Occupational Therapy Doctorate (OTD)

Student Handbook

2019-2020

OCCUPATIONAL THERAPY
COLLEGE OF APPLIED HEALTH SCIENCES

UIC

Table of Contents

The purpose of this handbook is to assist you in becoming acquainted with policies, procedures, and organization of the Department of Occupational Therapy, College of Applied Health Sciences at the University of Illinois at Chicago. You are expected to read the handbook, become familiar with its contents, and use it as an initial reference when you have questions about the OTD program. A reference copy is kept on the Proseminar Blackboard site. All OTD students have access to this site throughout the year, regardless of whether they are registered for Proseminar credit.

DEPARTMENT OF OCCUPATIONAL THERAPY

ADDRESS

Applied Health Sciences Building, 1919 West Taylor Street, MC 811, Chicago IL 60612
312-996-3051
Fax (312) 413-0256
Department email: otdept@uic.edu
Department web site: www.ahs.uic.edu/ot

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 facilitation 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.

VISION AND MISSION OF THE DEPARTMENT

A vision statement focuses on and provides direction for the future of an organization. It is an indication of where the department wants to be in the future. A mission statement identifies current organizational objectives and explains how the organization will move towards its vision.

The vision of the Department of Occupational Therapy guides the decisions of the faculty with respect to curriculum design and teaching, and research and service efforts. The vision of the department 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

Capitalizing 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 diversity
- Globally connected
- Building community capacity

Attitude towards taking action
- Confidence to embrace the future
- Inviting action and innovation
- See ourselves as agents of transformation

The mission of the Department of Occupational Therapy is to achieve excellence and lead the field in education, scholarship, and practice. Our mission is guided by the scholarship of practice model that asserts that education, scholarship and practice are equally valuable, interdependent, and mutually enhancing. We carry out our mission in the context of an urban research university that embraces diversity, social justice and community engagement."

DEPARTMENTAL PHILOSOPHY

In order to work towards our vision and to achieve our mission, it is important to also specify our underlying philosophy about occupational therapy practice, education and research. The department philosophy states our basic beliefs and assumptions, which form the foundation of our work.
We believe that all people have intrinsic dignity and worth, are active occupational beings and shape and are shaped by the environment. We believe that all people have valuable and diverse experiences, abilities, knowledge and strengths that can contribute to and enable participation. We also believe that all people have the capacity for self-determination as broadly defined according to the cultural context in which they exist, and the potential to take risks and make changes in their lives. Thus, they have the right to express their preferences, needs, values and choices about participation.
We believe that all people are social and interactive beings who require meaningful occupational participation in the context of their daily lives and social worlds. This context is multifaceted and includes social, physical, sociocultural, political and economic aspects. All of these aspects of context have the potential to influence individual, family and community choice and control. We believe that participation represents an interaction of the person with the environment, and any aspect of this interaction can be a catalyst to enhance participation.

ADMINISTRATION

- *Department Head*: Yolanda Suarez-Balcazar, PhD, Professor
- *Director of the OTD Program*: Joy Hammel, PhD, OTR/L, FAOTA, Professor
- *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
- *Associate Department Head for Administration*: Gail Fisher, PhD, OTR/L, FAOTA, Clinical Professor
- *Director of the MS Program*: Elizabeth Walker Peterson, PhD, OTR/L, FAOTA, Clinical Professor
- *Fieldwork Coordinators:* Kathy Preissner, EdD, OTR/L, FAOTA Clinical Associate Professor and Piper Hansen OTD, OTR/L BCPR Clinical Assistant Professor

- *Director of Clinical Services, UI Health (UIH)*: Keir Ringquist, PT, MPT, GCS

ADMINISTRATIVE & SUPPORT STAFF RELATED TO THE ACADEMIC PROGRAMS

Staff Member	Role	Phone	Email
Mary Berta	Department Business Manager	(312) 413-8355	mberta@uic.edu
Jacqueline Bertucci	Business Administrative Associate	(312) 996-3051	Jackieb@uic.edu
Kimberly Dandridge	Business Administrative Associate	(312) 413-8016	kdandr1@uic.edu
Marjani Jones	Academic Advisor (OTD)	(312) 996-7538	jonmar@uic.edu
Maria Larson	Senior Academic Advisor (MS)	(312) 413-0124	mlarso1@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.

