the curriculum using processes based upon social learning theory and based upon the belief that people learn best by actively engaging with others in diverse social contexts to identify and address real world issues.

While the curriculum design grounds students in the profession's core knowledge, it allows for a *scope of content* that includes interdisciplinary knowledge, basic and applied research, and a range of methodologies and substantive issues. What binds this disparate knowledge, research and issues together is a quest to better understand the human experience and needs that occupational therapy serves, and the ways in which the field can most effectively address them.

The *sequencing* of coursework reflects the belief implicit in the curriculum design that theory, research and practice are inextricably linked. In their first semester, students are introduced to the primary theories of the field; the skills to develop therapeutic use of self and to find and evaluate related evidence; and the roles, systems and settings in which occupational therapists practice. The remainder of the curriculum builds upon this foundational knowledge to broaden the students' perspectives and to provide them with the skills to become entry-level generalists and *practice scholars*. Latter coursework builds on earlier courses in a number of course series, including Synthesis I-III.

*Content* within the curriculum is selected to address the curriculum threads of theory, research and practice to varying degrees within each course. Content is organized to address areas of occupation, performance skills, and performance patterns across the lifespan and in the multiple contexts in which clients perform. Content is also organized to provide students with the knowledge, skills and attitudes to utilize multiple occupational therapy intervention approaches while considering activity demands, client factors and contexts.

Content is organized in six course groupings to address: 1) foundational knowledge, 2) courses that track the development of occupational performance across the lifespan, 3) occupational therapy practice courses which utilize a lifespan perspective, 4) courses related to the context of occupational therapy practice, 5) courses focused on the integration and synthesis of knowledge across the curriculum; and 6) courses focused on the integration of knowledge and demonstration of skills in relation to real life problems.

Latter coursework builds on earlier courses in a number of groupings of related courses. These groupings are not mutually exclusive; intentional links in knowledge are made from one grouping to another as appropriate. These course groupings include:

1. Foundational knowledge:
  - a. Introduction to Occupational Therapy Practice (OT 507)
  - b. Theories of Occupational Therapy (OT 500)
  - c. Research in Occupational Therapy (OT 510)
  - d. Medical Conditions (OT 502)
  - e. Human Structure and Function (OT 512)
2. Development courses that track the development of occupational performance across the lifespan:
  - a. Development of Occupational Performance in Adolescents and Adults (OT 501)
  - b. Occupational Performance in Children (OT 511)
3. Practice courses:
  - a. Therapeutic Use of Self (OT 506)
  - b. OT Practice: Psychosocial Aspects of Occupational Therapy (OT 516)
  - c. OT Practice: Functional Movement and Mobility (OT 522)
  - d. OT Practice: Cognition and Perception in Action (OT 523)
  - e. Assistive Technology and the Environment (OT 526)
  - f. Intro to Advanced OT Practice (OT 538)
4. Coursework on context and occupational therapy practice:
  - a. Contexts of Occupational Therapy (OT 524)
  - b. Leadership and Management in Occupational Therapy (OT 564)

5. Courses to integrate and synthesize knowledge across the curriculum:
  - a. Synthesis I: focus on assessment (OT 515)
  - b. Synthesis II: focus on intervention planning (OT 535)
  - c. Synthesis III: focus on ethics and resolution of situations causing moral distress in practice. (OT 555)
  - d. Seminar in Occupational Therapy (OT 595)
6. Courses to allow integration of knowledge and demonstration of skills within practice settings or in relation to real life issues:
  - a. Fieldwork I-A (OT 519)
  - b. Fieldwork I-B (OT 529)
  - c. Fieldwork II (OT 548, OT 549)

The **educational goals** of the curriculum are designed to produce strong, competent, and effective entry-level generalist occupational therapists. Our graduates will possess occupational therapy knowledge, skills, attitudes, and critical and ethical reasoning in order to be able to:

- Use occupational therapy knowledge and skills for screening, evaluation, intervention, and measuring outcomes in order to facilitate engagement in occupation and support full participation.
- Provide occupational therapy services in a variety of practice settings.
- Provide occupational therapy services that are occupation-focused, client-centered, and grounded in evidence and theory.
- Effectively practice with diverse populations in a variety of contexts and appreciate the influence of social, cultural, political, economic, physical, organizational, and systemic factors on client performance and the therapeutic process.
- Interact effectively with clients, other professionals, and communities.
- Educate clients, families, and other professionals
- Apply the Scholarship of Practice by valuing, synthesizing, and integrating theory, research, and practice.
- Appreciate the importance of occupation to health, well-being, and quality of life.
- Understand bodies of knowledge related to occupational therapy practice (e.g., kinesiology, psychology, disability studies) and apply this knowledge to practice.
- Practice ethically, responsibly, and confidently, including being reflective about their clinical decisions, and their therapeutic use of self.
- Understand and respond to present and emerging issues in practice.
- Advocate for their clients and the profession.
- Value and engage in life long-learning and professional development, including active involvement in professional organizations.

### **CURRICULUM AND COURSE OF STUDY**

#### **Graduation requirements for M.S. degree**

Students must complete the 73 credits required for graduation as listed in the Graduate Catalog at <http://www.uic.edu/gcat/AHOT.shtml> and in the table that follows while meeting the GPA requirements described in the section of the MS Handbook titled **ACADEMIC POLICIES, RULES, AND REGULATIONS**.

Students must be in good academic standing in order to graduate, even if all other requirements have been met. Students on probation (Degree GPA less than 3.0) will not be allowed to graduate unless good academic standing is achieved by raising the Degree GPA to 3.0 or greater.

Further details are outlined on the Department's website:  
<http://www.ahs.uic.edu/ot/academics/ms/degreerequirements/>

### **Course Requirements**

The table that follows provides a listing of the required courses associated with the MS degree. A minimum of 73 semester credits is required. Students can take electives beyond the number of hours required.



**MS Curriculum Semester- by- Semester**

<b>Fall –1 TOTAL CREDITS = 17</b>	<b>Spring –1 TOTAL CREDITS = 14-18</b>	<b>Summer –1 TOTAL CREDITS = 8</b>
<p>OT 501: Occupational. Performance in Adults and Adolescents (3)            OT 506: Development of a Therapeutic Self (3)            OT 507: Introduction to OT Practice (2)            OT 500:Theories of OT (4)            OT 510: Research in Occupational Therapy (4)            OT 502: Medical Conditions: A self-paced course (1)</p> <p>Students who did not take a cadaver lab prior to acceptance to the MS program will be taking KN 496. KN 496 begins in the Fall semester and concludes in the Spring – 1 semester.</p>	<p>OT 511: Occupational Performance in Children (4)            OT 512: Human Structure and Function (5)            OT 516: OT Practice: Psychosocial Aspects of Occupational Performance (3)            OT 515: Synthesis I: Case-based, problem-based learning (PBL) course with focus on assessment (1)            OT 519: Fieldwork Level I - A (1)            OT 502: Medical Conditions (con't)            Optional Elective in OT or another department (2-4 credits)</p>	<p>OT 502: Medical Conditions (con't)            OT 524: Contexts of OT Practice (2)            OT 529: Fieldwork Level I - B (3)            (4 wks full time fieldwork)            OT 526: Assistive Technology and the Environment (3)            OT 524 and OT 526 are taught in a 5 week block before fieldwork</p>
<b>Fall-2 TOTAL CREDITS = 16</b>	<b>Spring-2 TOTAL CREDITS = 12</b>	<b>Summer-2 TOTAL CREDITS = 6</b>
<p>OT 522: OT Practice: Functional Movement &amp; Mobility (5)            OT 523: OT Practice: Cognition and Perception in Action (4)            OT 538 Intro to Advanced OT Practice (1)            OT 535: Synthesis II: Case-based PBL course with focus on intervention (2)            OT 564: Leadership/Management in OT (3)            OT 595: Seminar in Occupational Therapy (1): Credit awarded for colloquia attendance</p>	<p>OT 548: Fieldwork Level II - A (Jan – Mar) (8)            OT 549: Fieldwork Level II - B (April – June) (4)            Each Level II fieldwork is 12 weeks long, 40 hours per week.            OT 549 is 4 credits and must be repeated; 8 credits total.</p>	<p>OT 549: Fieldwork Level II - B (April – June) (4)            July: OT 555: Synthesis III: Case-based PBL course with focus on practice situations creating ethical tension or moral distress (2)</p> <p><b>Students graduate in late July if they complete all coursework and fieldwork on schedule</b></p>
		<p>TOTAL CREDITS = 73 (minimum)            TOTAL TIME = 23 months</p>

## Required Courses for the MS Degree Program

### **OT 500. Theories of Occupational Therapy. 4 Hours.**

Explores theoretical basis of occupational therapy and the impact of theory on clinical practice. Covers the history of knowledge and practice development in occupational therapy. Focuses on specific practice models developed as guides to clinical reasoning. Course Information: Prerequisite(s): Graduate standing; or consent of the instructor and admission to the M.S. or OTD Occupational Therapy program.

### **OT 501. Occupational Performance in Adults and Adolescents. 3 Hours.**

Reviews the primary developmental aspects and roles of adolescence and adulthood. Personal and environmental factors that influence occupational performance and prevention and wellness models to facilitate occupational functioning. Course Information: Previously listed as OT 401. Prerequisite(s): Admission to the M.S. in Occupational Therapy program.

### **OT 502. Medical Conditions. 1 Hour.**

This self-paced course reviews etiology, clinical manifestation, clinical course, and general medical and rehabilitative management of common medical conditions; emphasis on musculoskeletal, neurologic, cardiopulmonary, and psychiatric disorders. Course Information: Satisfactory/Unsatisfactory grading only. Previously listed as OT 422. Prerequisite(s): Admission to the Master of Science in Occupational Therapy program.

### **OT 506. Development of a Therapeutic Self. 3 Hours.**

Emphasizes understanding and developing foundational skills in therapeutic use of self and forms of therapeutic reasoning. Group theory and process is introduced and group leadership skills developed. Course Information: 3 hours. Previously listed as OT 406. Prerequisite(s): Admission to the M.S. in Occupational Therapy Program. Course Schedule Information: To be properly registered, students must enroll in one Lecture and one Laboratory-Discussion.

### **OT 507. Introduction to Occupational Therapy Practice. 2 Hours.**

Overview of the role of the therapist and aspects of occupational therapy practice in multiple settings. The basics of assessment, treatment planning, intervention, and documentation; as well as service delivery systems and current issues. Course Information: Previously listed as OT 407. Prerequisite(s): Admission to the M.S. in Occupational Therapy program.

### **OT 510. Research in Occupational Therapy. 4 Hours.**

Introduction to basic elements of research design relevant to occupational therapy practice. Prepares student to become critical consumer of research in occupational therapy and related fields. Quantitative and qualitative approaches to research. Course Information: Prerequisite(s): Graduate standing; or consent of the instructor and admission to the M.S. or OTD Occupational Therapy program. Recommended background: Statistics and research methods.

### **OT 511. Occupational Performance in Children. 4 Hours.**

Covers developmental theories concerning factors influencing the development of occupational performance in infancy, childhood, and early adolescence. Includes developmental assessment methods and tools. Course Information: Previously listed as OT 411. Prerequisite(s): Grade of C or better in [OT 500](#) and grade of C or better in [OT 501](#) and grade of C or better in [OT 507](#) and grade of C or better in [OT 510](#).

### **OT 512. Human Structure and Function. 5 Hours.**

Examines anatomical and physiological basis for occupational performance. Features structure and function of musculoskeletal, cardiovascular and nervous systems and application of biomechanical

principles. Course Information: 5 hours. Previously listed as OT 412. Prerequisite(s): Grade of C or better in [OT 500](#) and grade of C or better in [OT 510](#) and admission to the M.S. in Occupational Therapy program. Course Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

**OT 515. Synthesis I. 1 Hour.**

Provides a problem based learning context for the development of clinical reasoning skills in occupational therapy. Students analyze and synthesize five individual client cases which emphasize the occupational therapy assessment process. Course Information: Satisfactory/Unsatisfactory grading only.

Prerequisite(s): Grade of C or better in [OT 500](#) and Grade of C or better in [OT 501](#) and Grade of C or better in [OT 506](#) and Grade of C or better in [OT 507](#) and Grade of C or better in [OT 510](#).

**OT 516. Occupational Therapy Practice: Psychosocial Aspects of Occupational Performance. 3 Hours.**

Examines occupational therapy practices relevant to psychosocial intervention, related bodies of knowledge influencing practice, psychological process affecting occupational functioning and assessment and treatment related to psychosocial problems. Course Information: Previously listed as OT 416.

Prerequisite(s): Grade of C or better in [OT 500](#) and grade of C or better in [OT 501](#) and grade of C or better in [OT 506](#) and grade of C or better in [OT 507](#) and grade of C or better in [OT 510](#).

**OT 519. Fieldwork Level IA. 1 Hour.**

Emphasizes application of occupational therapy skills pertinent to use of psychosocial groups in communities. Students gain an enhanced appreciation of psychological and social factors that influence engagement in occupation. Course Information: Satisfactory/Unsatisfactory grading only. Prerequisite(s): Grade of C or better in [OT 500](#) and grade of C or better in [OT 501](#) and grade of C or better in [OT 506](#) and grade of C or better in [OT 507](#) and grade of C or better in [OT 510](#). Course Schedule Information: To be properly registered, students must enroll in one Clinical Practice, one Lecture-Discussion and one Laboratory-Discussion.

**OT 522. Occupational Therapy Practice: Functional Movement and Mobility. 5 Hours.**

Application of occupational therapy evaluation and intervention skills to children and adults with occupational performance deficits resulting from mobility and movement dysfunction. Course Information: 5 hours. Previously listed as OT 436. Prerequisite(s): Satisfactory completion of [OT 502](#) and Grade of C or better in [OT 511](#) and grade of C or better in [OT 512](#) and grade of C or better in [OT 516](#) and grade of C or better in [OT 526](#). Course Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

**OT 523. Occupational Therapy Practice: Cognition and Perception in Action. 4 Hours.**

The impact of impaired cognitive and perceptual processes on occupational performance of children and adults with neurological conditions, cognitive and intellectual disabilities and psychiatric disabilities. Course Information: 4 hours. Previously listed as OT 437. Prerequisite(s): Satisfactory completion of [OT 502](#). Grade of C or better in [OT 511](#) and grade of C or better in [OT 512](#) and grade of C or better in [OT 516](#) and grade of C or better in [OT 526](#). Course Schedule Information: To be properly registered, students must enroll in one Lecture and one Laboratory.

**OT 524. Contexts of Occupational Therapy Practice. 2 Hours.**

Trends in health care, reimbursement, legislation, and disability policy and how they affect occupational therapy. The policy process and development of an advocacy role are explored. Exposure to community-based practice and consultation roles. Course Information: Previously listed as OT 424. Prerequisite(s): Grade of C or better in [OT 507](#).

**OT 526. Assistive Technology and the Environment. 3 Hours.**

Assessing the need for, delivering, and evaluating the outcomes of occupationally-based technology and environmental interventions with people with disabilities within the home, school, workplace and community. Course Information: Prerequisite(s): Grade of C or better in [OT 500](#) and grade of C or better in [OT 510](#) and grade of C or better in [OT 511](#) and grade of C or better in [OT 512](#). Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture-Discussion.

**OT 529. Fieldwork Level IB. 3 Hours.**

Application of occupational therapy theory and therapeutic reasoning in a forty-hour/week fieldwork experience with the opportunity to develop beginning therapeutic skills and professional behavior. Course Information: Previously listed as OT 428. Field work required. Prerequisite(s): Satisfactory completion of [OT 502](#), [OT 515](#), and [OT 519](#) and Grade of C or better in [OT 511](#) and grade of C or better in [OT 512](#) and grade of C or better in [OT 516](#).

**OT 535. Synthesis II. 2 Hours.**

In this problem based learning course, students engage in small and large group learning to analyze cases. Emphasis is placed on occupation-based intervention planning with particular consideration of contextual factors. Course Information: Satisfactory/Unsatisfactory grading only. Prerequisite(s): Satisfactory completion of [OT 502](#); and grade of C or better in [OT 524](#) and grade of C or better in [OT 526](#) and grade of C or better in [OT 529](#).

**OT 538. Introduction to Advanced Practice in Occupational Therapy. 1 Hour.**

Provides exposure to practice in 3 areas of practice requiring advanced clinical reasoning and skills. Includes introductory cases, observation in clinical settings and lab experiences to develop related skills. Course Information: Satisfactory/Unsatisfactory grading only. Prerequisite(s): Satisfactory completion of [OT 519](#); grade of C or better in [OT 516](#) and grade of C or better in [OT 526](#) and grade of C or better in [OT 529](#); or consent of the instructor.

**OT 548. Fieldwork Level IIA. 8 Hours.**

First of two supervised full-time 12-week practica with emphasis on application of OT theory, development of psychomotor skills, reasoning client-related problems, and professional socialization as an entry-level occupational therapist. Course Information: Satisfactory/Unsatisfactory grading only. Previously listed as OT 448. Field work required. Prerequisite(s): Grade of C or better in [OT 522](#) and grade of C or better in [OT 523](#) and grade of C or better in [OT 529](#) and grade of C or better in [OT 564](#); and satisfactory completion of [OT 519](#), [OT 535](#) and [OT 538](#).

**OT 549. Fieldwork Level IIB. 4 Hours. (Must be repeated for credit)**

Second of two supervised, full-time, 12-week practica with emphasis on application of OT theory, development of psychomotor skills, reasoning client-related problems, and professional socialization as an entry-level occupational therapist. Course Information: Satisfactory/Unsatisfactory grading only. Must be repeated for credit. Students may register in more than one section per term. Previously listed as OT 449. Field work required. Scheduled full-time for a 6-week period. Prerequisite(s): Grade of C or better in [OT 522](#) and grade of C or better in [OT 523](#) and grade of C or better in [OT 529](#) and grade of C or better in [OT 564](#); and satisfactory completion of [OT 519](#), [OT 535](#) and [OT 538](#).