ASSIGNING OTD ADVISORS

Advisors are assigned to incoming students prior to the student's matriculation in the program. Since the program is based upon faculty advisor mentoring, applicants who are not co-enrolled in the MS are required to find two possible faculty advisor before applying, and the advisor's signature is required as part of the application packet. Students that are co-enrolled in the MS are assigned to Joy Hammel as their primary advisor for their first year. They will select their formal advisor by the end of the first year.

ADVISOR RESPONSIBILITY

An advisor's responsibilities are to:
1. Counsel students concerning appropriate elective course work and advanced practicum, consistent with their career goals for the OTD;
2. Monitor students' academic progress and professional behavior;
3. Provide appropriate counsel for any student academic problems;
4. Provide direction to the student regarding the composition of the OTD Project committee;
5. Organize the student's field exam;
6. Mentor the student through the OTD project process;
7. Serve as the major reader for the student's OTD project; and
8. Mentor the student on career advancement.

CHANGE OF ADVISORS

Assignment of advisors is a faculty responsibility. Ordinarily, the assigned advisor will remain the student's Advisor for the duration of the student's matriculation in the program. Change of advisors can only be determined by the faculty. Any student who wishes to change advisors should discuss the reasons for the desired change with his/her current advisor and submit a formal request, signed by the student's current advisor, to the Director of the OTD program. Faculty will then consider the student's request and, if appropriate, assign a new advisor. Students who feel they need a change of advisor should not "shop" for advisors. In addition, advisors may recommend to the faculty that a student be reassigned to a new advisor.

Following are descriptions of UIC OT faculty who can serve as OTD primary advisors and committee members, including each of their scholarly interests related to potential OTD projects. For more information on our faculty including their scholarship of practice, please visit our Faculty Profiles page at the following link: https://ahs.uic.edu/occupational-therapy/admissions-and-programs/doctor-of- occupational-therapy/faculty/ . Also please email faculty individually if you are interested in collaborating with them on specific projects.

Theresa M. Carroll, OTD, OTR/L, Clinical Assistant Professor (312-996-1263) (carrollt@uic.edu)
Theresa Carroll has clinical experience working with children and adolescents with autism and intellectual disabilities in early intervention, school, and community practice settings. Dr. Carroll's scholarly interests include promoting self-advocacy and meaningful participation for youth with severe disabilities, expanding occupational therapy's role in school based practice, and the transition from school to community participation for adolescents.

Heidi Fischer, OTD, OTR/L, Clinical Assistant Professor (312-355-3184) (hwaldi1@uic.edu)
Heidi Fischer 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- managment 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, PhD, OTR/L, FAOTA, Clinical Professor (312-996-4371) (gfisher@uic.edu)
Gail Fisher is the Associate Department Head for Administration. Her scholarship focuses on public policy and payment systems that affect access to therapy, and supporting theory-based and occupation-based practice. Dr. Fisher has advanced knowledge on the Model of Human Occupation. She is also promoting occupational therapy's role in primary care settings.

Joy Hammel, PhD, OTR/L, FAOTA, Professor (312-996-3513) (hammel@uic.edu)
Joy Hammel is the Wade-Meyer Endowed Chair, Director of the post professional OTD program, teaches courses for graduate 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.

Piper Hansen, OTD, OTR/L, BCPR Clinical Assistant Professor (312-996-3412)
(phanse2@uic.edu)
Dr. Piper Hansen's primary role at the University of Illinois at Chicago is as a Clinical Assistant
Professor and Academic Fieldwork Coordinator, overseeing clinical fieldwork experiences. She is
also the lead instructor for OT 526: Technology and the Environment and co-instructor for OT 522:
Functional Movement and Mobility. Additionally, she serves as guest lecturer at the graduate level
at Chicagoland area universities and presenter for professional continuing education. Her scholarly
work focuses on leadership and mentorship skill development, fieldwork education, knowledge
translation and creating change in healthcare systems, assessment and intervention in
neurorehabilitation, and increasing the use of occupation focused assessments and interventions in
rehabilitation. Prior to joining the OT department faculty, Dr. Hansen was the Clinical Practice
Leader at Shirley Ryan Abilitylab, formerly the Rehabilitation Institute of Chicago.

Celeste Januszewski, OTD, OTR/L, QMHP, Clinical Assistant Professor (312-355-2656)
(celestej@uic.edu)
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.

Mary Khetani, ScD, OTR/L, Associate Professor (312-996-0942)
(mkhetani@uic.edu)
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.

Jenica Lee, OTD, OTR/L, Clinical Assistant Professor (312-996-5844)
 (jenlee22@uic.edu)
Jenica Lee's 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.

Susan Magasi, PhD, Associate Professor (312-996 4603)
(smagas1@uic.edu)
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 2017.

Mansha Mirza, PhD, OTR/L, MSHSOR, Assistant Professor (312-355-5427)
 (mmirza2@uic.edu)
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 (312-996-4506)
(epeterso@uic.edu)
Elizabeth Peterson is the MS Program Director. 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, preparing occupational therapy students for work on interdisciplinary teams, and preparing faculty and future faculty to lead teaching efforts designed to prepare students for interdisciplinary work are important foci of Dr. Peterson's work.

Kathy Preissner, EdD, OTR/L, FAOTA, Clinical Associate Professor (312-996-5220)
(kpreiss@uic.edu)
Kathy Preissner is an Academic Fieldwork Coordinator who co-coordinates the four fieldwork experiences for the entry-level master's program and oversees advanced clinical practicum experiences for the OTD program. She also guest lectures in Occupational. Performance in Adults and Adolescents and OT Practice: Cognition and Perception in Action. 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.

Yolanda Suarez-Balcazar, PhD, Professor (312-413-0117)
(ysuarez@uic.edu)
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 Associate Professor (312-996-4626)
 (astoffel@uic.edu)
Ashley Stoffel has clinical experience working with children and families in Early Intervention as well as community, outpatient and school settings. She is developing and works as an OT through the OT Faculty Practice: Children, Youth & Families division. 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)

Renée Taylor's research focuses upon identifying bio behavioral correlates of chronic fatigue syndrome, 0539validation 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.

OT DEPARTMENT STAFF MEMBERS

Mary Berta, Department Business Manager 413-8355, 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.

Jacqueline Bertucci, Business/Administrative Associate 996-3051, Jackieb@uic.edu
Jacqueline Bertucci is responsible for providing direct administrative support for Department Head and Department of Occupational Therapy faculty. Her duties include: coordinating the responsibilities of the Head with internal and external offices, assisting in supervising the planning, preparation, and execution of recurring and special projects at the request of the Head. Overseeing and updating the preparation of annual reports and manuals. Coordinates and implements department purchases and reimbursements.
Provides direct technical support to all faculty, staff and students in the department. Manage day to day office operations and participate in special projects as assigned.

Kimberly Dandridge, Business Administrative Associate
413-8016, kdandr1@uic.edu
Kimberly Dandridge is responsible for finance, human resources, and assisting with grant management for the department. Her duties in the department include: processing new hire paperwork for staff and research assistants, ensuring that timesheets are error free and ready for payroll processing, overseeing and reconciling financial transactions for department, working closely with the Assistant to the Head: Finance and Human Resources in areas of business and finance.

Marjani Jones, Academic Advisor (OTD Program) 996-7538, 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) 413-0124, 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.
053

I. OTD PROGRAM OVERVIEW

A. ADVANCED PRACTICUM OTD PROGRAM OBJECTIVES AND EDUCATIONAL PHILOSOPY

The OTD program seeks to graduate 'leader scholars' who are prepared to assume leadership
roles in profession in advanced practice, education and/or management.