**OT 555. Synthesis III. 2 Hours.**

A problem based learning course in which students engage in self-directed analysis of cases. Emphasizes identification and mitigation of situations creating ethical tension or moral distress, legal concerns and/or complex practice problems. Course Information: Satisfactory/Unsatisfactory grading only. Fieldwork required. Prerequisite(s): Satisfactory completion of [OT 535](#) and [OT 548](#) and [OT 549](#).

**OT 564. Leadership and Management in Occupational Therapy. 3 Hours.**

Overview of issues related to management and leadership in varied settings in which occupational therapists practice. Topics include, but are not limited to, management functions, service planning, quality improvement, and financial management. Course Information: Prerequisite(s): Grade of C or better in [OT 524](#) and Grade of C or better in [OT 529](#).

**OT 595. Seminar in Occupational Therapy. 1 Hour.**

Students participate in faculty-student discussion and activities related to individual areas of research/thesis. Course Information: Satisfactory/Unsatisfactory grading only. Prerequisite(s): Graduate standing or consent of the instructor and admission to the M.S. or OTD Occupational Therapy program.

**Examples of Elective Offerings Offered within the UIC Department of Occupational Therapy.**

**OT 520. Community Practicum. 1-3 Hours.**

Field experience in a community agency serving an urban population. Emphasis is on service learning in context and the development of professional behaviors. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 6 hours. Field work required. Prerequisite(s): Graduate standing and admission to the Master of Science in Occupational Therapy program.

**OT 528. Race, Culture, and Health Disparities. 2-3 Hours. (Spring)**

Focuses on developing students' critical thinking skills as they relate to race, health disparities and engaging in culturally responsive care. Course Information: Same as DHD 528 and KN 538. Students registering for 3 hours of credit complete an immersion activity and a research paper. Prerequisite(s): Graduate standing and consent of the instructor.

**OT 553. Program Evaluation: Documenting the Impact of Human Services. 3 Hours. (Fall)**

Examines methods in program evaluation with emphasis on empowerment and participatory evaluation. Students will study quantitative and qualitative strategies, how to communicate information to stakeholders, and how to design evaluations. Course Information: Recommended background: Interest in research, health or behavioral sciences, and implementation and evaluation of community initiatives and community-based organizations.

**OT 561. Disability and Community Participation: Policy, Systems Change, and Action Research. 4 Hours. (Fall)**

Focuses on the critical examination of disability policy, activism, and research. Emphasis on conducting participatory action research in collaboration with constituents with disabilities, community organizations, and policy makers. Course Information: Same as DHD 561. Field work required. Depending on the research project, students may or may not need to complete IRB training. More information on the IRB process will be available at the start of the project. Prerequisite(s): Consent of the instructor. Recommended background: Previous coursework in disability policy, disability empowerment research and qualitative research.

**OT 563. Disability and Global Health. 3 Hours. (Spring)**

Focuses on disability and health equity in a global context and addresses disability-related health disparities and their determinants in the context of global poverty, development aid and humanitarian crises.

**OT 568. Learning, Teaching, Curriculum Design, Delivery and Evaluation. 4 Hours. (Spring)**

Didactic material and experiential learning as students explore design and implementation of a professional curriculum. Students will be exposed to student admissions, advising, student life and

accreditation. Course Information: May be repeated to a maximum of 4 hours. Prerequisite(s): Consent of the instructor.

**OT 570. Health Outcomes Assessments and Surveys – A Critical Approach. 3 Hours. (Fall)**

The course applies current concepts and models used to critically evaluate outcomes assessments and surveys used in health care practice and research. Focus is on how reliability and validity evidence relate to fairness and consequences of assessments in varied populations and settings.

**OT 571. Knowledge Translation in Disability and Rehabilitation Research. 3 Hours. (Spring)**

Using an equity focused model students will form knowledge translation collaboratives to both learn and apply knowledge translation principles for advocacy, education, and clinical practice. Prerequisite(s): OT510 or equivalent; and consent of the instructor.

**OT 594. Special Topics in Occupational Therapy. 1-4 Hours.**

New course under development and selected seminar topics of current interests to faculty and students. Course Information: Prerequisite(s): Consent of the instructor.

Students may also take electives in other departments, including but not limited to Disability and Human Development (e.g., DHD 445: Topics in Disability Studies); Educational Psychology (e.g., 447: Adolescence in Urban Contexts); Psychology (e.g., PSY 503: Writing for Social Scientists); Public Health (e.g., HPA445: Organizational Leadership in Public Health), and Sociology (e.g., SOC 520: Gender, Sexuality, and Health)

### **ACADEMIC ADVISING**

The primary function of academic advising is to provide guidance and information to facilitate successful completion of the academic program and the transition to the role of occupational therapy professional. Our philosophy is that your professional development should be self-directed and that you are the best judge of your own needs for support, coaching and mentoring. Our department seeks to provide an atmosphere and resources that foster students' ability to: a) reflect on individual strengths that support success as an occupational therapy student, as well as areas for growth; and b) build confidence in the ability to function successfully as an MS student.

Academic advising focuses on a wide range of professional issues ranging from how to engage in professional networking to how to plan for fieldwork. If students encounter difficulty in progressing in the program, they will receive academic advising aimed at resolving barriers to academic success. University resources may be recommended. These University-based resources include, but are not limited to:

- the UIC Counseling Service (<http://www.uic.edu/uic/studentlife/studentservices/counseling.shtml>) ,
- the UIC website on advising ([http://tigger.uic.edu/depts/oaa/advising/student\\_midterm.html](http://tigger.uic.edu/depts/oaa/advising/student_midterm.html));
- The UIC Center for Academic Excellence (<http://www.uic.edu/depts/ace/>); or
- The UIC Writing Center, sponsored by the English Department (<http://www.uic.edu/depts/engl/writing/>);

Academic advising in the Department of occupational therapy includes 3 primary components:

1. individual support provided by a faculty advisor;
2. group advising/professional development meetings; and

3. monitoring of individual progression in the program coupled with access to individual advising and/or counseling

#### Individual Support Provided by Faculty Advisors

Each student is assigned a faculty advisor at the beginning of the first Fall semester. Faculty advisors will routinely reach out to their advisees to invite them to (optional) advising meetings. Additionally, *students are encouraged to initiate meetings with faculty advisors on an “as needed” basis*. Faculty advisors can have several roles and responsibilities including:

- supporting students’ understanding of professional behavior expectations and monitoring via use of the Professional Behavior Self-Assessment.;
- assisting students with academic decisions (e.g., whether or not to take an elective; elective selection);
- assisting students with locating and utilizing on-campus resources to address academic or personal concerns (e.g., tutoring, counseling services);
- maintaining a written record of accomplishments, concerns, actions and outcomes relevant to student performance and professional behavior.

Advising about fieldwork is primarily provided by the fieldwork coordinators. Additional information about fieldwork advising can be found in the Fieldwork Handbook.

#### Group Advising and Professional Development Meetings

The schedule for group advising meetings/professional development meetings is provided at the beginning of the Fall 1, Spring 1, Summer 1, Fall 2 and Summer 2 semesters. The focus of these regularly scheduled meetings is to provide information and guidance to students around issues faced by all students in the program. Topics covered through group advising/ professional development meetings include, but are not limited to, professional behavior self-assessment and development, planning for fieldwork, and applying to take the National Board for Certification in Occupational Therapy (NBCOT) certification examination and licensure.

MS students’ attendance to group advising meetings/professional development meetings is mandatory.

#### Monitoring of Individual Progression in the Program

Faculty members are eager to support students’ academic success and to support their development as professionals. Most students progress throughout the program without major difficulty. However, problems can occur due to a range of factors including prior academic preparation, study habits and skills, and/or personal or family stressors. The faculty monitors individual progress and identifies students who may be at risk and need support in the following ways:

1. The MS Program Director and MS Senior Academic Advisor (Maria Larson) monitor grades for all students in every required course. It is the responsibility of the MS Program Director to meet with students as needed to assess academic risk and develop and implement a plan to foster the student’s success.
  - a. Course instructors routinely notify the MS Program Director any time a student receives a grade that is significantly below the class average on a major exam or assignment. This helps the MS Program Director recognize trends in student performance.

b. Course instructors routinely notify the MS Program Director immediately if the instructor has any concern that a student might be at risk for receiving an overall grade of C or below in a course. This is very important because the Graduate College requires that students maintain a Graduate Degree GPA of 3.00; and an earned grade of less than “C” in any required course or a grade of Unsatisfactory, will result in a recommendation to the Graduate College for dismissal of the student from the MS in Occupational Therapy program, *even if* the cumulative grade point average is above 3.0. (Refer to section titled **Academic Policies Governing MS Occupational Therapy Students**).

c. The Department’s Academic Standing Committee will review the progress of any student that receives a C in any course and who is placed on academic probation by the Graduate College. The Committee may request a meeting with the student and may make recommendations to the student about actions that might be taken to improve academic performance.

d. The MS Senior Academic Advisor monitors overall GPA and notifies the MS Program Director of any student who is at risk for moving onto academic probation in the Graduate College.

2. Instructors may make recommendations to individual students when he or she notes a student having difficulty in his /her course. Examples of such recommendations might include attending a campus sponsored course to improve writing skills, or a course on study habits or taking exams.

Instructors routinely inform the MS Program Director of concerns about any student and that such recommendations were made. Assistance may be provided by a member of the Department, or when appropriate, students may be referred to campus services or services in the community.

3. Instructors will address concerns over any behavioral issues that might indicate a student is headed for difficulty in a course or in the program. Examples might include behavior such as being late to class, texting or following Facebook during class, or frequently being unprepared to participate in discussion or class exercises. As noted elsewhere, instructors may share these concerns with the Program Director.

It is important to remember that faculty and staff are eager to help you in any way we can; please let faculty and/or staff know of your worries or concerns, as well as your hopes and goals.



**ACADEMIC POLICIES, RULES, AND REGULATIONS  
UIC DEPARTMENT OF OCCUPATIONAL THERAPY,  
COLLEGE OF APPLIED HEALTH SCIENCES, GRADUATE COLLEGE & UIC**

**Academic Performance**

Students in the Department fall under both Department and Graduate College requirements for academic performance (see Graduate Catalog and later section in this handbook for details).

**Grading System**

All courses in the MS program use the following grading scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

The following symbols are recorded in the situations described:

- S/U Satisfactory/Unsatisfactory. This grade is used for OT 502 (Medical Conditions self-study), OT 519 (Fieldwork IA), OT 548 and OT 549 (Level II Fieldwork courses), OT 515, 535 and 555 (Synthesis courses), OT 538, and OT 595 (seminar).
- NR Not reported grade. This symbol is automatically generated when, for a variety of reasons, the instructor submits no grade.
- W Withdrawn from the course, without penalty (no grade); however, a W remains on the grade transcript if withdrawal from course is after 10 day period.
- DFR Grade temporarily deferred. This designation is to be used in courses that extend over more than one semester. This applies to OT 502 (Medical Conditions) and occasionally OT 549 (Fieldwork Level II - B).
- I Incomplete (I). May be assigned if the student has incomplete course work or is absent from the final examination. An I grade must be removed by the end of the student's second term in residence subsequent to its assignment. If the student is not in residence, it must be removed within one year. For graduate students, an (I) grade not removed by the deadline will remain permanently on the student's record and the course may be repeated for credit once. **It is the student's responsibility to assure that all work is submitted to allow for an (I) grade to be replaced with a grade.**
- P/F Pass/Fail. Used for professional examinations and special examinations.

**Policy to Ensure Students Complete All Graduation and Fieldwork Requirements in a Timely Manner**

To ensure that students apply didactic coursework within the curriculum in a timely manner the following time limits for completion of the program are imposed:

- All elements of the program must be completed within 5 years. The program is normally completed on a full-time basis and part-time status is only granted by petition to the academic standing committee. A formal plan for progressing in the program on part-time status must be part of the petition to the Academic Standing Committee.
- Students must progress to Fieldwork Level II within 12 months of completing all prerequisites for Level II Fieldwork.
- Fieldwork Level II must be completed with 24 months of beginning fieldwork.
- Leaves of absence beyond one year are not routinely considered at any point in progression in the program.
- Exceptions to the above may be considered by the Academic Standing Committee on a case-by-case basis.

### **Graduation Requirements**

Refer to: <http://www.ahs.uic.edu/ot/academics/ms/degreerequirements/>

All MS students are required to successfully complete the following courses to meet graduation requirements and to be eligible to sit for the national certification examination: OT 500, OT 501, OT 502, OT 506, OT 507, OT 510, OT 511, OT 512, OT 515, OT 516, OT 519 (Fieldwork Level IA), OT 522, OT 523, OT 524, OT 526, OT 529 (Fieldwork Level IB), OT 535, OT 538, OT 548 (Fieldwork Level IIA), OT 549 (Fieldwork Level IIB, taken for 8 hours), OT 555, OT 564, OT 595. To graduate, students must maintain an acceptable level of academic achievement (see section on Academic Policies Governing MS Occupational Therapy Students).

### **Residency Requirements**

Please visit the following link for information regarding establishing Illinois residency for tuition billing purposes: <http://www.uic.edu/depts/oar/grad/residency.html>

### **UIC and Department Nondiscrimination Statement**

The Department of Occupational Therapy abides by UIC's policy regarding nondiscrimination (<http://drc.uic.edu/uic-nondiscrimination-statement/>) The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from insidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

### **UIC's Commitment to Maintaining a Campus Environment Free From Sexual Misconduct**

UIC is committed to maintaining a campus environment free from sexual misconduct. Our community's standards for all interpersonal relationships and interactions are based upon values of mutual respect, dignity, responsibility, open communication, and clear consent. Sexual misconduct violates our shared values and is a barrier to fulfilling the university's mission and goals. It is critical that everyone feel safe and respected on our campus.

The Student Sexual Misconduct Policy was developed to address sexual misconduct including sexual assault, sexual harassment, stalking, dating violence, and domestic violence. The policy states that sexual misconduct "will not be tolerated at the University of Illinois at Chicago and is expressly prohibited." The policy applies to all UIC students and student participants in university-sponsored programs. If you have been a victim of sexual misconduct or would like additional information, please contact the UIC Title IX Coordinator at [titleix@uic.edu](mailto:titleix@uic.edu) in the Office for Access and Equity or call 312-996-8670.

A UIC Student Sexual Misconduct website, <http://sexualmisconduct.uic.edu>, was created in response to federal laws requiring universities to develop policies and provide education to the campus community related to sexual misconduct. The website is a comprehensive resource for students, faculty, and staff. In addition to the student sexual misconduct policy and procedures, the website includes campus and community resources and the university's education and training programs. The website was created by the Student Response Team, which includes representatives from the UIC Police, Office of the Dean of Students, Office for Access and Equity, University Counsel, Campus Advocacy Network, Counseling Center, Campus Housing, Wellness Center, Office of International Services, Campus Programs, Campus Auxiliary Services, and Public Affairs.

All members of the university community must play a role in building a safe, supportive environment. We ask for your help in our efforts to prevent sexual misconduct, to promote the reporting of sexual misconduct, and to offer compassionate responses to survivors of sexual violence, all while providing just treatment of student complainants and respondents. While the new policy specifically addresses sexual misconduct among students, it also describes how faculty and staff can help prevent sexual violence and intervene and respond effectively.

Students are encouraged to peruse the site to learn:

- how to report an incident of sexual misconduct;
- how to get help for yourself;
- how to help someone who has been sexually assaulted;
- what campus and community resources are available; and
- what you should know about student rights and confidentiality.

Students with questions are asked to contact the Office of the Dean of Students at 312-996-4857.

### **Academic Standards and UIC Student Disciplinary Policy**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf>

The Student Disciplinary Policy is the University's process to handle allegations of misconduct by UIC Students. The Student Disciplinary Policy addresses both academic misconduct (such as plagiarism, cheating, or grade tampering) and behavioral misconduct (such as theft, assault, under-age drinking, and drug-use.) The main purpose of the Student Disciplinary Policy is to insure that students receive due process - which means that every student should have a fair opportunity to express their side of the story before any decisions are made about their disciplinary case. The Student Disciplinary Policy was designed to be educational in nature.

The Dean of Students' (DOS) Office at the University of Illinois at Chicago (<http://dos.uic.edu/>) includes Student Judicial Affairs, Student Advocacy Services, Campus Mediation Center, Student Ombuds Service, and Student Legal Services. The DOS' Office is located at 3030 Student Services Building, 1200 West Harrison Street. The phone number is: (312) 996-4857.

Students may also contact the Student Ombuds Service (<http://dos.uic.edu/studentombudsservices.shtml>) for further advisement.

## **Standards of Conduct for Students and Reporting Concerns or Complaints About Student Conduct**

Students assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the university community. The University may at any time exclude a student or impose disciplinary sanctions on a student for violations of the UIC Standards of Conduct. The UIC Standards of Conduct is available at: <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>.

Students who have concerns or complaints regarding other students have several options. Students can contact:

- the Director of the MS program;
- the Department Head, and/or
- the Assistant Dean for Student Affairs, College of Applied Health Sciences

Additionally, the Office of the Dean of Students at the University of Illinois at Chicago (<http://dos.uic.edu/>) is charged with upholding the Student Disciplinary Policy, which identifies academic and behavioral expectations for all students on and off campus. If you have knowledge of an UIC student violating the Student Disciplinary Policy, students are encouraged to notify the Office of the Dean of Students of the incident.

The conduct for which students are subject to disciplinary action includes, but is not limited to, the following:

### **A. Academic Dishonesty.**

Academic dishonesty is a serious offense and violations will be referred to the appropriate Student Disciplinary Committee of the University for action. Academic dishonesty includes, but is not limited to, cheating (giving or receiving aid), fabrication/falsification, plagiarism, bribes, favors or threats, examination by proxy (taking an exam for someone else), grade tampering, and submitting non-original works authored by someone other than the student. Refer to this MS Student Handbook for information regarding penalties for academic dishonesty/disciplinary actions and to the website of the UIC Vice Chancellor for Student Affairs, Office of Dean of Students (<http://www.uic.edu/depts/dos/index.shtml>) to access the UIC Student Disciplinary Policy.

### **B. Violation of Professional Standards.**

Any conduct which violates any commonly recognized or generally accepted professional standards (as defined by the student's college) including, but not limited to unacceptable conduct in clinical, practicum, or off-campus training.

### **C. Withholding Information or Giving False Information.**

Withholding information or giving false, misleading, or inaccurate information during a University process or proceeding or to any University department, committee, or official for any reason.

**D. Disruption of University Activities.**

Conduct that prevents, limits, creates hazards for, or impairs the teaching, research, public service, community, professional, athletic, organizational, administrative, clinical, academic, and/or ordinary business of students, faculty, and staff. Disruptions include, but are not limited to: disruption of building services, noise disruptions, interference with or obstruction of university activities or proceedings, prevention of access to classes and university facilities, and all other university or university-approved events, including conduct in residence halls, hospitals, clinics, practicum or any off campus activities, study, or training programs.

**E. Failure to Comply with Requests from University Officials.**

Failure to comply with the requests from University officials, including but not limited to: refusal to show or surrender a university identification card, or failure to respond to mail, email, and telephone messages regarding allegations of misconduct.

**F. Rules, Policies, Procedures Violations.**

Violations of University or Campus Housing rules, policies and/or procedures, including, but not limited to, the policies on discrimination, sexual harassment, smoking, and parking.

**G. Misuse or Unauthorized Use of University Facilities, Property, and Grounds**

Including, but not limited to the following: Tampering with university property or equipment; causing damage to personal or university property; theft of personal or university property; the sale, receipt, or possession of stolen goods; theft of services including telephone, internet, and cable services; unauthorized access to, presence in, or use of university facilities and grounds; duplication, use, or unauthorized possession of a university key card or key; arson; tampering with fire and/or safety equipment; failure to follow fire drill or other emergency procedures; and violation of University and Campus regulations on demonstrations, picketing, and distribution of printed materials.

**H. Misuse or Unauthorized Use of University Documents.**

Including, but not limited to: Alteration, mutilation, misuse or fraudulent use of an official University document or granting permission for the use of a university document by an unauthorized person. Official documents include, but are not limited to: UIC ID cards, course programs, charge slips, receipts, grade reports, transcripts, computer access/account numbers, and CTA Ventra U-Pass.

**I. Misuse or Unauthorized Use of University Resources and Information.**

Including, but not limited to: Misuse, theft, or misappropriation of funds, library, research, and computer resources or information; Misuse of email and internet services including (e.g. harassment, fraudulent activities, unauthorized use of stored data, communication interfaces, computer software or hardware, and library and research materials; granting access to others to computer/library resources and/or giving information to a person or persons not authorized to have access to such resources or information; any conduct that impairs the proper access and/or usage of computer/library resources or facilities by members of the University community; any conduct which violates the policies on acceptable use of ACCC and library services and facilities.

**J. Offenses Involving Substances, Products, and Drugs.**

Including, but not limited to the misuse or unauthorized possession of intoxicants (e.g., alcohol), controlled or illegal substances, drug paraphernalia, or materials dangerous to public health and safety.

**K. Offenses Involving Weapons**

Possession, display, or use of firearms, weapons, fireworks, explosives, ammunition, or the abuse of flammable substances.

**L. Violation of the Rights of Any Person.**

Including, but not limited to actions which are considered hazing, unlawful harassment, sexual misconduct, stalking, or coercion; actions that may cause mental or bodily harm to another person(s) or oneself; conduct that threatens or endangers the safety of others or constitutes physical or psychological abuse or intimidation; or any other inappropriate or disruptive behavior that evidences poor adjustment to the university community.

**M. Violation of Regulations for Student Organizations.**

Violations of regulations established for student organizations, including but not limited to, financial and student election regulations. Student organizations whose members engage in activities which violate the university's Standards of Conduct may have their campus privileges suspended or revoked and officers and/or members, as individuals, may be subject to individual disciplinary action on the basis of their responsibility for, or participation in, the proscribed activities.

**N. Actions That Adversely Affect the University's Community Interest**

Actions that violate the laws or regulations contained in the Student Disciplinary Policy and/or which substantially affect the interest of the University community even if such actions do not occur on University premises or property or at University-sponsored events.

**O. Violation of Local, State or Federal Law, or Board of Trustees' Action**

All actions occurring on or off University premises that would constitute a violation of local, state, or federal law, or Board of Trustees' action.

**Disciplinary Actions**

Students who violate the University's Standards of Conduct may be subject to one or more disciplinary actions, including probation, suspension or dismissal. Refer to

**<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>**

**College Dismissal Policy**

In accepting admission into the College of Applied Health Sciences, students enrolled in each of the departments commit themselves to the UIC Standards of Conduct and the ethics of their chosen professions. Therefore, occupational therapy students are expected to follow the Occupational Therapy Code of Ethics and Ethics Standards in all aspects of their education, including clinical and community based assignments and fieldwork. The health professions are fields in which practitioners must be fully cognizant of their roles and responsibilities in the communities they seek to serve. The professions, and therefore the College, demand exemplary conduct from their members. All members of the student body and the faculty of the College are responsible for upholding these standards.

The College of Applied Health Sciences follows the campus policy and procedures on academic appeals and grievances. The College of Applied Health Sciences reserves the right to recommend to the UIC Graduate College that a student's enrollment in programs offered by the College be terminated. Such

action will be initiated when the faculty of the program in which the student is enrolled deems it inadvisable for the student to continue toward completion of the course of study.

The conditions contributing to this determination may include but are not limited to:

- a. Failure to meet the program minimum requirements (refer to departmental dismissal policy-in this handbook);
- b. Inadequate achievement and maintenance of professional performance including performance during instruction in clinical sequences, personal deportment and character deemed inconsistent with ethical standards of behavior for members of the health professions; or
- c. Unsatisfactory progress toward completion of the degree requirements.

The College has established, and endorses, other University procedures by which the rights of students are assured.

### **Appeal Review For A Complaint or Grievance Regarding Academic Standing Or An Academic Decision**

#### Overview

All University and College of Applied Health Science standards of conduct and disciplinary policies apply to students enrolled in the MS program offered by the UIC Department of Occupational Therapy.

Consistent with UIC policies outlined in the **Student Academic Grievance Procedures**, which are available at [http://dos.uic.edu/docs/FINAL\\_VERSION\\_STUDENT\\_PROCEDURES.pdf](http://dos.uic.edu/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf) students enrolled in the MS program offered by the Department of Occupational Therapy have access to two levels of appeal review for a Complaint or Grievance regarding academic standing during their enrollment at UIC, or an academic decision made about them by an agent (e.g., faculty or staff member, administrator, committee) of UIC that directly and adversely affects the student:

1) an attempt for informal resolution; and 2) formal grievance to an administrative officer.

The informal resolution level involves review at the level of the Department of Occupational Therapy Academic Standing Committee (ASC) and the MS Program Director. The ASC is comprised of one Chair and two additional faculty members or adjunct faculty members who act on behalf of the faculty as a whole. The ASC makes recommendations to the MS Program Director. The MS Program Director reviews the ASC recommendation, makes a decision, and notifies the student, ASC Chair, and Department Head of the decision.

A formal grievance to an administrative officer begins if the student is not satisfied with the decision made at the informal level, i.e., at the level of the MS Program Director. To engage in a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at [http://dos.uic.edu/docs/FINAL\\_VERSION\\_STUDENT\\_PROCEDURES.pdf](http://dos.uic.edu/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf). This includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university policy.

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## **Policy for Complaints Not Related To Academic Standing, Academic Decisions, Sexual Misconduct or Discrimination**

This policy does not apply to concerns or complaint related to academic standing, academic decisions, sexual misconduct or discrimination.

For concerns or complaint related to academic standing, academic decisions, sexual misconduct or discrimination, please refer to the appropriate section of this MS Handbook.

Any student who has a suggestion, concern or complaint not related to academic standing, academic decisions, sexual misconduct or discrimination can submit that suggestion/concern/complaint directly to the Department Head, OTD Director of Doctoral Studies, or MS Director of Professional Education (as appropriate) in person or via e-mail.

Students are encouraged to direct a suggestion, concern or complaint pertaining to the business of a departmental committee to the committee chair. PhD, OTD and MS students are reminded of this annually, in an e-mail sent from the Department Head to all students, faculty and adjunct faculty. That e-mail includes a listing of committees, committee members, and committee chairs.

A committee chair, OTD Director of Doctoral Studies, MS Director of Professional Education, and Department Head are expected to refer a suggestion, concern or complaint in writing to the department's management team when the issue is complex or the concern/complaint is not resolved. Management team members include the Department Head, Associate Department Head for Administration, Director of Doctoral Studies, and Director of Professional Education. If students are not satisfied with the resolution they have the right to contact the Ombudsperson or AHS Student Affairs.

The Department Head, Program Directors, and committee chairs maintain a record of suggestions, concerns or complaints that includes the content of the complaint and the disposition of the complaint.

Students always have the option of reporting any suggestions/concerns/complaints directly to the College of Applied Health Sciences or university personnel. A full listing of staff members of the Office of the Dean is available at <http://www.ahs.uic.edu/aboutahs/contact/ofd/>. The *AHS Leadership* document lists individuals involved in college leadership and governance. That document is available at <http://www.ahs.uic.edu/media/uicedu/ahs/documents/ahs/AHSLeadershipandGovernance.pdf>. PhD, OTD and MS students are reminded of this annually, in an e-mail sent from the Department Head to all students, faculty and adjunct faculty.

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### **Academic Policies Governing MS Occupational Therapy Students**

MS students must meet two sets of academic requirements: Graduate College requirements and Department of Occupational Therapy requirements. Academic standing is governed by policies pertaining to both the Graduate College and Departmental academic requirements.

#### Graduate College Requirements

The Graduate College requires that students maintain a Graduate Degree GPA of 3.00 (A = 4.0) to remain in good academic standing. When the Degree GPA falls below 3.00 students are sent a warning letter (with copies to the program) that notifies them that they have two additional terms of registration (including summer, if registered) after the warning term to raise the GPA to 3.00. Any student whose



GPA falls below 3.0 should see the MS Program Director immediately to plan for remediating the GPA. Students who raise their GPA to 3.00 or above within the deadline will be removed from probation. Students must be in good academic standing in order to graduate, even if all other requirements have been met. Students on probation (Degree GPA less than 3.0) will not be allowed to graduate unless good academic standing is achieved by raising the Degree GPA to 3.0 or greater.

Students who fail to raise their GPA to 3.00 or above within the deadline will be dismissed from the University. The Graduate College makes every effort to notify students of their dismissal in a timely fashion. Failure to receive notification, however, does not alter the student's dismissal status. Students are expected to monitor their progress in light of departmental and Graduate College policies.

If a student registers for only courses that are not graded A-F (e.g. S/U courses not included in the GPA such as fieldwork), the term still counts against the time allowed to get off probation. The situation of taking only S/U courses for a student on probation would be taken in consideration for any petition for extension of probation.

The student who is dismissed can appeal their dismissal.-Refer to the MS Handbook section titled: **Appeal Review For A Complaint or Grievance regarding Academic Standing Or An Academic Decision**

*Note: Additional information regarding how to appeal dismissal is provided in the MS Handbook section titled “Process for Appealing Dismissal from the MS Program Due to Academic Performance: Step-by-Step Instructions”.*

If the MS Program Director determines that an extension of probation is warranted for a student who is dismissed due to failing to meet probation requirements, the student must complete a Graduate Student Petition and obtain signatures from the advisor and MS Program Director. The MS Program Director must provide justification for the extension on the petition, as well as any conditions. The petition must arrive in the Graduate College prior to the start of the next term (whether or not the student will register in that term).

The full policy is available at <http://grad.uic.edu/probation-and-academic-dismissal>

#### Department of Occupational Therapy Academic Requirements

The Department requires that all enrolled MS students receive a grade of C or higher in all occupational therapy courses. In addition, students must receive a grade of Satisfactory for all required courses that award Satisfactory/Unsatisfactory grades (OT 502, OT 519, OT 548, OT 549, OT 515, OT 535, OT 538, OT 555, and OT 595).

An earned grade of less than “C” in any required course or a grade of Unsatisfactory will result in a recommendation to the Graduate College for dismissal of the student from the MS in Occupational Therapy program, *even if* the cumulative grade point average is above 3.0. The Graduate College reviews the rationale and circumstances of the dismissal and makes the dismissal decision.

## **Procedures to Appeal Dismissal from the MS Program due to Failure to Meet Academic Requirements**

If a student decides to appeal dismissal from the program due to failure to meet academic requirements, he/she must notify the MS Program Director of his/her intent to appeal within one week of receiving notification of pending dismissal. When notifying the MS Program Director of his/her intent to appeal, the student is to: a) make it clear what type of appeal he/she plans to submit: a course grade appeal, or an appeal of dismissal from the MS program; and b) indicate whether or not he/she will be requesting an appeal advisor. (Refer to information regarding Appeal Advisors that follows.)

If the student decides to submit an appeal, the written appeal is sent via email to the Chairperson of the Academic Standing Committee within two weeks of notification of pending dismissal by the Department. The Academic Standing Committee must provide a recommendation to the MS Program Director within 40 days of the date when the student earns a grade lower than C, including an unsatisfactory grade. Students who are granted appeals are often granted *conditional* appeals. Remediation plans developed by the Academic Standing Committee and approved by the MS Program Director may have required or recommended components, such as retaking a course, reviewing relevant academic material, and completing a self-assessment of areas of deficiency and an action plan to address areas of concern. If the student successfully completes the remediation plan, he or she may continue in the program. Policies regarding academic probation still apply in this situation. No student may enter any phase of the fieldwork cycle without having successfully completed the required prerequisite coursework.

As previously described in the MS Handbook, A formal grievance to an administrative officer begins if the student is not satisfied with the decision made at the informal level, i.e., at the level of the MS Program Director. To engage in a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at [http://dos.uic.edu/docs/FINAL\\_VERSION\\_STUDENT\\_PROCEDURES.pdf](http://dos.uic.edu/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf). This includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university policy.

### **Process for Appealing Dismissal from the MS Program Due to Academic Performance: Step-by-Step Instructions**

1. Students will be dismissed from the University by the Graduate College if their Graduate Program GPA remains below a 3.0 after two semesters of probation as required by the Graduate College.
2. Course instructors will notify the student and the MS Program Director as soon as it is determined that a student will receive a grade of D, F or U in any required course. The instructor may inform the student in person or by Email but if the student is informed in person, the instructor will Email the student and copy the MS Program Director. The MS Program Director or designee will notify the student that dismissal is being recommended to the Graduate College. The MS Program Director will provide the Graduate College with the department's dismissal policy and the rationale for this decision. The Graduate College will initiate a dismissal procedure after an investigation is completed and a final decision is reached.
3. Dismissal or a recommendation for dismissal for academic performance may be appealed and the student must notify the MS Program Director of his or her intent to appeal within 1 week of receiving notification of dismissal or recommendation for dismissal.

4. A written appeal must be submitted by the student to the Chairperson of the Academic Standing Committee (ASC) within 2 weeks of receiving notification of dismissal or a recommendation for dismissal. For students who are terminated from a Level II Fieldwork experience, the appeal should be submitted within 2 weeks of the date that the Fieldwork experience is terminated.
5. An appeal advisor for the appeal process will be offered to the student who is appealing dismissal from the MS program due to academic performance. (Refer to information that follows). Appeal advisors are assigned by the Head of the Occupational Therapy Department.

The appeal advisor is not identified by the student. At no point a student can approach a faculty member to serve as appeal advisor.

6. Written appeals must include:
  - a. The circumstances and actions that contributed to the dismissal
  - b. Why the department should reverse the dismissal and allow the student to remain in the program
  - c. How the student plans to address gaps in knowledge or skills
  - d. What the student plans to do to avoid dismissal in the future
7. The ASC will conduct a review which typically includes a face-to-face interview with the student and the faculty member who awarded the grade.
8. The Chairperson of the ASC submits a summary of the appeal, the review and the committee's recommendation including any plan for remediation to the MS Program Director
9. The MS Program Director (or designee, if the MS Program Director is not available) reviews the recommendations of the ASC and makes a determination on the appeal.

The MS Program Director notifies the student by letter if the appeal will be granted and of any required and/or recommended remediation plan. If the student is not granted the appeal, the MS Program Director will recommend to the Graduate College that the student be dismissed. The Graduate College will initiate a dismissal procedure after their investigation is completed and a final decision is reached.

10. The student must sign the letter and return it to the MS Program Director.
11. Any student whose appeal has been granted must meet all required conditions outlined in the letter provided by the MS Program Director. Failure to meet required conditions will result in the student being dismissed from the MS program.
12. The Student has the right to appeal the MS Program Director's decision/make a formal grievance.

To engage in a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at:

[http://dos.uic.edu/docs/FINAL\\_VERSION\\_STUDENT\\_PROCEDURES.pdf](http://dos.uic.edu/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf). This includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university policy.

## Appeal Advisor For Students Appealing Dismissal from the MS Program Due to Academic Performance

### Role:

- The appeal advisor serves as a time-limited resource for an entry-level student who is appealing dismissal from the MS program due to academic performance.

### Responsibilities:

- Meet with the student to discuss the appeal process and refinement of the written appeal.<sup>1</sup> A phone meeting can be used if the student and advisor decide it is adequate.<sup>2</sup>
  - During the meeting with the student, the appeal advisor can foster self-reflection, summarize the student's views regarding the main factors that contributed to dismissal, and work with the student to help him/her incorporate those points into the letter of appeal.
    - It is expected that the appeal advisor will facilitate the student's ability to consider a variety of factors that may have contributed to his/her dismissal from the MS program.
      - It is the responsibility of the student to write the appeal letter, not the responsibility of the appeal advisor.
    - Because the appeal letter is intended to provide a summary of the *student's* perspectives on the situation leading to dismissal from the program, the appeal advisor must not seek out other sources of information regarding the student's failure (e.g., data from the course instructor or from members of the Academic Standing Committee.)
  - The appeal advisor is asked to review a strong draft of the appeal letter written by the student making the appeal, and provide feedback to ensure that the following questions have been addressed, per the guidelines provided in the Student Handbook (above).
- Help the student prepare for the meeting with the Academic Standing Committee by fostering his/her ability to articulate the main points of his/her appeal.