The objectives of the OTD program are to:
- Graduate occupational therapy 'leader-scholars' who will be prepared to enter
  non- traditional settings providing innovative, evidence-based
  services to underserved populations and develop new programs and
  assume roles as organizational leaders.
- Provide a route of entry to academic leadership as non-research faculty
  members to meet a growing shortage of doctorally prepared faculty in
  occupational therapy.
- To meet the needs of employers for clinicians who can function in leadership roles
  as 'advanced practitioners' through the development of advanced professional
  knowledge via involvement in intensive and focused learning.
- To increase the number of occupational therapists with advanced professional
  knowledge and skills that are prepared to assume roles as peer educators and
  trainers on topics related to the needs of underserved populations.

To achieve these objectives, the faculty is guided by an overall educational philosophy based in the
Scholarship of Practice model (see Figure 1). The revised conceptualization of the community-
engaged scholarship of practice that depicts the key intersecting areas of practice, research and
community; the relationship with the context and environmental factors within it; and the
potential outcomes
of community-engaged and evidence-based practice

Consistent with the *Scholarship of Practice* model, the educational strategies used within the OTD
program emphasize embedded real-life learning. These strategies are based in social learning theory,
problem- based learning, cognitive apprenticeships, and collaborative learning. These theories suggest

The Community-Engaged Scholarship of Practice Model
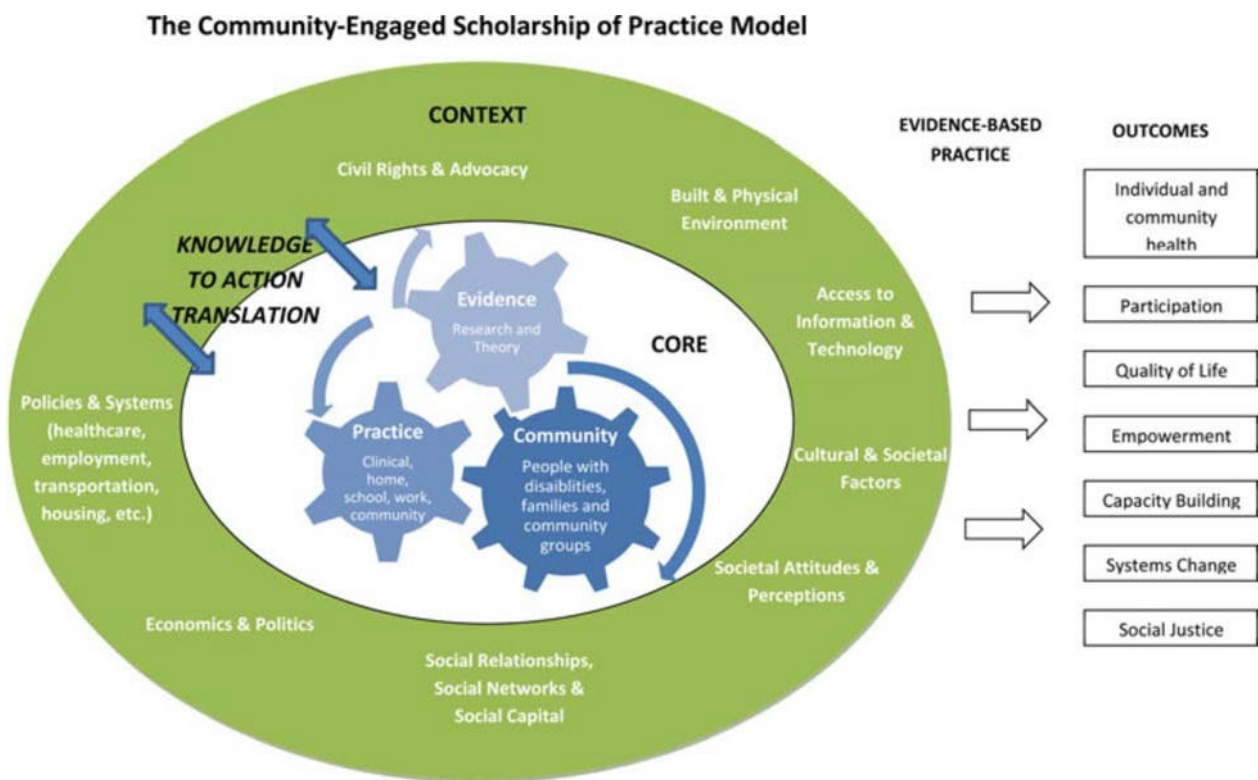
Figure 1: The Community-engaged Scholarship of Practice Model[1]

The following:

- 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.