It is expected that the time commitment for involvement of the appeal adviser in an appeal for readmission will be 1-3 hours. Within this time parameter, in addition to the initial meeting, there may be follow up email or telephone contact to provide feedback on subsequent versions of the appeal letter or to address a specific follow up question from the student.

The appeal advisor's responsibilities end once the appeal hearing occurs.

It is expected that the student will communicate to the appeal advisor the results of the appeal process. If the student declines to do so, the appeal advisor is free to contact the student to inquire about the results of the appeal.

<sup>1</sup>Because the appeal advisor's role is limited to helping the student *refine* his or her letter, it is imperative that the student write a strong draft of his/her appeal letter before a scheduled meeting with the appeal advisor takes place.

<sup>2</sup> In the case of a phone meeting, the draft of the written appeal must be shared with the advisor the day before the meeting.

## **Appeal for Extension of Probation**

If a student has been dismissed for failing to restore a graduate GPA to 3.0 after two semesters of probation, the student may appeal to Director of Professional Education and request a one semester extension of the probation period (i.e., one more semester to bring the GPA up to a 3.0). Any student requesting an extension of the probationary period must make that request in writing. The request must include a clear description of: 1) challenges faced; and 2) what the student will do to address those challenges.

After receiving this request for an extension of the probationary period, the director of Professional Education will forward the request to the Academic Standing Committee. The Academic Standing Committee is not required to meet in person, but will make a recommendation back to the Director of Professional Education. The Director of Professional Education will make the final decision regarding the student's request for an extension of the probationary period.

If the request for an extension of a probationary period is granted, the student will be notified by the Director of Professional Education.

Students must raise their GPA to 3.0 before they enter fieldwork.

## **Readmission**

A student who is dismissed from an educational program may apply for subsequent readmission. The student's application for readmission shall be processed by the Admissions Committee along with other applications, under the requirements in effect at the time of reapplication. The department may stipulate conditions that must be met by the student prior to readmission.

## **Leave of Absence**

If a student is placed on or requests a "leave of absence" for academic, health, or personal reasons, the length of the leave and criteria for returning to the program are negotiated on an individual basis. Students requesting a leave of absence must submit a written request to the Academic Standing Committee Chair detailing the reason for the request and the planned use of the time away from school. Before submitting a request for leave of absence, students are encouraged to discuss the matter with their academic advisor. Leaves of absences are granted by the college upon recommendation of the department with clear expectations by the department as to the circumstance which will allow the student to return and a plan for completion of the program approved by the student's advisor. If a leave of absence exceeds one year (12 months), the student would need to petition the department to return to the program. Information for eligibility requirements for leave of absence requests can be obtained at the following link: [http://grad.uic.edu/sites/default/files/legacy/pdfs/form\\_leave\\_of\\_absence.pdf](http://grad.uic.edu/sites/default/files/legacy/pdfs/form_leave_of_absence.pdf)

## Receiving Credit For Previous Courses

Students who have questions about receiving credit for previous courses are referred to the Director of Professional Education.

## Dropping a Course

Students must receive departmental permission to drop a required course. A student who desires to drop a required course, whether before or after the university's drop deadline, must petition and receive permission from the Academic Standing Committee. A student who drops a course without permission can be dismissed from the program.

## Grade Appeals

If a student receives a grade in a departmental course that he/she believes to be inaccurate he/she should always discuss the matter immediately with the instructor and seek to arrive at a mutual agreement.

Consistent with UIC policies outlined in the **Student Academic Grievance Procedures** which are available at [http://dos.uic.edu/docs/FINAL\\_VERSION\\_STUDENT\\_PROCEDURES.pdf](http://dos.uic.edu/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf) students enrolled in the MS program offered by the Department of Occupational Therapy have access to two levels of appeal review for a Complaint or Grievance regarding an academic decision made about them that directly and adversely affects them: 1) an attempt for informal resolution; and 2) formal grievance to an administrative officer. Refer to **Appeal Review For A Complaint or Grievance regarding Academic Standing Or An Academic Decision.**

The appeal process can begin only after the course grade is given at the end of the semester or when the final grade is assigned and must be made no later than one month after the start of the following semester.

## Students with Disabilities and Reasonable Accommodations

The Department of Occupational Therapy encourages the enrollment of qualified students with disabilities. The following steps must be taken to insure that all students are treated fairly, and that reasonable accommodation can be made for students with disabilities.

- 1) Before any request for accommodation can be considered, the student must provide verification of the disability. This can be done by consulting the Disability Resource Center (DRC) ([http://www.uic.edu/depts/oa/disability\\_resources/index.html](http://www.uic.edu/depts/oa/disability_resources/index.html)) at 413-2183 or via email at [drc@uic.edu](mailto:drc@uic.edu).
- 2) Students who are seeking requests for disability-related accommodations begin by consulting with the DRC. The DRC will work with the student to verify the disability, identify reasonable accommodations and plan to communicate the accommodations to the OT Department.
- Letters of accommodation (LOAs) are drafted by the DRC in coordination with the student, and should be presented to the Lead Instructor(s) prior to the start of each semester, when possible.
  - In many cases, the letters are provided *during* the semester, and often this cannot be avoided. However whenever possible, students are encouraged to work with the DRC to develop LOAs *in advance* of each semester, especially when accommodations are already in place and are expected to continue during subsequent semesters.

- Students who are requesting an accommodation must initiate a meeting with each Lead Faculty member as appropriate to: a) provide each Lead Instructor with a copy of the LOA that was drafted by the DRC, in collaboration with the student; and b) discuss how the accommodation(s) will be applied in a given course.
    - After receiving a LOA, an instructor may initiate a conversation with the DRC to better understand how a given accommodation applies to his/her class or to suggest modification to the LOA. Instructors may work closely with students and DRC staff to collaboratively develop the LOA.
  - It is each Lead Instructor's responsibility to share a copy of the final version of the LOA with course co- instructors, as indicated.
  - Students must provide a hard copy of their final LOA(s) to the MS Program Director. The Program Director will make sure that the Academic Coordinator of the MS Program (Maria Larson) has a copy for her files. (See #5).
- 3) If requests for accommodation for fieldwork are to be made **the student is asked to begin discussions about anticipated needs for fieldwork placement one year before a planned fieldwork placement, if possible.** The AFCs and the student can work with DRC staff to set up accommodations a few months prior to the FW placement. In general, students are asked to give the AFCs as much notice as possible to set up fieldwork-related accommodations.
  - 4) A new letter is issued to each Lead Instructor each semester as accommodations may change based on the course or changing needs of the student. It is the responsibility of the student to deliver a hard copy of the LOA to each Lead Instructor in a timely manner, and to initiate a conversation with the Lead Instructor to discuss how the accommodations outlines in the letter apply to the instructor's course.(refer to #2, above).
  - 5) A student's letter(s) of accommodation (LOA) is kept in a confidential file maintained by the Academic Coordinator of the MS Program. Additionally, Lead Instructors keep a copy of a student's LOA in a confidential file during the semester that the LOA is in place.
  - 6) If a student is encountering problems with accommodations being provided in a course the student should alert the MS Program Director and/or the DRC as soon as possible so that the MS Program Director and/or the DRC may intervene with the faculty member responsible for the course.

## Classes

Classrooms, dates and times of classes for each semester will be indicated on schedules distributed to you prior to the first class day of each semester. Until this schedule is made up for the semester, it is not possible to project class meeting times. Classes and lab experiences are scheduled on a regular basis during the semester. Occupational therapy courses will generally be scheduled between 8:30 a.m. and 5:00 p.m. On occasion, however, a class may meet at 8:00 a.m., or extend after 5:00 p.m. Many graduate elective courses are offered in the late afternoon or early evening. Students are expected to be on time for all classes.

## **Attendance in Class**

Prompt and regular attendance in class is expected. Absences from class are excused for family emergencies and illness only. Students are expected to notify instructors of their absence and to obtain information covered in class from their classmates. An instructor may consider unexcused absences and participation in class as a factor in assigning a grade, as outlined in the individual course syllabus. Students are advised to inform family members of attendance requirements and to plan in advance as absences from class or rescheduling of exams or other class requirements will typically **not** be approved to attend events such as weddings or family reunions. Students should refer to the UIC Web page for the academic calendar. Draft dates are also included in the front of this handbook.

Students are always expected to arrange travel plans (during breaks, etc) to allow attendance on the first day of class. Failure to do so may result in a lowered or unsatisfactory grade as outlined in the course syllabus. A pattern of unexcused non-attendance may initiate concerns about professional behavior.

Ordinarily, students are not allowed to attend a different lab session from the one to which they have been assigned, unless otherwise indicated by the instructor or special arrangements have been made with the instructor.

## **Rules for Taking Examinations**

- No form of reproduction or provision of this exam, or any part thereof, including, but not limited to, copying for personal use, sharing with current or prospective students, or posting on the Internet in open access or restricted selective spaces is permitted without the written.
- With the exception of devices that are used for disability accommodation, devices used with specific permission by the instructor, or online assignment and examination formats, electronic devices capable of reproducing digital images of an exam, such as smartphones, tablets, or laptops with cameras, should be prohibited.
- Students will be given random assigned seats for all exams. Students must sit where they are assigned.
- Students will leave all book bags, purses, and materials at the front of the classroom when they enter the room.
- Students will not be allowed to wear caps/hats while taking exams.
- After the professor/proctor distributes the exam, students are not allowed to talk with anyone except for the person administering the exam.
- Students should keep their scantron/answer sheets covered with the test booklet during the entire exam, unless they are in the process of “bubbling in” a scantron-based answer or writing the answer to a question.
- Student will only be allowed to leave the room to go to the washroom. This must be done in a reasonable amount of time. Exam and scantron must be left with instructor or proctor while out of the room.
- Students will not be allowed to eat while taking exams.
- Students will not be allowed to check on the Internet (check their laptops), i-Phones, or any other electronic device while taking exams. (Exceptions may apply to meet reasonable accommodations)
- Students must be aware of the total amount of time allotted to take an exam and complete the exam within the allotted amount of time. Students are expected to complete an exam once it has begun.
  - If a student is ill, s/he must assess her/his ability to complete an exam BEFORE the exam session begins.



- If a student becomes ill DURING an exam, s/he must notify the instructor immediately. In the case where a student is unable to complete an exam after seeing it, the instructor will assess what procedures to take regarding exam completion. Possible procedures may include the student taking an alternate exam format (essay instead of multiple choice) or considering the exam complete and taking the grade that would be earned with what has been finished at the time of exam termination. The decision will be made by the instructor considering such issues as the amount of time into the exam session, the exam format and other circumstances.

### **Exam Make-Up Policy**

While every effort should be made to take exams on the scheduled date, there may be extenuating circumstances that prevent a student from preparing adequately for an exam such as illness, a death in the family, or other crises. In the event that a student is not able to prepare for an exam the student is expected to notify the instructor as soon as it becomes clear, to request an alternative examination plan. Students who wait until the day of an exam to notify the instructor of a crisis that prevented exam preparation may not be allowed to reschedule their exam; however, each student will be considered on a case-by-case basis.

1. Make-up exams will only be given: 1) in the event of extreme circumstances/emergencies (e.g., accidents, health/family crises); or 2) when the exam date conflicts with AOTA/ILOTA conference or religious holidays. *Note: Determination of whether or not a situation is considered a "crisis" is made on a case by case basis. The word "crisis" is used here to indicate a serious problem which, because of the physical or emotional impact it would have on the student, would prohibit a student from taking an exam.*

When a make-up exam is permitted by the instructor, the expectation is that students will take the exam within 48 hours of the schedule exam date unless otherwise negotiated. Again, it is the student's responsibility to initiate the scheduling of a make-up exam by following the procedures described below.

2. Efforts will be made to avoid scheduling tests on religious holidays or during conferences. If you know you will miss an exam due to AOTA/ILOTA conference, you will be expected to **schedule the exam a day or two prior to the scheduled exam date unless alternative arrangements have been agreed upon with the instructor**. Failure to take the make-up exam on the date/time agreed upon with the instructor could result in a reduction of your exam score.
3. **PROCEDURE FOR SCHEDULING A MAKE-UP EXAM DUE TO UNEXPECTED CRISIS /CONSEQUENCES OF AN UNEXCUSED ABSENCE FROM AN EXAM:** In case of an unexpected absence on the day of the exam, you are expected to call and e-mail the instructor on the day of the exam, prior to the exam to explain the reason for the unexpected absence.

Instructors may deny a request for a make-up exam if a student does not attend class on the day/time of a scheduled exam and 1) does not leave the course instructor an e-mail and voice mail message explaining the reason for the unexpected absence; and/or 2) the instructor makes the determination that an excused absence is not warranted. In either situation, the student will earn a 0 on the exam.

**IF YOU ARE ABLE TO REACH THE INSTRUCTOR ON THE PHONE**, explain your reason for missing the exam and, if the instructor allows a make-up exam, decide upon a time to take the exam during that conversation.

**IF YOU SEND THE INSTRUCTOR A VOICE MAIL & E-MAIL BUT ARE UNABLE TO REACH THE INSTRUCTOR**, leave a message on voice mail with the time of your call and the reason that you are missing the exam AND send an e-mail to the instructor that explains why you are missing the exam. If you are calling regarding an exam for a team taught-course, send an e-mail to both the lead instructor and the other instructor proctoring the exam, if applicable. On the day you return to school, you must initiate an in-person meeting with the instructor whose exam you missed to schedule a make-up exam within 48 hours. Verification of your excuse for missing the exam (e.g., doctor's note) may be requested of you. The instructor will direct you to arrange the date and time of the make-up exam with the appropriate staff member.

4. Students taking make-up exams must follow all rules associated with taking an exam (see "Rules for Taking Examinations", above) and adhere to a strict "code of honor," i.e., the student must not ask other students about exam content, and must excuse himself/herself from any discussion that classmates initiate regarding the exam.
5. Students taking an exam earlier than the rest of the class must adhere to a strict "code of honor", keeping all information about the exam confidential.
6. Students who miss scheduled make-up exams must follow the same procedures as those outlined above for rescheduling exams.
7. Students who abuse the privilege of scheduling make-up exams by either consistently missing exams or engaging in academic dishonesty may be subject to disciplinary action and will be referred to the academic policy committee of the department for review of the situation

### **Procedures for Reviewing Exams**

Each faculty member is responsible for setting his or her exam review procedures and controlling access to the completed exams and key.

Under no circumstances is the test to be duplicated or retained by student (unless allowed by the instructor).

## **Satisfactory Achievement on Assignments and Examinations**

Each assignment and evaluation is a measure of some competency determined to be important for the practice of occupational therapy. Therefore, it is important that students complete all assignments including Level I and Level II fieldwork and examinations, doing so at or above a passing level. Failure to meet the acceptable competency level of any individual assignment or examination even though it is a small percentage of the final course grade, will result in a deficit in professional preparation, as the student may not have attained all the necessary competencies for passing the certification examination and subsequent professional practice.

Note: Individual instructors may use letter grades and/or numerical grades at their discretion. An instructor may opt to curve grades for papers or examinations.

## **Extension of time; Penalty for late assignments, examinations**

All assignments are due on the announced due date. A student may request from the instructor an extension of time, with sufficient serious reasons, prior to the date the assignment is due. Assignments graded with a letter grade (e.g., A, B, C) that are received after the due date (or renegotiated date) will automatically have 5% of the grade deducted from the score for each school day that the assignment is overdue. Assignments graded on a Satisfactory/Unsatisfactory (S/U) basis that are turned in after the due date will be graded as Unsatisfactory. Students must submit all assignments, whether they are late or not, even when reduced points result in less than a D- grade or an Unsatisfactory grade.

If an assignment is not completed and turned in on the due date, the student must confer with the instructor of the course to negotiate the date by which he/she will submit the assignment. This date should not extend more than two weeks from the time the assignment was originally due and must be completed during the semester in which the assignment was originally made except in extreme extenuating circumstances. A student shall not be permitted to begin courses in a new semester if she/he has an outstanding incomplete grade in a prerequisite course. Additional time may be negotiated with all concerned course instructors under extenuating circumstances.

Students who consistently submit papers late, or do not perform well on examinations should see their advisor to discuss why they are unable to complete the work on time or are having difficulty with the work, and decide on appropriate remedial measures taken. Continued inability to complete work at the acceptable competency level or to submit work on time can result in the initiation of the process for dismissal from the Department of Occupational Therapy MS Program.

## **Course and Curriculum Evaluation**

At the end of each course, students complete an evaluation that provides feedback on both the course and the instructor. Course evaluations are completed anonymously. Aggregate findings are shared with the instructor only after grades are turned in for that course. The ratings and comments are reviewed by the Program Director and a summary is shared with the Department Head. This information is used as part of faculty annual performance evaluations and for promotion and tenure decisions.

At the end of the MS program, students complete a comprehensive curriculum evaluation. The findings are reported in aggregate, summarized by the MS Program Evaluation Committee and reviewed annually by the faculty. The curriculum evaluation (aka "Exit survey") is essential to the larger MS program evaluation process and re-accreditation of the MS program. The student feedback gained through the curriculum evaluation is used to identify program strengths and areas for improvement.

## **POLICIES AND PROCEDURES FOR HUMAN SUBJECT RESEARCH PROTOCOL**

UIC's Policy and procedures for human subjects research is published and accessible online through the Office of Vice of Chancellor website: <https://research.uic.edu/sites/default/files/0912.pdf>.

Required courses included in the MS curriculum typically do not involve studies or other activities requiring IRB approval. Determination of whether IRB approval is required is the responsibility of the course instructor. Refer to the UIC Office of the Vice Chancellor of Research (<http://tigger.uic.edu/depts/ovcr/research/>) to obtain UIC policies and procedures for human subject research protocol and further instructions.

**Regarding IRB Training:** Any MS students required to complete IRB training is referred to the UIC website for the Office of the Vice Chancellor of Research. Students for which IRB training is required must complete and hand in verification of IRB training to the course instructor overseeing the course activities for which IRB approval was sought. The timeline for an MS student to secure IRB approval will be determined by the course instructor overseeing the course activities for which IRB approval was sought

## **TUTORING FOR STUDENTS IN THE MS PROGRAM**

### **Policy:**

In an effort to support students' academic achievement, it is the policy of the Department of Occupational Therapy to provide focused and limited academic tutoring to students who are at risk of being dismissed from the MS program due to poor academic performance. Tutoring should automatically be considered when it is identified that a student is at significant risk of receiving below a C in a course and identifies that tutoring is necessary in order to avoid dismissal from the MS program.

### **Procedure:**

1. Requests for tutoring may be initiated by faculty member or a student.
2. A formal request must be submitted to the Director of Professional Education via Email including:
  - a. The topic, curriculum area or class for which tutoring is requested.
  - b. The reason for the request.
  - c. The number of hours per week requested.
  - d. The type of tutoring requested (e.g. studying for exams, skills tutoring for hands on labs etc)
  - e. A description of how the student will be at risk of not progressing in the MS program if tutoring is not provided.
  - f. Have potential tutors been identified or will this need to occur?
3. If a request is initiated by a student, the instructor responsible for the content and the student's individual faculty advisor should be copied on the Email.
4. If a request is initiated by a faculty member only the Director of Professional Education should be included in the Email to maintain student confidentiality.
5. The Director of Professional Education will approve or deny the request. If the request is approved the Director of Professional Education will identify the maximum number of hours of tutoring provided by the department to no cost to the student. If the request is denied or the student desires additional assistance the Director of Professional Education will make recommendations for additional resources available to the student.

6. The relevant faculty member may suggest a tutor or will be asked to help identify an appropriate tutor as soon as possible.
7. Once a tutor is identified and agrees, the Director of Professional Education will Email the specifics to the Business Manager of the Department including:
  - a. The name of the tutor.
  - b. The number of hours per week
  - c. The salary to be paid (unless otherwise explicitly stated the rate of pay will be at the Graduate Academic Hourly minimum).
  - d. The time frame (number of weeks).
8. The tutor must complete paperwork with the Business Manager and must have approval from the Business Manager **before** the tutor may begin work. The tutor should meet with the Business Manager as soon as possible to allow tutoring to begin at the earliest possible date.
9. The tutor and student will arrange a schedule that works for each of them. The number of hours cannot exceed those approved in advance by the Director of Professional Education.
10. A tutor serving in this role is likely to be an upper class student or an occupational therapy clinician who is familiar with the content to be addressed. Current permanent faculty do not serve as tutors. The Director of Professional Education, course instructor, and the tutor collaboratively determine the number of sessions needed.

## COMMUNICATIONS, SPACE AND LEARNING RESOURCES

### **Mailboxes**

Students will be assigned individual mailboxes. Check them regularly for messages, handouts, etc. Faculty often uses student mailboxes to return tests and papers to students.

Faculty mailboxes are to be found in the Room 349. Messages to individual faculty members may be placed in their boxes, as well as assignments and papers. In order to avoid problems with lost or late papers, you may wish to make a duplicate of your paper. Students may not remove items from a faculty mailbox, if the student needs to retrieve an item he or she must ask a faculty member or staff person to retrieve it.

### **E-mail**

All students must obtain an UIC email account, if they don't already have one. Students are expected to check email on a daily basis during all semesters including during Fieldwork. Faculty use email communication for official program announcements and changes, departmental news, respond to student requests, announce course changes, give assignment and exam feedback, and to set up meetings. Students may not substitute a private email address for their UIC email address. UIC email should not be forwarded to another email account. The UIC email address should be used for academic/UIC business only.

### **Change of Address**

Students are expected to notify the Department of any change in address, telephone number, email address, or emergency contact by e-mailing the Academic Coordinator. In addition, all students are responsible for maintaining a current local mailing address or permanent home address in the Office of Admissions and Records. Changes should be reported immediately via my.UIC at:

[www.my.uic.edu/common/](http://www.my.uic.edu/common/)

## **Laptop/Tablet Use in Classes**

Students enrolled in the Masters of Occupational Therapy Program are recommended to obtain a laptop or tablet for use during their time within the program. Some classes will require the use of a laptop or tablet during scheduled class time and students will be expected to bring their personal laptop or tablet to class. These class sessions will be clearly noted on the course syllabus. Students who are unable to bring technology to class due to emergency or financial hardship should communicate this to the course instructor at least one week PRIOR to the scheduled class session.

## **Use of Personal Technology in Classes**

No emails, texts, or personal calls are to be sent or received while in class. Students are asked to refrain from using laptop computers for personal use during class. Cell phones must be turned off while class is in session. If phone must be on (due to emergency, family commitment, etc.), it must be set to silent/vibrate.

Students are not to use the office telephones without the permission of a faculty member.

## **Campus Phone Numbers**

When dialing a university extension from a campus phone dial only the last 5 numbers e.g. 3-0124 instead of 413-0124.

## **Social Media Policy**

We encourage the use of social media, which can help MS students create and nurture professional relationships, share information, advance knowledge, raise awareness, build support, participate in important conversations, and collaborate on new ideas.

It is departmental policy for students and faculty not to be "friends" on Facebook until after graduation. Students can request to be connected to faculty on LinkedIn or OTConnections prior to graduation. Students are referred to UIC Standards of Conduct to guide their involvement in social media:  
<http://www.uic.edu/depts/dos/docs/Standards%20of%20Conduct.pdf>

## **Guidelines for Student Use of Space and Resources**

Due to space limitations it is necessary to clarify appropriate use of specific rooms on the floor. Students have access to the 3rd floor between the hours of 8:00 a.m. and 4:30 p.m., unless attending an event scheduled outside of that time period. During these times rooms 301, 308, and 313 are available to students if there is no class in session. The AHS building has a lounge on the first floor which is available to students between the hours of 7:00 a.m. and 6:00 p.m. The fifth floor student lounge and computer center is also available. Students should also be aware that there is space available for group work and quiet study in Student Center West and the Library of Health Sciences. Students should consider the above-mentioned spaces first when looking for a space to meet or study. Students are free to use the round tables at the east and west ends of the hall when needed if noise levels are kept to a minimum.

Students may use the following rooms (under the conditions listed) only if there are no other alternatives or if time constraints prohibit use of Student Center West or Library.

<i>Room 310 Kitchen/Apartment</i>	Appliances/supplies are not intended for student use. Be advised that this room has people traffic at all times of the day and must remain accessible.
<i>Room 315 Conference Room</i>	This space is available for class use only. This room is also utilized by faculty and staff on an "as needed" basis.
<i>Room 350 B. Wade Library</i>	This space is available only for use of the resources in the library. See the next section for detailed usage guidelines. This room can be used as a study room by students
<i>Room 308 Student Study Room</i>	Available when not in use
<i>Room 301 Classroom</i>	Available when not in use.
<i>Room 313/314 Classroom</i>	Available when not in use.

### **BEATRICE D. WADE LIBRARY USAGE GUIDELINES**

1. The library will be open to students between the hours of 8:30 am and 4:30 pm, Monday through Friday.
2. Please keep talking and noise to a minimum when others are studying.
3. The library is strictly a reading library; therefore, texts may not be borrowed or removed for photocopying. If you want an article or book chapter duplicated, see the Assistant to the Head (room 356).
4. If there is a need to borrow books, they should be checked out through the Library of Health Sciences.
5. The B. Wade Collection can only be used with permission.
6. After using a text, it should be placed in the re-shelving area.
7. If there are books you would like to see purchased by the library, please put the request in writing to the Assistant to the Head, including the following information:

Title, Author, Publisher, Year of Publication, ISBN #

#### **Computer Resources**

Computers for internet access and printer access are available for students to use in room 308 as well as on the 5<sup>th</sup> floor AHS Student Affairs lounge. The AHS Student Affairs lounge is opened from 7am-6pm. The campus computer lab is located across the street from our building in the Benjamin Goldberg Resource Center (BGRC). It houses 60 computers and is accessible 24 hours per day. The computer center also houses the instructional technology laboratory that contains state-of-the art info technologies and expert advice on creating multimedia and distance learning education materials.

Also located across the street from our building in Student Center West bldg. is "C-stop". C-stop is a modern computer lab with lounge-like work area that provides designated zones for students to collaborate, work independently, get help, print and charge their electronic devices. C-stop was executed

by the Academic Computing and Communications Center (ACCC) with funding from Student Library/IT Fee funds and contributions from Campus Auxiliary Services. The lab is opened on weekdays from 9am-7pm.

Self-guided help kiosks for support are available as well as consultants. Popular help topics include connecting to UIC-WiFi, virus removal, and installing campus-licensed software. Below is a full list of support offered at C-stop.

- Support for UIC-WiFi and Res-Net connections using Windows XP, Vista, Windows 7, Mac OS X, Windows Mobile, iOS, and limited Android and BlackBerry® support.
- Networking (includes bjack) problems and Internet browser issues.
- Adware, spyware, virus and worm removal.
- Assistance with installation of antivirus, spyware, adware and malware removal tools.
- Assistance with installing software sold through the WebStore.

### **FIELDWORK EDUCATION**

Fieldwork is the part of your education where the knowledge and skills learned in the classroom are applied in a practice setting. The American Occupational Therapy Association (AOTA) states that the purpose of fieldwork is “to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population” (AOTA, 2009).

In the University of Illinois at Chicago Occupational Therapy Program fieldwork experiences are separated into four placements:

- Level I fieldwork introduces students to the fieldwork experience, and provides opportunities to apply knowledge to practice and develop understanding of the needs of clients. All MS students complete two Level I fieldwork experiences:
  - Level IA fieldwork emphasizes application of occupational therapy skills pertinent to use of psychosocial groups in communities. Students gain an enhanced appreciation of psychological and social factors that influence engagement in occupation. Level IA is a part-time fieldwork experience during the first spring semester
  - Level IB fieldwork is specifically designed with an emphasis on helping students develop professional behaviors, beginning practice skills, and an understanding of psychosocial issues influencing engagement in occupation. Level IB is a full time, four-week fieldwork experience during the first summer semester.
- Level II fieldwork provides the opportunity for students to become competent, entry-level, generalist occupational therapists. Students complete two 12-week Level II fieldwork experiences in two different practice settings during the second spring and summer semesters.

Each student completes fieldwork in a variety of settings (such as clinics, community agencies, hospitals, schools) with clients with different types of disabilities (psychosocial, developmental, cognitive, physical), and with clients of different age groups. The UIC OT department offers fieldwork experiences in the Chicagoland area and also has relationships with fieldwork sites in several other states. Several factors are considered when matching students to fieldwork sites to ensure quality experiences including student ability, previous experience and preferences and as well as site availability. There is currently a shortage of fieldwork sites nationally due to unprecedented increase in the number of new OT schools and a significant growth in the class size of existing OT schools. This fieldwork site shortage is particularly



apparent in several states (for example, but not limited to, California, Texas, New York, Colorado) leading to very limited fieldwork opportunities for UIC students in these states.

Although the UIC Department of Occupational Therapy is fortunate to be able to offer MS students many fieldwork placement options, the Department is unable to place the students who desire to do their fieldwork in the Chicago area locally or on public transportation lines. All students must be prepared to arrange and pay for transportation from their residence to a fieldwork site. Likewise, all students must be prepared to pay for all parking fees associated with their fieldwork placement, when applicable.

The Level IA fieldwork placement occurs concurrently with OT 516 during the first Spring semester, and no students will be asked to relocate for that fieldwork placement. However, all students must be prepared to relocate out of the Chicago area for one fieldwork placement occurring after the Spring 1 semester, and students must be prepared to bear any costs associated with relocation. These costs include, but are not limited to, transportation to city where the fieldwork site is located and housing. Students must also be prepared to travel more than an hour each way to assigned fieldwork sites.

Students may request an exemption from relocation if they have extenuating situations that would make relocation impossible, such as caring for dependents or personal medical reasons.

The Academic Fieldwork Coordinators will provide a fieldwork handbook explaining in detail the process and policies related to planning and completing your fieldwork.

### **Personal and Professional Responsibility**

Student-therapists must know and adhere to regulations of UIC, "The Occupational Therapy Code of Ethics" and applicable laws while on fieldwork. This includes regulations of the, State of Illinois, university, college, department and fieldwork facility. Many facilities require students to sign a statement clarifying professional responsibilities with respect to privileged information and that you understand the consequences of breaching confidentiality. Additionally the College of Applied Health Sciences requires you to complete training on HIPAA privacy and security laws. Breaching confidentiality is unethical and can be grounds for immediate dismissal from fieldwork and in some instances the university.

### **Professional Liability**

*Professional liability* insurance is provided by the university and becomes activated upon registration for fieldwork courses. This insurance covers students on university education related activities. The University's Professional Liability Insurance only covers work at the fieldwork site when the student is formally enrolled in coursework. When you become a professional practitioner you may need to purchase your own professional liability insurance.

### **Dress & Identification**

The student-therapist's appearance influences client, family and staff interactions. Students are expected to follow the established UIC – OT dress code provided in the fieldwork handbook. Identification (ID) badges are required for entrance to all fieldwork settings.

### **Attendance**

The "Standards for an Accredited Educational Program for the Occupational Therapist" (AOTA, December 1998), require students to complete the equivalent of 24 weeks full-time level II fieldwork.

This can be completed on a full or part-time basis, but may not be less than half-time. No official time off is given for illness or unexpected emergencies; therefore students are expected to make up missed time.

Students are expected to consider their education as a priority. When activities other than those related to the educational program conflict with fieldwork, students are expected to change the non-educationally related activities. Making up time is permitted in emergency situations. Emergencies include accidents, illness or deaths in the family (things over which a student has no control). The following are **NOT** valid reasons to request a schedule change: interviews, weddings, work scheduling conflicts, meetings unrelated to OT education, non-emergency doctor/dentist appointments, travel conflicts to and from the facility and vacations. If students must adhere to a rigid schedule secondary to care-giving responsibilities or transportation needs, requests should be discussed with the fieldwork educator prior to the first day of fieldwork to allow for accommodation.

### **International Students on J-1 Visas: Curricular Practical Training**

Students who are in the MS program as international students and are in the United States on an F-1 visa must complete and submit a Curricular Practical Training (CPT) form to request approval in advance of their fieldwork experiences. These forms must be completed the semester before each fieldwork experience, and are signed by the student, academic fieldwork coordinator, and the coordinator at the fieldwork site. International students should contact their advisor in the UIC Office of International Services during the first semester to learn more about the CPT process and timelines.

## **GRADUATION AND LICENSURE**

### **Commencement**

Commencement is the formal ceremony during which degrees are conferred by the President of the University or his or her representative. It is a College celebration of new beginnings, not only for the graduates, but also for those who are awarded honorary degrees and recognition of services to the University. The College's commencement typically takes place in May. In May of 2015, our College (AHS) permitted MS students who had not yet completed fieldwork to participate in the AHS commencement ceremony. In other words, students in the Class of 2015 who completed their Level II Fieldwork in the summer of 2015 were permitted to walk in the AHS Commencement that occurred in May.

MS Students who would like to attend the May commencement are encouraged to talk to their Level II B fieldwork educators at the beginning of their Level IIB placement to explore the possibility of being absent from fieldwork in order to attend the AHS commencement, and must create a plan with their fieldwork educators to make up any missed time.

### **Pinning Ceremony**

After completing all graduation requirements, MS students make their official passage from student to professional. This accomplishment is recognized at the Department's Pinning Ceremony each July (typically scheduled on the Friday following the last day of *Synthesis III*).

Students whose progress in the MS program is delayed have the option of attending the pinning *as a graduate* after all requirements associated with the MS in Occupational Therapy program are completed. Alternatively, students whose progress is delayed can choose to attend the pinning ceremony for their class as a *non-graduating student*. If this option is selected, the non-graduating student would be allowed to process in, sit with his/her classmates during the ceremony, and walk out with his/her classmates.

Students who chose to participate in the pinning as non-graduating students will be placed at the end of the line of students for the processional/recessional. The names of non-graduating students are not announced during the ceremony and are not listed in the pinning program. Students who attend a pinning as non-graduates will receive the pin given to graduating students via U.S. mail upon completion of all MS program requirements.

### **Class Composite**

A composite is made for each graduating class. Composite photos are typically taken in July during the final Summer Session, and when students are taking *Synthesis III*. Students who will not be graduating during the same semester that they take *Synthesis III* will have their photos taken with their classmates. Their photos will be held until all MS requirements are completed and then included in a later composite.

### **Certification/Licensure**

During the Fall 2 semester, the Director of Professional Education will provide MS students with information regarding certification and licensure. This information will be revisited during the Summer 2 semester, during a group advising meeting on the topic of NBCOT certification and state licensure. Briefly, graduates of the MS program will be able to sit for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, graduates become registered occupational therapists. All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Additional information regarding the certification exam may be found at [www.NBCOT.org](http://www.NBCOT.org). Students should be aware that it will take several weeks after the completion of the last semester of classes before students can take the examination. Beginning January 1, 2014, only an official final transcript will be accepted by NBCOT for examination eligibility purposes. (See [http://www.nbcot.org/index.php?option=com\\_content&view=article&id=247&Itemid=154](http://www.nbcot.org/index.php?option=com_content&view=article&id=247&Itemid=154)).

Students are referred to the NBCOT website and the Online Certification Examination Handbook for details regarding the certification process and the exam scoring process.

Graduates seeking IL licensure as an OTR should note that after NBCOT exam results are received by the Illinois Department of Financial and Professional Regulation, it can take several weeks to receive your license. Students may receive authorization to work under supervision in Illinois before the official license is granted once they receive an authorization to test from NBCOT. Students may refer to the Illinois Department of Financial Professional Regulation for rules regarding beginning to practice in the State of Illinois at <http://www.idfpr.com/>.

## **STUDENT HEALTH**

MS students participate in a rigorous course of academic and clinical instruction. The student's successful participation in the instructional program requires maintenance of a level of physical and mental well-being to achieve course and fieldwork objectives. Students experiencing difficulty with physical or mental well-being are encouraged to consult with their advisor and to take advantage of resources such as Campus Care (<http://www.uic.edu/hsc/campuscare/>) and the UIC Counseling Service (<http://www.uic.edu/uic/studentlife/studentervices/counseling.shtml>).

Recommendations resulting from the Campus Care and/or Counseling Service evaluation of the student's health and well-being *that the student has released to the Department* may be considered in overall

assessment of a student's capacity to participate in the instructional and fieldwork program. If a student is deemed to not have the capacity to adequately participate in coursework or fieldwork, as determined by the Program Director in consultation with the Academic Standing Committee, the student has the right to appeal that decision to the Department Head and Office of the Dean of AHS.