The *Scholarship of Practice* model and the learning theories guiding the OTD program provide a foundation for the OTD curriculum as a whole, and for the development of individual courses and faculty efforts to advise and mentor students. Thus, teaching and learning within our department and the OTD program are viewed and operationalized as a social process that is embedded in a community of scholars working collaboratively on salient human experience in the urban context.

[1] Hammel J, Magasi S, Mirza M, Fischer H, Preissner K, Peterson E & Suarez Balcazar Y (2015). A Scholarship of Practice Revisited: Creating Community-engaged Occupational Therapy Practitioners, Educators, and Scholars. Occupational Therapy & Health Care. 29(4):352-69, 2015

In alignment with our Scholarship of Practice, the UIC OT Department anticipates different outcomes and leadership roles for students in our different programs. See Table 1 to identify OTD outcomes.

ACTIVITY	OTD (post professional)	PhD	Postdoctoral	Junior Faculty
Learning and Education	• Curriculum, teaching and learning course with strategies for translating information back to communities. • Opportunity for international cultural immersion in Lima, Peru & collaborating with consumers and families. • Opportunities for advanced clinical practicum in emerging settings with a marginalized client population	• Elective courses integrating research strategies with community engagement and social action (e.g. CBPR, program evaluation, and knowledge translation). • Elective courses in health disparities (e.g. courses on race, culture and health disparities, and disability and global health). * elective courses are open to OTD & MS students.	• Training and experience in writing and submitting community-engaged research grants. • Immersion track in outcomes measurement with a focus on measures of community engagement and participation, and impact of environmental factors.	• Career Development Awards. • Grant-writing seminars. • Elective courses taught by junior faculty are synergistic with their research and service. • Seed grants within university to foster community-engaged research.
Leadership and Advocacy	• Internship opportunities with AOTA and state OT associations on workforce development in response to system and policy changes in health and long-term care. • Mentored opportunities to analyze health care policies and their implications for occupational therapy and people with disabilities (e.g. Affordable Care Act).	• Field experiences in disability advocacy and evidence-based policy. • Opportunities to do research with disability rights organizations (e.g. community-engaged independent study and research with Centers for Independent Living, Americans with Disabilities Act Centers).	• Opportunities for taking on a leadership role in planning and organizing the OT summit of Scholars or similar other professional gatherings. • Opportunities to plan and implement Town Hall meetings, focus groups, advocacy workshops, and other CBPR research activities.	• Opportunities for taking on a leadership role in the OT Summit, Scholarship of Practice Research Day, and CBPR Institute with visiting scholars from other institutions. • National and international presentations and publications.
Research	• Independent doctoral project informed by, or contributing to, research conducted by faculty mentors in partnership with communities.	• Independent dissertation research with a focus on CBPR and community-engaged methods.	• Opportunities to conduct health disparities research. • Mock grant reviews. • Writing groups with community.	• Senior faculty mentoring on grantsmanship and community partnerships • Supportive infrastructure for CBPR at dept., college, and university level
Knowledge Translation Aims	Practice-Scholars who are change agents in traditional OT & innovators for non-traditional practice opportunities		Scholars of Practice & next generation of community-engaged researchers	Leaders & career scientists in community-engaged scholarship

Table 1: Career Outcomes

Hammel, J., Magasi, S., Mirza, M.P., Fischer, H., Preissner, K., Peterson, E., & Suarez-Balcazar, Y. (2015). A Scholarship of Practice Revisited: Creating Community-Engaged Occupational Therapy Practitioners, Educators, and Scholars. *Occupational Therapy in Health Care*, 29 (4). 352-369.