### **POLICY FOR STUDENTS REGARDING RELIGIOUS HOLIDAYS WHICH ARE NOT LEGAL UNIVERSITY HOLIDAYS**

The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he or she may request remedy through the campus grievance procedure for discrimination.

The University Holidays and Religious Observances calendar can be found online at <http://www.uic.edu/depts/oe/docs/ReligiousHolidaysFY20142016.pdf>. The list comprises national holidays recognized by the University as well as religious days of special observance that may prohibit a person from performing work. Please keep in mind this list is not exhaustive.

If you have questions, please contact UIC's Office for Access and Equity, at 312-996-8670 or visit our website at <http://www.uic.edu/depts/oe/>.

### **FINANCIAL AID AND STUDENT EMPLOYMENT**

#### **Scholarships and Loans**

A student should inquire at the Office of Financial Aid, Student Service Building, (M/C 018), 1200 West Harrison Street, Chicago, IL 60607-7161, (312) 996-3126, or visit their website: <http://www.uic.edu/depts/financialaid/> concerning sources of scholarships and loans. The Graduate College web site may also have resources listed for graduate students. The web site addresses are listed at the end of this handbook.

The financial aid contact assigned for Graduate Students in the College of Applied Health Sciences: Danah Anderson - [danah2@uic.edu](mailto:danah2@uic.edu)

The following lists a few awards specific to occupational therapy students:

An email will be sent to students reminding them to visit the UIC Scholarship and Awards Program website (SnAP) a few weeks before scholarship applications are due.

SnAP (<https://uic.academicworks.com/>) is the university's centralized scholarship list and application system and contains scholarships for continuing UIC students in all colleges and at all levels.

## **Department of Occupational Therapy Scholarships and Awards**

Award/Scholarship: **Lillian B. Torrance Award**  
Available to: MS, OTD, and PhD students  
Amount: Typically 3-5 \$2000 awards are presented each fall and spring semester  
Source: The bequest of Ms. Torrance, an OT alumna  
Eligibility: High academic achievement, as indicated by GPA and presentations/publications, and financial need  
Selection: The Academic Standing Committee selects the award recipient

Award/Scholarship: **Illinois Federation of Women's Clubs, Third District Award**  
Available to: MS students, first or second year  
Amount: \$1250 or whatever the organization donates each year  
Source: Illinois Federation of Women's Clubs, Third District  
Eligibility: Must reside in the third district club geographical area (south and southwest Chicago and suburbs). Consideration given to community service, career goals, and financial need  
Selection: The Academic Standing Committee selects the award recipient.

Award/Scholarship: **Ruth Hadra Award**  
Available to: MS students, first or second year  
Amount and purpose: \$1000 is available annually; it can be awarded to one student or split between two students. Must be used for tuition and fees.  
Source: Ruth Hadra Scholarship Fund, an endowment account funded with Ruth's bequest and donations from alumni and former faculty  
Eligibility: Financial need, preference given to a first or second-generation immigrant or a student that has overcome significant hardship.  
Selection: The Academic Standing Committee selects the award recipient.

Award/Scholarship: **Lois Anderberg Koji Award**  
Available to: First year MS students entering in odd numbered years  
Amount and purpose: The first award will be for \$1000 towards spring semester tuition and fees and there will be a \$1000 award automatically available for the student's second year tuition and fees (total of \$2000 over the two years)  
Source: Lois Anderberg Koji Scholarship Fund, an endowment account funded by Lois in honor of the Third District organization and her parents.  
Eligibility: Financial need, solid academic performance, commitment to the field  
Selection: The Academic Standing Committee selects the award recipient.

Award/Scholarship: **Phyllis Mugge Bartlow Memorial Award**  
Available to: MS and OTD students  
Amount and purpose: A \$3000 award applied to tuition and fees  
Source: A bequest from Ms. Bartlow, an alumna from the first OT graduating class  
Eligibility: Plan to work in a mental health setting after graduation, financial need  
Selection: The Academic Standing Committee selects the award recipient

Award/Scholarship:	<b>The Donna Simenson Long Award in Occupational Therapy</b>
Available to:	MS students, entering in even numbered years
Amount and purpose:	A \$1000 award applied to tuition and fees
Source:	Donna Simenson Long Scholarship Fund, established by the donor
Eligibility:	Financial need, solid academic performance, commitment to the field
Selection:	The Academic Standing Committee selects the award recipient
Award/Scholarship:	<b>OT Graduate Student Travel Award</b>
Available to:	MS, OTD or PhD students
Amount and purpose:	Up to \$500 per award is available; the number of awards depends on funds available. Funds are to be used for attending state, national, or international conferences or workshops
Source:	Annual fund donations from alumni
Eligibility:	Written application describing why the student needs this award.
Selection:	The Department Head selects the award recipient(s), in consultation with faculty.
Notification/Timeline:	Email sent to all eligible students announcing the award availability, typically in early fall (for state conference) and February (for national conference).
Award/Scholarship:	<b>Student Presenter Award (not an OT dept award, but supplements the Dept award)</b>
Available to:	MS, OTD or PhD students
Amount and purpose:	Up to \$200 per award is available if the department provides \$100. Graduate College funds are available to reimburse students for travel expenses when they do a presentation at a scholarly meeting or conference. Applications are considered at the end of September, January, and May.
Source:	UIC Graduate College
Eligibility:	Application form required available at the following link <a href="http://grad.uic.edu/cms/?pid=1000086">http://grad.uic.edu/cms/?pid=1000086</a>
Selection:	This \$200 award is automatic if the student submits the required material following travel.
Notification/Timeline:	Per the graduate college
Award/Scholarship:	<b>Department of Occupational Therapy Achievement Award</b>
Available to:	Graduating MS students
Amount:	The College provides a plaque or certificate; no financial award is associated with this award.
Eligibility:	One of the top students in academic achievement, leadership, and service. Students are nominated by the Academic Standing Committee and faculty, and students supply information as requested.
Selection:	The faculty selects the award recipient.
Notification/Timeline:	Awarded at the Pinning Ceremony by the Academic Standing Committee Chair
Award/Scholarship:	<b>Beatrice D. Wade Award</b>
Available to:	Graduating MS students
Amount:	\$1000 is available annually; it can be awarded to one student or split between two or more students.
Source:	Beatrice D. Wade Occupational Therapy Award, an endowment account funded with donations from alumni and faculty
Eligibility:	Exemplary performance on fieldwork. Students are nominated by their fieldwork educator and each nominee writes a personal statement in support of the nomination.

Selection: The Academic Standing Committee and fieldwork coordinators select the award  
Notification/Timeline: Awarded at the Pinning Ceremony by the Fieldwork Coordinator.

### **Applied Health Science College Award**

#### Van Doren Scholarship

Eligibility: All students with significant financial need are encouraged to apply. All applicants must have on file the Free Application for Federal Student Aid (FAFSA) form for need verification. Deadline dates for assistance are typically October 1st and February 1st. An Emergency Fund has also been set aside to assist students with special, nonrecurring emergency needs. These requests have no deadline dates and may be submitted as needed. No FAFSA need be submitted. An emergency award may not exceed \$500.

Amount: Awards of \$250 to \$1,000 will be given to students who qualify. Subsequent requests can be made by the same applicant for additional awards not to exceed \$2,000 per academic year. Students are eligible to receive up to a maximum of three awards during their enrollment in the college. Scholarship monies can be used for any financial needs related to academic enrollment, tuition, fees, books, etc.

How to Apply: You will receive an email with the application form each semester, about one month before the due date.

### **Graduate/Research Assistantships**

A graduate assistantship is a position in the department that requires service of at least 10 hours per week and earns a stipend and a waiver of the base tuition and some of the fees (not the tuition differential). These positions require specific skills necessary to carry out a funded project or position. Most assistantships are reserved for doctoral students. Occasionally, a position may be available to an MS student. Some of the positions are advertised to all MS students and a selection process is used to interview and choose the best candidates. Other positions offered by the faculty may only be available to advisees of that faculty member. Any student selected for an assistantship must meet criteria determined in advance by the faculty or staff member.

Graduate assistantships serve several purposes. They provide the students with financial resources and relief of student tuition charges, give the students opportunities to engage in work relevant to graduate training, and finally, provide faculty members and staff with needed personnel for research and administrative activities. The sources of these assistantships may be endowment funds, grants, or state funds. The number of positions available varies each year. The assistantship provides a stipend, in addition to the tuition waiver described above.

The GA involves a collaborative and mentoring relationship between the faculty/staff members and graduate students and should be guided by a sense of collaboration, mutual interest, and flexibility.

If you are awarded a GA, you must see the occupational therapy department's Business Manager immediately to complete the necessary paperwork. You will be paid monthly on the 16<sup>th</sup> day of the month for work performed the previous month. Any questions concerning payment should be directed to the Business Manager.

## **Student Employees**

The Occupational Therapy Department employs several students on an hourly basis. Students may work during breaks, lunch hours, after classes, and school breaks. You will be notified when these opportunities arise.

## **Employment**

It is suggested that a student be employed for not more than 10 hours per week while enrolled in the Department of Occupational Therapy. Students who choose to work outside of the department should be aware that occasional changes in class schedules do occur and students are expected to make class attendance a priority. During Level II fieldwork, students are encouraged not to work or to keep work hours to a minimum if possible.

## **REGISTRATION, TUITION AND RECORDS**

### **Registration**

#### *1. UI-Integrate Self-Service:*

Registration takes place using the UI Integrate Web Self Service. New Students will receive a letter in their admissions packet or mailed to them with specific registration instructions. You will need an enterprise ID to login, register for classes, make address changes, review grades, and request transcripts as well as access other services. Below are the steps to obtain your Enterprise ID:

#### Establishing Your Net ID

You need to establish a campus Net ID. New students can establish their Net ID by going to the link: <http://registrar.uic.edu/registration/establish-netid.html>

You will minimally need the following information to establish your Net ID:

- *UIN*: Listed on your admissions letter as an Applicant ID
- *Social Security Number (SSN)*: If you did not submit a Social Security number during your application process, you were assigned a Temporary Control Number. This number is listed on your admissions letter. If it wasn't listed on your admissions letter, please contact the Registration Helpline at (312) 996-8600.
- *Birth date*
- *Name*

If you have any problems establishing your net ID please contact [consult@uic.edu](mailto:consult@uic.edu) or (312) 413-0003.

#### Establishing Your Enterprise ID:

- Go to: <https://osswebcs.admin.uillinois.edu/webforfaculty/enterpriseid.asp>
- Click Login. You will be prompted for your NetID@uic.edu
- Click Enter. You will be prompted for your NetID password



### Establishing your Enterprise password:

- Once your Enterprise ID is displayed, you will need to establish and Enterprise password.
- There are specific rules on how passwords should be created listed on the website. The password creator will not allow unauthorized passwords. Make certain to remember your passwords!

### Registering

- Using a web browser, connect to [www.my.uic.edu](http://www.my.uic.edu)
- Click Login. Enter your Net ID and password
- Select the Academics tab.
- Select Self-Service Login.
- On the registration page, select Add/Drop Classes.
- Complete registration agreement.
- Select term and enter course registration numbers (CRNs).

## **Holds**

If you have a registration hold (advising hold, financial hold, immunization hold, etc), you will not be allowed to register, drop classes or make any registration changes. You will be able to view a description and reason for the hold, as well as instructions on how to remove the hold in the “*View Holds*” screen in UI-Integrate Self-Service.

A. Financial Hold: There are several ways to clear an encumbrance so that you can enroll:

- 1) Pay the amount owed online through the UI-Integrate Self-Service or at one of the payment locations listed below prior to registration.

Payment Locations:

- a. West Side Cashier's Office, Room 116, Marshfield Building, 809 South Marshfield Avenue. Hours: 8:45 a.m.-4:00 p.m.
- b. Payment depositories are available at the Main entrance of the Student Services Building and the 1<sup>st</sup> Floor of the Marshfield Building, across from the Cashiers Office.

- 2) If you think you already paid, but you either aren't sure, or you are still getting bills, report to 1900 Student Services Building. Staff can clear an encumbrance once you present a receipt, proof of payment, or proof of pending financial aid.

B. Health Documentation/Immunization Hold: There are immunization requirements imposed by the university and the department. Students must be in compliance with the department's health requirements at all times during the MS program. Students will not be permitted to have any client contact at clinical or community agencies without documentation of their compliance. Therefore, it is critical that you complete all health requirements and submit/update health documents so that you are able to complete course assignments. After the first semester, students will continue to be prohibited from having client contact, but will also be placed on hold for registration for any courses until documentation has been submitted and approved. If you have any questions on OT program health documentation, please contact the Fieldwork Coordinator.

## **Deadline to Register**

All students must be registered by the end of the second week of class (end of the first week for summer session), or your status in the program will be in jeopardy.

## **Withdrawing from the University**

### *1. Cancellation of Registration (before the start of classes-100% Refund)*

To drop all your courses before the first day of the term means that you are canceling your registration for that term. The new UI-Integrate Self Service system will only allow you to drop all but one class. Students wishing to withdraw from the University may submit an online request to the Office of Registration and Records through the UI-Integrate Self Service through the tenth day of the Spring and Fall terms and fifth day of Summer term.

### *2. Withdrawal (after classes begin)*

*A. First through tenth day of the term:* From the first through the tenth day of the term, you may drop or withdraw from all of your courses in one of two ways:

- 1) You can drop all but one course through the UI-Integrate Self Service system. As state above, you will need to submit an online request to the Office of Registration and Records through the UI-Integrate Self Service system in order to drop that last course (90% refund of tuition and certain fee, less the administrative charge will be given after your student account has been adjusted accordingly).
- 2) You can also complete a “Cancellation of Registration” form at the Office of Records and Registration, no later than the end of the second week of classes.

*B. After the tenth day of the term:* You must report to the Graduate College to complete your withdrawal. It cannot be done **via UIC Web for Students**. Students who are thinking about withdrawing should notify the Director of Professional Education.

*C. Refund Policy:* If you officially withdraw from all classes on or before 60% of the term has elapsed, you will receive a pro-rated refund based upon the official date of withdrawal.

### *3. Readmission*

To attend any subsequent term after a withdrawal is processed, students must contact the Admissions Office and go through the readmission process in order to regain enrollment eligibility. **NOTE:** In order for a student to be classified as a readmit, they must have taken classes for at least one semester at the graduate level. If you were admitted, and withdrew your first semester, you would re-apply to the program.

## **Payment of Tuition and Fees**

### *1. Tuition Payment Obligation:*

Registration via the UIC portal of <https://my.UIC.edu> or any other recognized method of enrollment obligates a student to pay all applicable tuition and fees for the term. By registering for classes, you

assume academic and financial responsibility for confirmed courses resulting from your registration and responsibility for any additional costs that may result from the University's efforts to obtain payment.

Note: Tuition and fees are subject to change without notice any time prior to the first day of instruction.

## 2. *Payment of Tuition and Fees:*

E-Bills is a feature within UI-Pay, the student online billing and payment system, in which students may view their bills and make online payments. For more information about E-Bills, please visit: <http://www.usfsco.uillinois.edu/Payments.html>

If your student account becomes past due, a hold will be placed on your academic records. This hold precludes you from registering for any subsequent terms. In addition, transcripts will not be released until your student account is paid in full.

Charges incurred for room, board, parking, library fines, and other departmental and college charges will appear on the E-bill.

## 3. *Explanation of UIC Student Fees:*

### *Service Fee*

This fee supports staff salaries, programming, and general operating expenses for the following student services: Student Centers, Intercollegiate Athletics, Student Leadership Programs, Student Legal and Ombudsperson Services, Student Government, and student services at Rockford, Peoria and Quad Cities. The fee is mandatory.

### *General Fee*

This fee supports the fixed costs, such as utilities, of operating fee-supported facilities on campus including: Student Centers, Campus Recreation, Campus Housing, the UIC Pavilion, the UIC Forum and the Flames Athletics Center. The fee is mandatory.

### *Health Service Fee*

This fee supports staff salaries, programming and general operating expenses for the campus health service providers: Family Practice/Student Health Center, the Counseling Center, the Wellness Center and pharmacy services. The fee is mandatory.

### *Student Health Insurance Fee*

This fee provides health insurance that is mandatory for students. The fee is assessed on all students who enroll but may be waived for those who can demonstrate equivalent health insurance coverage.

### *Student-to-Student Fee*

This fee provides financial support to undergraduate and graduate students who demonstrate high financial need. The fee is mandatory and is assessed each term. However, it is refundable each term if a cancellation is requested.

### *Sustainability Fee*

This fee was proposed by students to assist the University of Illinois at Chicago in aligning its operations and academics with the principles of sustainability. It was fully discussed with and unanimously endorsed by the Student Fee Advisory Committee. A student-led committee, supported by faculty and staff, will make the allocation decisions for student-driven initiatives.

### *Transportation Fee - CTA U Pass*

Full time (12 or more hours) undergraduate, full time (9 or more hours) graduate, and full time (12 or more hours) professional students are assessed a transportation fee for the CTA U Pass.

### *College of Medicine Disability Insurance Fee*

This fee, assessed once a year in fall, covers the cost of disability insurance which ensures a student has a source of income should they become disabled during medical school. In the event a medicine student loses their ability to practice medicine in the future, this insurance also provides income to offset the financial loss.

### *Academic Facilities Maintenance Fund Assessment*

The Academic Facilities Maintenance Fund Assessment (AFMFA) is assessed to all undergraduates, graduate, and professional students to address the deferred maintenance backlog in academic facilities.

### *Library and Information Technology Assessment*

In order to generate resources to improve the learning environment, a Library and Information Technology Assessment is charged to all undergraduate, graduate, and professional students.