C.   GRADUATION REQUIREMENTS FOR THE OTD DEGREE

Each OTD candidate must complete the courses required by the department and maintain an acceptable level of academic achievement. A minimum of 68 hours of post-baccalaureate graduate credit is required for the OTD degree. Students entering the program with a completed master's degree (in occupational therapy or another relevant field) will be given credit for their previous post-baccalaureate work (32 credits). Other transfer credits may also be possible if the student completed additional graduate level electives in the past, up to 4 additional credits if approved by the DGS. Only 400 and 500 level courses can be applied to the graduate degree. Credit toward a graduate degree is given for courses in which a student received a grade of A, B, C, P, or S. Questions about transfer credits should be directed to the Director of the OTD program and to the OTD Program Advisor.

IRB REQUIREMENT: In addition to these credit requirements, all students must complete research ethics training through the UIC IRB regardless of whether or not the student is involved in research. IRB training provides additional knowledge beyond entry level that will be beneficial in advanced professional roles. The following is the link to the required CITI online IRB training course: http://research.uic.edu/compliance/irb/education-training

E.   PROGRAM LENGTH

The length of the OTD program will depend on two factors:
  A. If the student attends full-time (12-16 credits per fall and spring semester and 6-8 credits in the summer) or part-time (6-8 credits per fall and spring semester, 3-4 in the summer); and
  B. If the student enters the program with a bachelor's or master's degree and transfer credits.

Generally speaking, students who enter the OTD program with a master's degree and attend full-time can complete the program in 12-18 months. Students who enter the program with a bachelor's degree and attend full-time can complete the program in 18-36 months. Students who attend part-time will take more time to complete studies depending on their course load.

Course Work
- Needs to correspond with your areas of identified immersion (education, advanced practice, leadership/management).
- Selections negotiated with your advisor.
- *OTD Program of Study Form* should be updated every semester with advisor and filed once a year with program.

Advanced Practicum
- Minimum of 4 credits.
- Can be done in clinical setting, leadership/management, education or applied research/evidence-based practice.
- Negotiated with advisor, but arranged through Kathy Preissner, Fieldwork Coordinator.
- Requires a learning contract that must be filed in OTD file with the OTD Academic Advisor before and after practicum in order to register and receive a grade. Use the *OTD Practicum Form.*
- Requires 3 -12 months of lead time, depending on whether a UIC placement agreement is already in place. Use the *Practicum Request Form.*

Field exam
- Typically done when all course work and practica are complete or anticipated completion of majority of coursework.
- Must be completed prior to the project defense.
- The exam is three questions negotiated with committee to represent advanced knowledge & skills.
- 3 weeks before the written portion of the exam, *Committee Recommendation form* must be submitted for approval with the OTD Academic Advisor.
- Written portion of the exam must be defended orally in front of the student's committee. *Field Exam Defense Form submitted by faculty advisor upon completion.*

Project
- Focus is negotiated with advisor and committee, represents 12 credits of work.
- Proposal must be defended orally in front of your committee before you formally begin implementing. Can only take a maximum of 4 credits to prepare proposal before proposal defense; all other credits taken after proposal defense. Use the *Proposal Approval Form*.
- 3 weeks before the project defense, *Committee Recommendation Form* must be submitted for approval.
- 3 weeks before the project defense, room must be booked for the defense.
- 3 weeks before the project defense, submit the title, abstract (*see 1 pg. abstract instructions*), date and time, and location, so the defense can be advertised to the listservs.
- Between a successful project defense and graduation, must submit a one-page abstract with narrated summary powerpoint for website, and final project (hardcopy& PDF).

All OTD students will be prepared in four areas of study: advanced practice, education, leadership, and application of evidence-based research. Each student will be guided by a faculty mentor and an advisory committee to customize their plan of study. The major components of the OTD are shown in Figure 2.

Figure 2: Summary of components

G.   CORE COURSES

All OTD students must complete the courses listed below to graduate from the OTD program. Some courses (OT 500, OT 510, OT 595) may be waived if you have taken equivalents in prior graduate study. Please discuss with OTD Director of Graduate Study.