## TUITION AND FEE TABLE FOR MS STUDENTS ENTERING 2016-17

Tuition and fee rates are posted on the UIC Website at [www.uic.edu/depts/oar/grad/tuition\\_grad.html](http://www.uic.edu/depts/oar/grad/tuition_grad.html)

Current tuition & fee rates <b>per semester</b> and for the <b>total program</b>				
	<b><u>Per Semester</u></b>		<b>Estimated total for total 2 yr program</b> (based on 4 full-time semesters and 2 summers with a 7% estimated annual tuition increase for year 2)	
	<u>Resident of Illinois</u>	<u>Non-Resident</u>	<u>Resident of Illinois</u>	<u>Non-Resident</u>
<b>Graduate Base Tuition</b>	\$5,740	\$11,860	\$29,625	\$61,212
<b>OT Tuition Differential</b>	\$2,309	\$2,309	\$11,917	\$11,917
<u>General Fee</u>	\$431	\$431	\$2,224	\$2,224
<u>Service Fee</u>	\$350	\$350	\$1,806	\$1,806
<u>Health Service</u>	\$92	\$92	\$431	\$431
<u>Campus Care Insurance</u> <i>This can be waived with proof of insurance</i>	\$570	\$570	\$2,942	\$2,942
<u>Student to Student Fee</u>	\$3	\$3	\$15	\$15
<u>Sustainability Fee</u>	\$3	\$3	\$15	\$15
<u>Academic Facilities Maintenance Fee</u>	\$327	\$327	\$1,688	\$1,688
<u>Library and Information Technology Assessment</u>	\$200	\$200	\$1,032	\$1,032
<u>CTA U Pass Transportation Fee</u>	\$140	\$140	\$723	\$723
<u>Total</u>	<b>\$10,165</b>	<b>\$16,285</b>	<b>\$52,464</b>	<b>\$84,050</b>

### Transcripts

Transcripts may be ordered in writing or online.

Written requests should be mailed to:  
 University of Illinois at Chicago  
 Office of Registration and Records (MC 018)  
 Box 5220  
 Chicago, IL 60680-5220

The written request should indicate all relevant enrollment and ID information, as well as the specific name and address of where the document is to be sent. A check or money order payable to "The University of Illinois at Chicago" should accompany the order for a \$5.00 charge for each transcript ordered and takes up to 3-5 business days for processing and delivery.

Transcripts (both hard copy and electronic) may be ordered online at the following link:

[http://www.uic.edu/depts/oar/student\\_records/transcripts.html](http://www.uic.edu/depts/oar/student_records/transcripts.html)

There will be a \$10 charge per copy for current students and \$10 per copy plus \$2.25 service charge per copy for non-current students. Online ordering will take 3-5 business days via first class mail or next business day after 2:00 p.m. for pickup at the registrar's office. If you need an electronic transcript next business day or sooner, the charge for an e-transcript will be \$16.50 per copy.

Current students can view and print their academic history for free via [my.UIC.edu](http://my.UIC.edu).

**AVAILABILITY:** After a term's final exams have ended, transcripts may not be available for a period of up to two weeks. This allows for the timely recording of final grades for the term. Transcripts listing final grades may not be available for a period of 4-6 weeks following final exams of the final term in which the degree is earned.

**HOLDS:** Transcripts and diplomas will not be released if you owe money to the University. In order to release a financial hold on your records, you must first clear your account with the Office of Student Financial Services.

## Forms

The following is a list of some forms that you may encounter or be required to file at some point during the course of your graduate studies. All forms are available through the Academic Coordinator in the occupational therapy department.

**Graduate College Petition:** Petitions are used by the Graduate College for at least two very important situations 1) Leaves of Absence, 2) Changes to registration (e.g. late registration). The petition can also be used in more general situations as needed.

**Graduation Request Form:** Filed electronically with the Graduate College before **the fifth week** of the term in which you expect to graduate.

**Petition to Appeal Dismissal:** Filed with the Chair of the Academic Standing Committee if a student desires to appeal dismissal from the program.

**Supplemental Grade Report (online):** Filed with the University in order to change an incomplete grade or replace a deferred grade.

## Obtaining Photocopies of Submitted Forms

- Students are to maintain personal copies of all important documents submitted to the occupational therapy department. Both a hard copy and an electronic file are recommended if applicable.
- The department will only furnish copies of forms that originate in the department, e.g. Verification of Infectious Disease and Bloodborne Pathogens Training, letters of reference.
- When requesting a copy of a form that originated in the department, put your request in writing to the person who has the form on file, and allows a minimum of one week to receive your copy.

Copies of forms not originating in the department will not be provided. You must obtain a copy from the place of origin, e.g. Verification of CPR Certification, UIC Medical Immunization Form, annual Physical Exam form, TB Skin Test Results, etc.

## CAMPUS LIFE

### Photo ID Cards

Students must have a UIC photo ID "I-card" to borrow books from the library, cash checks at the University cashiers, obtain prescription drugs from the campus pharmacies, and to use computers. To obtain a photo ID card, bring personal photo identification (a driver's license for example) to the Photo ID

Office, Room 1790 SSB (East campus), or Room 241 SCW. The photo ID card serves as your permanent identification and is replaced for a fee if lost or stolen. The Photo ID Office will also take your passport photo for a nominal fee. For information regarding Photo ID Office hours, call 413-5940 (SSB) or 413-5944 (SCW). For additional information, please visit the website at: <http://www.uic.edu/depts/idcenter> or email any inquiries to: [idcenter@uic.edu](mailto:idcenter@uic.edu).

## **U-Pass**

The CTA Ventra U-PASS is provided to eligible students during enrolled terms. The Ventra U-PASS provides unlimited use of CTA trains and buses. You need to bring your valid i-card to pick up your U-Pass.

The U-PASS program is not optional. All full-time students are assessed the \$140 CTA Transportation Fee for each of the Fall and Spring semesters. UIC also participates in the Summer U-PASS program. This fee for the summer is less than the academic year due to the condensed schedule. The Summer U-PASS is available for the entirety of both portions of the summer term.

## **U-PASS Distribution**

The CTA Ventra U-PASS is always valid the Wednesday prior to instruction beginning according to the through the Wednesday following finals week the Student Services Building (SSB), 1200 W. Harrison St, Suite 1790.

If your card is lost, stolen or damaged (due to abuse, misuse, etc.), visit the ID Center to complete a report and request a new card. A non-refundable replacement fee (\$50) will be collected for a lost/stolen card. If you have requested that your card is permanently blocked because you were not ready or able to pay the replacement fee at that time. A non-refundable replacement fee (\$50) must be collected from you prior to ordering the replacement.

## **Housing on Campus**

Housing is available for both men and women at the University Residence Halls. Charges for housing are based on the academic year beginning in August. Students are required to sign a contract for room and board at the Residence Hall. Payment may be made for the entire year in advance, by semester, in advance, or monthly, in advance. Preference for a roommate may be made on the application. All questions to housing should be directed to:

Director of Housing (M/C 579)  
818 South Wolcott Street  
Chicago, Illinois 60612  
(312) 355-6300  
[housing@uic.edu](mailto:housing@uic.edu)

There is also a Housing Information Service for students who do not want to live in the residence halls. The phone number is (312) 413-5940 or you can visit their website at the following link: <http://www.housing.uic.edu/halls/off-campus.php>.

## **Health Service**

In case of illness, the student should leave a phone message for each instructor whose class will be missed. When on fieldwork, the student should phone the clinical supervisor.

Health care services for UIC students are provided by the Department of Family Practice.

UIC Medical Center:

Family Medicine Department  
Outpatient Care Center  
1801 West Taylor Street, 4E  
Chicago, Illinois 60612

Hours of Operation

Mon., Tues. & Fri. 8:30AM–5:00PM  
Wed. 9:30 a.m.- 5:00 p.m.  
Thurs. 8:30 a.m.- 7:30 p.m.  
Sat. – Urgent Care only 9:00 a.m.- Noon

Call (312) 996-2901 to schedule an appointment.

These offices are staffed by faculty of the Department of Family Practice and provide full service primary care to students. It is requested that you call for an appointment. Students without an appointment may be seen on a drop-in basis if the visit is of an acute or emergency nature. Your student I-Card and insurance card are required to initiate services.

### **CampusCare**

All registered students are enrolled in CampusCare. **There is no enrollment form to complete.** Information regarding the CampusCare Program can be viewed online at the following link: <http://www.uic.edu/hsc/campuscare/>. Students with equivalent health insurance coverage can opt out of the CampusCare Program by submitting the online Waiver Form within designated timeframes. Students who previously waived the Student Health Benefit Program, can reapply by completing the Reinstatement Application Form online.

The CampusCare Program is also available to qualified family members such as spouses and unmarried children under 19, or under 23, when enrolled as a full-time student at an accredited institution of higher learning and is not self-supporting. The Dependent Enrollment Forms and the Waiver Form can be found on the CampusCare website. Students may also view their benefits and obtain their ID card from the website.

**NOTE: Campus Care excludes prematriculation services and medical services such as physicals and exams as well as physicals and all injections (including Hepatitis B) for post-secondary education entrance, internships, residencies, and clinical programs. These services are not benefits under the Campus Care program.**

### **Counseling Service**

The UIC Counseling Service offers individual, marital, and group counseling to students, faculty, and staff with personal and/or academic concerns. In addition, each term the Counseling Service offers growth-oriented groups on topics such as assertion, sexuality, death and dying, time management, and relaxation training. Those interested are encouraged to inquire about any of these services at 1800 Student Service Building, phone 996-3490, or check via the web site listed at the end of the handbook.

***If you need help with a personal crisis and the University is closed, you can telephone the UIC-In-Touch Hotline at 996-5535, 6:00 PM - 3:00 AM, seven days a week. The hotline's staff of student volunteers are trained and supervised by the counseling center to offer assistance and referral information.***



## **UIC Smoking/Tobacco Ban**

UIC is a tobacco-free campus, prohibiting all forms of tobacco – cigarettes, cigars, pipes, chewing tobacco, electronic cigarettes, and smokeless tobacco products – anywhere within campus boundaries.

## **UIC Alcohol and Other Drugs (AOD) Policy**

The University of Illinois at Chicago has a long-standing commitment to the support and maintenance of a drug-free environment for its students and employees. The UIC Alcohol and Other Drugs (AOD) Policy describes the health risks and legal sanctions associated with alcohol and other drugs. It outlines the University's standard of conduct and disciplinary actions taken against students or employees who violate the standard. It also provides university and community resources to help with a drug or alcohol related problem. The AOD policy represents UIC's continued commitment to creating a healthy learning and work environment. The policy can be found at the following link: <http://go.uic.edu/aod> (PDF file) Students should contact the Office of the Dean of Students at (312) 996-4857 with any questions.

## **SAFETY**

### **Campus Security**

Security on campus is a concern we all share. During the past several years, campus police have taken several measures to improve both security coverage and the various security systems on campus. Statistically, UIC's security record is a good one, and one that they continue to try to improve. Security is everyone's responsibility. They cannot be successful without the individual efforts of the campus community. There are some very specific things that you can do to assist the campus police.

#### **1. POLICE/FIRE EMERGENCY #**

***5-5555 (from a campus phone) or (312) 355-5555 (from your cell phone)***

The telephone number of the University Police Department is 996-2830. Do not hesitate to call the police when there is an emergency, when you observe a suspicious person or a suspicious incident or where you have reason to believe that the police may be able to correct a problem. Keep in mind that the University Police are sworn police officers and carry peace officer status. They are well trained and their interest is in serving you.

2. Report all crimes, whether large or small, to the University Police. The Police Department cannot be aware of a crime unless you report it, and much of the success of police efforts depends on your cooperation.
3. If you observe an individual who appears to be breaking the law, causing a disturbance, or otherwise acting in a suspicious manner, call the police immediately. Generally, you should not become directly involved in an incident unless it is a matter in which you might help prevent injury to someone else.
4. When a building has been locked and you are leaving, do not let another individual pass through unless they have a key or key card. Sometimes this is difficult to do; if it is troublesome, you might say that the University policy is to prohibit access to buildings to persons who do not have keys or key cards.

5. If you encounter an individual in a office or restroom who does not belong there, you should exit immediately and call the police. Try not to let the person get between you and the doorway; if you choose to challenge (question) him or her, do so while standing in the doorway with the door open. If the person chooses to leave, do not block the path or place yourself in a position whereby the intruder must use force to escape. Do not hesitate to scream or cry out a warning if you believe that this will frighten the suspect away; recognize that this is a judgment only you can make and will depend upon the individual situation.
6. Do not get into an elevator with an individual who looks suspicious to you.
7. The majority of our elevators are equipped with alarm buttons or switches that sound throughout the building. In the event you are accosted on an elevator, do not hesitate to use the alarm, even if it is for a short period. If an individual approaches you or touches you on the elevator, try to press as many of the floor buttons as possible and prevent the attacker from turning the elevator off.
8. In a parking lot, do not walk between parked cars to get to your car, particularly at night, but rather walk in the middle of the traffic lanes.
9. If there is someone between the cars or near your car, do not go to it until you have assured yourself that the individual is, in fact, getting into another car.
10. Prior to getting into your car, be sure to have your key readily accessible and make it a habit to check the back seat to make sure that no one is hiding there. Once you are inside your car, immediately lock all of the doors.
11. If you observe suspicious persons in a parking lot, take a moment after you leave the parking lot to stop nearby and notify the police. This will only take a couple of minutes of your time, but it is something that few people take the time to do.
12. When walking through the campus, at all times try to be aware of what is going on around you. Do not put yourself in a situation, which might have been avoided if you had given some thought to your surroundings.
13. The Student Patrol serves as the eyes and ears of the Police Department. They are there to assist the campus community in helping to maintain a safe environment. Your cooperation in responding to requests for identification and in providing information regarding suspicious persons is in the best interest of the community.
14. The campus shuttle bus is available on weekdays from 7:00 am to 11 pm, every 30 minutes, including weekends/holidays. Other times when the bus is not running, requests for transportation to points on campus or within boundaries of Halsted St. and Western Ave., and the Eisenhower Expressway and Roosevelt Road will be handled on an "as available" basis by the Red Car Service. The number for this service is 996-6800. During high use hours there is likely to be a delay of up to one half hour; it is advisable to call the dispatcher earlier than you plan to use the Red Car to ascertain availability. You must have your campus I-Card to use this service.
15. The University Police Department provides an on-view escort service to your car on request. Allow for some delay during peak hours. Call 996-2830 for this service.

One method of practicing security skills is to simulate consciously in your mind what you might do in a particular situation. As you review some of the situations listed above, determine what you would do if you were in the same situation as a potential victim. Another security skill you may wish to practice is to recall the particular features and clothing of the individuals that you pass on the street. Should you ever be a victim of a crime, this will help immensely in being able to provide an accurate description to the police. With regard to the offender, recognize that the offender is also frequently afraid, particularly when operating alone; maintaining self-control in a potentially hazardous situation may help you to avoid being a victim. You would not try to corner an offender; recognize also that many offenders will flee rather than use severe force.

Be willing to give up your pocketbook or your wallet; they can be replaced, you can't.

Do not be embarrassed because you are suspicious or because you are reporting something that you are not sure about.

### **Emergency Information**

We strongly recommend that you subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. Log in to <http://sms.accc.uic.edu> from any computer to subscribe your phone.

Additional emergency information is also available at UIC Emergency Preparedness website at the following link: [http://www.uic.edu/index.html/emergency\\_preparedness.shtml](http://www.uic.edu/index.html/emergency_preparedness.shtml), via URGENT all-campus email, and by phone on the UIC Information Line at (312) 413-9696.

### **UIC Mobile App**

The UIC Mobile App is available as a free download from the Apple store for iOS or from Google Play for Android. There is also a mobile version of the app available at [m.uic.edu](http://m.uic.edu). Students, faculty, staff, alumni, prospective students, and anyone interested in learning more about UIC can use this app to stay connected while on the go. The app features a map of the campus, bus tracker, directory, emergency information, and information about courses and grades.

### **Accident or Injury**

If you incur an accident or injury while in the department or on campus it is important to do the following:

- 1) inform the University Police at 355-5555 for emergencies and 996-2830 for non-emergencies,
- 2) seek necessary medical attention, and
- 3) when possible, notify any faculty or staff member.

It is important that the University Police are contacted for insurance purposes and in order to address potential hazards. The University Police are also trained to assist you to medical help. If you have a medical emergency that can't wait for police assistance, it is important for you to contact them and file a report as soon as you are able.

Students can request band aids, gauze, or antibiotic ointment at the main office in room 311 for any minor cuts or injuries that occur in the OT Department.

If a student is injured at a fieldwork site, the site may provide emergency care however the student is responsible for the expenses of such care, thus the requirement to maintain health insurance. Students

must inform the Academic Fieldwork Coordinator of any injuries that occur during a fieldwork experience. Additional information regarding illness and injury while at a fieldwork sites can be found in the Fieldwork Handbook.

### **Evacuation and Fire-Procedures for 1919 W. Taylor Building**

**Dial 5-5555 from a campus phone or 312-355-5555 from a non-campus phone.** Give building and room numbers. Procedure in case of a fire is: the alarm indicating a fire is sounded over the building's P.A. System and consists of a voice indicating that the alarm system is activated. When the fire alarm rings, all windows and doors are to be closed and everyone is expected to proceed to end of hallway away from the location of the fire. Please acquaint yourself with location of fire call boxes and fire exits in the areas you frequent.

Prior to our evacuation drill or for any emergency that will require the evacuation of the building, please remember the following:

1. If you need disability accommodations to participate in the evacuation drill or exit the building during an emergency, please contact your Building Evacuation Supervisor.
2. Review the locations of the two nearest exits for your area: **East and West stairwells; Central stairwell is reserved for use by emergency service personnel.**
3. Review the location of the nearest fire alarm pull station, if applicable. **Near entrance to East, West, and Central stairwells**
4. During an emergency evacuation, please remember to take your personal belongings with you. (e.g. keys, purses, etc.)
5. During the emergency evacuation, all building personnel shall follow the instructions of the emergency services personnel. This includes: the members of the 916 – Applied Health Sciences Building Evacuation Team (see the attached list for members), UIC Environmental Health and Safety Office personnel, the UIC Police Department, and the Chicago Fire Department.
6. Once the fire alarm is activated, all personnel shall immediately leave the building through the nearest and safest exit. **Do not** attempt to use the elevators as a means of exit. During an emergency evacuation, the elevators will be secured and shut down as part of standard emergency procedures.