Course Number	Course Title	Credits
OT 500	Theories of Occupational Therapy	4
OT 510	Research in Occupational Therapy	4
OT 530, 531, 532, or 533	Advanced Practicum (s) [1]	*4-12 (4 minimum)
OT 590	Doctoral Proseminar in Occupational Therapy (taken twice for 1 credit per semester)	2
OT 595	Seminar in Occupational Therapy	1
OT 592	Doctoral Project Research[1]	12
		*27-35

[1] Further details on the practica are provided later in this section of the handbook.

H.   OTD ELECTIVE COURSEWORK

Additional OTD courses are chosen by the student with his/her advisor and are selected to enable the student to pursue topics that complement or expand their chosen areas of advanced practice, education, leadership and research. The specific number of course credits a student must complete will depend on a student's entry status (i.e., entering the program with a bachelor's degree, master's degree, or co-enrolling with the UIC MS program) and whether any additional credits from previous graduate coursework were transferred into the OTD program.

- Students who enter with a bachelor's degree and have no graduate credits to transfer into the OTD will need to complete approximately 50 credits of elective course work, including 3 independent study credits to prepare for field exams.
- Students who enter with a master's degree (either in occupational therapy or another field) and have no additional graduate credits that can be transferred into the OTD will need to complete approximately 18 credits of electives, including 3 independent study credits to prepare for field exams.

Students are encouraged to complete the majority of their elective credits in the Department of Occupational Therapy. A full listing of course options are provided on the UIC Course listings OTD program website: https://catalog.uic.edu/gcat/colleges-schools/applied-health-sciences/
Advanced practica in excess of the 4 required core credits or Proseminar credits in excess of the 2 required core credits will be considered electives.

ELECTIVE OPTIONS OUTSIDE OF THE DEPARTMENT OF OCCUPATIONAL THERAPY

Students may choose to take elective courses in other UIC departments (e.g., Department of Disability and Human Development; School of Public Health; etc.) Please refer to the UIC graduate course listings available on-line.

Students may also take elective courses at University of Chicago and Northwestern University through the Chicago Metropolitan Exchange Program (CMEP) if a course is not offered at UIC. Full details about this program are available on the Graduate College website: http://grad.uic.edu/cms/?pid=1000979

Students should talk with their faculty advisor about elective options in other departments or through the CMEP.

OT PROGRAM ELECTIVES

The following are advanced graduate courses offered within the Department of Occupational Therapy.

OT 528. Race, Culture, and Health Disparities. 2-3 Hours.
(Spring) Instructor: Yolanda Suarez-Balcazar
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. (Offered every other year in the Fall: 2019, 2020, 2022) Instructor: Yolanda Suarez-Balcazar
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. (Offered every other year in the Fall: 2019, 2021, 2023)
Instructor: Joy Hammel and Robin Jones
Focuses on the critical examination of disability policy, activism, and research, with emphasis on conducting participatory action research in collaboration with constituents with disabilities, community organizations, and policy makers. Course Information: Same as DHD 561. 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) Instructor: Mansha Mirza
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. 2-4 Hours. (Offered every other year in the Fall: 2020, 2022, 2024) Instructor: Joy Hammel
Students learn about evidence related to adult learning, how to teach, how to design effective and active learning materials, how to create new curriculum, and how to evaluate learning and outcomes. Focus on active, social, and transformative learning and strategies. Prerequisite(s): Consent of the instructor.

OT 571. Knowledge Translation in Disability and Rehabilitation Research. 3 Hours. (Spring) Instructor: Susan Magasi
Using an equity focused model student 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. Pediatric Processes of Care. 2 hours. (Spring)
Instructor: Mary Khetani
Focuses on students acquiring practical knowledge and skills in how to reinforce client-centeredness in their future pediatric practice, both with individual clients and within an organizational context. Students will learn about assessing client-centered care and outcomes, process modeling techniques to appraise client-centeredness within organizational workflows, and ways to develop a tangible career plan for longer-term contributions.