If you are not able to evacuate the building without assistance, and there is no visible smoke or fire in your immediate area, you may go into any room that has a phone and a door that can be closed. Use the phone to call the UIC Police Department at **5-5555** on a campus phone. **Dial (312) 355-5555** if you use a non-campus phone. Be prepared to tell them your location. If there is visible smoke or fire in your immediate area, you should proceed immediately to the nearest stairwell landing and wait for evacuation assistance.

7. Personnel, in areas that use chemicals, shall ensure those containers have been properly closed prior to leaving their area. This will ensure those chemicals will not cause a greater hazard in that area if left unattended.

8. All room doors within the building should be closed and left “unlocked” with the exception of the Daycare Center and any area that has radioactive materials or any other area that may be designated.
9. Once personnel have exited the building safely, they shall immediately proceed to their designated gathering area. **The designated gathering area for the building is the C-4 Parking Lot (east side of building).**  
  
In case of bad weather (e.g. rain or snow), personnel shall then proceed to northwest corner of the Wood Street Parking Structure.
10. Once it has been determined that the building has been evacuated and the building is safe, an “all clear” will be given and personnel may re-enter the building.

### **Special Notes for Occupational Therapy**

When there is a fire in your area, perform the **RACE** procedures:

1. **R**escue anyone in immediate danger of the fire.
2. **A**ctivate the nearest fire alarm pull station and call **5-555**. The fire bell will ring on the fire floor and throughout the building. The alarm will also signal the UIC Police who will notify the Chicago Fire Department. Calling the 6-FIRE is the back-up to ensure the UIC Police received the alarm and to verify the fire as reported. A fire alarm enunciator panel located in the first floor lobby will light up indicating the location of the alarm, in some cases a punch recorder is used instead of an enunciator panel.
3. **C**onfine the fire by closing doors to the fire (do not lock). As people are notified to evacuate, ensure that all doors are closed.
4. **E**vacuate to an area of refuge. When a fire is reported on your floor everyone is required to evacuate the area either through a set of fire doors on your floor or via the stairs downward at least two floors to a safe area or to the outside. Never go up (unless you're below grade) or down to an area below grade. Do not use elevators!

### **IF YOU HEAR AN ALARM**

***In the hospital building:*** When you hear the fire alarm, count the chimes and then use the fire alarm code sheet posted at the fire alarm box to determine the location; then get ready to move patients or assist as directed.

***In other buildings:*** When you hear the fire alarm in other buildings, leave by way of the nearest exit or stairs. **DO NOT USE ELEVATORS.** Close doors behind you.

### **FIRE EXTINGUISHER LOCATIONS**

Fire extinguisher are located outside of rooms 325, 313 and 347.

### **FIRE EXTINGUISHER SERVICE**

If a fire extinguisher appears to be used, out of order, or missing, report it promptly to the Environmental Health and Safety Office, Extension 996-7411.

## **Appropriate use of Equipment & Supplies for all Educational Activities, Infection Control/ HIPAA Training, CPR Training, & Additional Safety Considerations**

### Appropriate Use of Equipment & Supplies

Students and guests are expected to use classroom spaces, equipment and supplies in a respectful, professional manner. Students, faculty and guests are to adhere to safety precautions at all times. Hazardous substances (e.g., acetone used during splinting labs), are to be handled and utilized with utmost care.

### Health Insurance Portability and Accountability (HIPAA) Training

The Health Insurance Privacy and Accountability Act of 1996, known as “HIPAA” was created to protect information related to individual patient health care. The HIPAA Privacy Rule provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes. (Refer to <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>)

All MS students are required to complete HIPAA training during the first semester of the program. Additional information about these trainings will be provided during the “Orientation to Fieldwork” Group Advising Session that occurs during first semester of the program.

### Infection Control

All MS students are required to complete online training for OSHA Bloodborne Pathogens training during the first semester of the program. Additional information about these trainings will be provided during the “Orientation to Fieldwork” Group Advising Session that occurs during first semester of the program.

Hand washing should be performed by both students and faculty before and after lab activities. When mats are used during lab activities, students, faculty and guests should not wear shoes on the mats. When stepping on mats, socks are to be worn at all times.

Mats and other lab equipment are to be cleaned immediately after use. Disinfectant solution is used when appropriate.

Students who are ill (e.g., presenting with fever and/or nausea) are expected to contact faculty and remain at home until their health has improved.

### CPR Training

Students are required to have current CPR certification at the level of the Healthcare Provider Course given by the American Heart Association or the Professional Rescuer Course given by the American Red Cross.

## **Program Health and General Requirements**

The academic program will involve classroom work as well as many observation experiences, participation in evaluations/treatment activities, and formal fieldwork education experiences that will occur in a variety of settings. In order to participate in these required experiences, there are healthcare requirements, forms and general requirements that must be completed before New Student Orientation. These health requirements are intended to protect students and the people with whom they will interact during these experiences. **Students must be in constant compliance with all health requirements at all times throughout the entire program.** Students who are not in compliance may be

unable to participate in required class activities (e.g., observations), will not be permitted to begin/continue fieldwork experiences, and may experience grade reductions for their inability to participate.

### **CastleBranch Documentation Vendor**

All College of Applied Health Science students who complete clinical/fieldwork rotations are required to submit all healthcare requirements, forms and general requirements to an outside vendor called *CastleBranch*. This is a vendor used by many universities to review and store electronic records of health and other requirements.

The requirements include a Background check and Drug Test which are completed via CastleBranch. In addition, students are required to have health insurance coverage during the entire academic program, either provided by the student or through UIC's CampusCare HMO.

Students are also required to have an annual physical examination and tuberculosis (TB) test and provide evidence of either immunization or immunity via titer lab reports for a variety of conditions including, Measles, Mumps & Rubella (MMR), Tetanus/Diphtheria (T/D), Varicella (Chicken Pox), Hepatitis B and Influenza.

#### Additional Safety Considerations

Students must have their i-Cards with them at all times when on the UIC campus.

If a student brings food or drinks into a classroom, he/she is expected to clean the area where he/she was eating and remove any containers/left over food upon leaving the classroom

Students and faculty are encouraged to utilize good body mechanics during classroom activities. Students who sustain an injury during coursework or fieldwork must inform the course instructor immediately. A first aid kit is located in the cabinet in room 311.

Students have access to the 3rd floor between the hours of 8:00 a.m. and 4:30 p.m., unless attending an event scheduled outside of that time period. Students remaining in the department after 4:30, or after a course is over are asked to utilize the common areas of the department. If a student is working in a grant room after 4:30, they are responsible for locking up the room, closing the windows and making sure air conditioners are turned off.

## **PROFESSIONAL AND CAMPUS ORGANIZATIONS**

### **Illinois Occupational Therapy Association**

As students in the Department of Occupational Therapy, you are encouraged to join the Illinois Occupational Therapy Association. ILOTA sponsors an annual conference with reduced rates for students. The association also supports lobbying efforts to advance our profession in Springfield and provides an online newsletter and listserv. Participating in ILOTA provides students with an introduction to the profession and networking with other students and practitioners. The association can be reached at:

Illinois Occupational Therapy Association  
P.O. Box 4520  
Lisle, IL 60532  
708-452-7640  
[www.ilota.org](http://www.ilota.org)

### **American Occupational Therapy Association**

Membership in the American Occupational Therapy Association is strongly recommended for all MS students. Membership dues and privileges are enumerated on the AOTA website and membership form. AOTA is at:

The American Occupational Therapy Assn. Inc.  
4720 Montgomery Lane  
P.O. Box 31220  
Bethesda, MD 20824-1220  
(301) 652-2682  
[www.aota.org](http://www.aota.org)

### **ILLI-SOTA**

ILLI-SOTA is a recognized student organization. Student representatives are elected from each class of undergraduate and graduate students. The purpose of ILLI-SOTA is to provide educational, social and philanthropic activities that supplement the students' professional education.

### **Student Council, College of Applied Health Sciences**

There are six degree-granting units in the College of Applied Health Sciences:

- Department of Biomedical and Health Information Sciences
- Department of Kinesiology and Nutrition
- Department of Disability and Human Development
- Department of Occupational Therapy
- Department of Physical Therapy

The student groups in each of these units elect its representatives to the Student Council of the College. It is through this Council that the students are represented on the Executive Student Council of the campus, and participate in campus-wide activities.



## **Graduate Student Council Representation**

The Graduate Student Council (GSC) is the student governing body for the graduate students of both the east and west side of campus which sponsors academic and social activities for graduate students and awards GSC Travel Awards to subsidize travel costs of graduate students presenting their work at professional meetings.

## **STUDENT SUPPORT SERVICES AND INTERNET RESOURCES**

<http://www.uic.edu>

### **Academic Center for Excellence**

<http://www.uic.edu/depts/ace/index.shtml>

2900 Student Services Building, Academic Center for Excellence, (312) 413-0031

Offers a variety of non-credit courses in the fall and spring semesters, listed in the timetable under "Academic Skills Program." Also provides workshops on academic skills, time management and test-taking skills.

### **Academic Computing and Communications Center**

<http://www.uic.edu/depts/accc/home>

2267 Science and Engineering Laboratories, (312) 413-0003; [consult@uic.edu](mailto:consult@uic.edu)

Oversees email accounts, campus computer labs, software sales, seminars, web publishing and PC troubleshooting.

### **Access and Equity, Office of**

<http://www.uic.edu/depts/oea>

717 Marshfield Building, (312) 996-8670

Responds to complaints of sexual harassment or discrimination on the basis of race, gender, sexual orientation, or disability. Conducts investigations and makes recommendations for action. Students with concerns of this nature are encouraged to share them with their advisor, another faculty member or the department head.

### **Admissions, Office of**

<http://www.uic.edu/uic/admission/index.shtml>

1200 Student Services Bldg, Chicago, IL 60607; (312) 996-4350

Information on adding/dropping classes, auditing courses, registration, residency requirements, tuition and fees, transcripts, medical immunizations and other student records.

### **African-American Academic Network (AAAN)**

<http://www.uic.edu/depts/aaan/>

2800 Student Services Building, (312) 996-5040; Assists with the recruitment, enrollment and retention of African-American students through counseling and academic support.

### **Announcement Page, UIC**

<http://www.uic.edu/announce>

Listing of campus events, seminars, job postings, apartments for rent, and items for sale.

### **Applied Health Sciences, College of**

<http://www.ahs.uic.edu/>

1919 W Taylor Street, 560 AHSB, Chicago, IL 60612; (312) 996-6695

Provides information about the college, student affairs and links to academic units

### **Bookstore, UIC Medical/Health Sciences**

[www.uicbookstore.org](http://www.uicbookstore.org)

Student Center West, 828 S. Wolcott, (312) 413-5550

### **Campus Advocacy Network (CAN)**

<http://wlrc.uic.edu/campus-advocacy-network/>

(312) 413-8206 or email [can-appointment@uic.edu](mailto:can-appointment@uic.edu).

On campus service center dedicated to providing confidential, anonymous, free services to UIC students, staff and faculty who have experienced sexual assault, domestic/dating violence, stalking and hate crimes.

### **Campus Housing**

<http://www.housing.uic.edu>

Central Housing Office, 818 S. Wolcott, SRH 220, Chicago, IL 60612, 312-355-6300; [housing@uic.edu](mailto:housing@uic.edu)  
Information on housing facilities, rates, application process, academic programs, community development, guest housing and other answers to frequently asked questions

### **Campus Programs, UIC**

<http://www.uic.edu/depts/campusprograms/>

Listing of different student organizations, their student contact person, handbooks, and newsletters

### **Career Services, Office of**

<http://www.uic.edu/depts/ocs/>

Student Services Bldg, Room 3050, 1200 W. Harrison Street, Chicago, IL 60607; 312-996-2300  
Provides career preparation seminars, individual employment counseling, employment opportunity listings, information on career fairs, mock interviews and drop-in advising sessions

### **Commuter Student Resource Center (CSRC)**

<http://commuter.uic.edu/>

Student Center East, 2<sup>nd</sup> floor, Behind the Wellness Center  
The Commuter Student Resource Center (CSRC) offers a variety of programs, services, and amenities in our space for students at the University of Illinois-Chicago.

### **Computer Technology Store/Microstation**

<http://www.microstation.uic.edu>

Room 230 SCW, 828 S. Wolcott Ave., Chicago, IL 60612; (312) 996-7220  
Computer hardware and software sales, support and service

### **Counseling Center**

<http://www.uic.edu/depts/counseling/>

2010 Student Services Bldg, Chicago, IL 60612; (312) 996-3490  
The UIC Counseling Center provides diverse services to help students deal with stress, handle a crisis or trauma, cope with the transition to college, gain strength from gender and cultural identity, or manage serious mental illness and many other issues. Counselors can help students increase resilience and positive well-being by developing effective coping and problem-solving skills. Talking with a Counseling Center professional can provide the safe, supportive, confidential setting to explore concerns towards improving emotional, physical and academic functioning. The Counseling Center is supported by the Health Service Fee as assessed to all students enrolled at the university and therefore enrolled students are eligible for Counseling Center mental health services without additional cost.

**Dental Clinics**

<http://dentistry.uic.edu/patients>

1st Floor Dentistry Building, 801 S. Paulina St., (312) 996-7555

Dental services are not covered by the student health plan. The dentistry program provides clinic services on a sliding scale basis.

**Disability Resource Center**

[http://www.uic.edu/depts/oa/disability\\_resources/index.html](http://www.uic.edu/depts/oa/disability_resources/index.html)

1190 Student Services Bldg., Chicago, IL 60612; (312) 413-2183; (312) 413-0123 (TTY)

Provides different resources to ensure the accessibility of UIC programs, classes and services to individuals with disabilities in accordance with federal and state statutes.

**Financial Aid, Office of Student**

<http://www.uic.edu/depts/financialaid/>

1800 Student Services building, 1200 W. Harrison St., Chicago, IL 60607; (312) 996-3126

Information on financial aid, FAFSA applications, lists answers to frequently asked questions, UIC scholarships, links to other financial aid websites and scholarship search engines

**Graduate College**

<http://grad.uic.edu/cms/>

606 University Hall; (312) 413-2550

Provides information on Graduate College policies, regulations, downloadable forms, lists graduate course descriptions, and other links

**International Services, Office of**

<http://www.ois.uic.edu/>

2160 Student Services Building, (312) 996-3121

Provides international students, faculty and staff with a variety of resources, such as, information and preparation assistance of immigration documents, personal UIC orientations, and information on cross-cultural events, activities, and resources.

**Latin American Recruitment and Retention (LARES)**

<http://www.uic.edu/depts/lares/>

2640 Student Services Building, (312) 996-3356

Assists with the recruitment, enrollment and retention of Latino students through counseling and academic support.

**Library, UIC**

<http://library.uic.edu/>

Richard J. Daley Library	Library of Health Sciences	Science Library
801 S. Morgan 312-996-2726	1750 W. Polk 312-413-0403	3500 Science and Engineering South (SES) 312-996-5396

**Native American Support Program**

<http://www.uic.edu/depts/nasp/>

2700 Student Services Building, (312) 996-4518

Assists with the recruitment, enrollment, and retention of Native American students through counseling and academic support.

### **Occupational Therapy Department**

<http://www.ahs.uic.edu/OT>

Applied Health Sciences Bldg, 1919 W. Taylor, 3rd Floor, Chicago, IL 60612; (312) 996-3051  
Information about academic programs in Occupational Therapy, faculty research and interests, grants, current departmental events, community outreach, and Model of Human Occupation (MOHO) Clearinghouse.

### **Ombudsperson, Office of the Student**

<http://www.uic.edu/depts/dos/ombuds.html>

3030 Student Services Building, (312) 996-8145

Provides assistance for students who have been unable to resolve "red tape" or administrative problems through other avenues. Advises students on campus issues of campus policy, such as grievance procedures, filing racial or gender discrimination complaints, etc. The ombudsperson assists students in using resources and may contact faculty or department administrators directly on behalf of a student

### **Parking Services, Office of**

<http://www.uic.edu/depts/avcad/parking>

Administration Office: 1100 S. Wood Street, Chicago, IL 60612; parking@uic.edu; Service Offices: 217 SRH (312) 413-5850; 2620 Student Services Bldg (312) 413-9020; 122 WSPS (312) 413-5800.

Information on parking applications, assignments, cash lots, rates and special services for special needs.

### **Sports Events, UIC**

<http://uicflames.com>

Information on sports schedules, facilities, tickets, events, and sports news

### **Student Legal Service**

<http://www.uic.edu/depts/dos/studentlegal.html>

2100 Student Services Building, 1200 W. Harrison Street, Chicago, IL 60607; 996-9214

Provides legal consultation and advising to students

### **Student Life, UIC**

<http://www.uic.edu/home/living.shtml>

This page has links for housing, parking, accessibility, student services, sports and recreation, UIC Student Governance, the Chicago Flame, Flames Radio, the Source, and many other subjects.

### **The Wellness Center**

<http://www.uic.edu/depts/wellctr/>

B19 Student Center East, 750 S. Halsted, Chicago, IL 60607; (312) 413-2120

Provides resources to students including, books, audio tapes, videotapes, and CD-ROMs covering a wide range of healthy topics from stress and nutrition to relationships.

### **The Writing Center**

<http://www.uic.edu/depts/engl/writing/index.html>

100 Douglas Hall, (312) 413-2206

Provides free tutoring with various aspects of writing concerns, such as understanding assignments, developing theses, organizing ideas, and editing. At whatever phase the student chooses to get help, tutors will help the student to clarify his or her thinking process and give feedback.

**Urban Allied Health Academy**

<http://www.ahs.uic.edu/students/uaha/>

The Urban Allied Health Academy serves to further the mission of the College of Applied Health Sciences through its focus on healthcare in the urban environment and its promotion of professional-development activities. The Academy is dedicated to enhancing students' experience and appreciation of cultural differences and circumstances and how they impact healthcare delivery and contribute to health disparities.

**Urban Health Program**

<http://www.uic.edu/depts/uhealth/>

The mission of the UIC Urban Health Program is to recruit, retain, and graduate underrepresented racial/ethnic minority students, specifically African Americans, Latinos, and Native Americans, in the health professions, and to expand educational opportunities for these populations at the pre-college (K-12), undergraduate, graduate, and professional levels.