I.   PROSEMINAR

This blended seminar (in person & online activities) provides OTD students with the opportunity to examine advanced issues related to the scholarship of practice. Depending on the topic, the seminar meets up to 4 times per semester in the fall and spring semesters. Between meetings, students engage in on-line discussions. A variety of learning strategies are used for this class to facilitate discussion and sharing about advanced practice, education, and leadership within the profession.
   Upon completion of the Proseminar, students will be able to:
1) Evaluate gaps in their own knowledge, skills and attitudes that reflect potential barriers to career advancement and success;
2) Find and use resources to minimize or eliminate these potential barriers;
3) Facilitate a scholarly discussion among peers about theory, research, practice or policy affecting the profession of occupational therapy;
4) Formulate and share an informed opinion about issues that affect occupational therapy practice, education and leadership;
5) Propose strategies and solutions to challenges facing the profession of occupational therapy in the areas of practice, education and leadership; and
6) Deliver a scholarly presentation and defend its contents in a public forum.

1. PURPOSE

The purpose of advanced practica is to provide students with the opportunity to immerse into an area of practice in depth, develop specialized skills and knowledge that go beyond entry level or generalist practice, and apply theoretical and empirical knowledge to everyday practice situations.

Students must complete a minimum of 4 credits of advanced practica credits to graduate. Credits in excess of 4 and up to a maximum of 12 can be applied as elective credits.

There are four types of practicum available:

OT 530 Advanced Field Experience: Clinical Specialization in Occupational Therapy
4 TO 12 hours. Provides opportunity for the student interested in advanced occupational therapy practice to observe a master clinician and participate in treatment and/or clinical research in a specialty area.

OT 531 Advanced Field Experience in Occupational Therapy Management
4 TO 12 hours. Practicum experience working with an experienced professional to develop projects or programs in student's area of interest such as administration, middle management, consultation, program evaluation, grantsmanship, public policy analyses, or others.

OT 532 Advanced Field Experience: Occupational Therapy Education
4 TO 12 hours. Provides opportunity to observe, prepare, and present lectures/labs to occupational therapy students in technical or professional curricula or to develop skills as a clinical or community educator in diverse settings.

OT 533 Advanced Field Experience: Occupational Therapy Scholarship of Practice
4 TO 12 hours. Practicum experience working with an experienced scholar or leader to observe and participate in activities that generate evidence about practice, disseminate such evidence, and/or develop innovative practice materials based on evidence.

2. TIMING AND STEPS

Advanced practica are negotiated with the student's advisor. All practica that are completed outside of the Department of Occupational Therapy must be arranged through Kathy Preissner, Academic Fieldwork Coordinator, to ensure that the appropriate legal contracts and site-specific requirements are in place. For the purposes of advanced practica, the UIC Hospital is considered outside of the Department.

The specific steps for arranging advance practica include:

A. Review the document: *Roles and Responsibilities Associated with the OTD Advanced Practicum Experience.* This document explains the roles and responsibilities of the student, faculty advisor, site preceptor, and Academic Fieldwork Coordinator during the process of arranging and completing the Advanced Practicum.
B. Negotiate the focus, learning objectives and identify a potential setting together with the faculty advisor.

C. Submit the OTD Practicum Experience Request Form to the Academic Fieldwork Coordinator. Provide the Coordinator with a copy of the draft learning objectives. The Fieldwork Coordinator will initiate contact with the potential practicum site. **Please note: Requests need to be submitted at least 4 months in advance for sites that already have a UIC Student Placement Agreement (contract) in place. When new sites are being sought, please provide 6 months lead-time for in-state sites and 12 months for out-of-state sites.**

D. Complete and submit any necessary documents for the experience (e.g., health documents, statement of health insurance, CPR certification, HIPAA training, etc.).

E. Complete the Educational Agreement form together with the faculty advisor, Fieldwork Coordinator and practicum preceptor. Submit a copy to OTD program advisor before beginning the Advanced Practicum.

F. Complete the practicum experience, as negotiated.

G. Ensure that the Educational Agreement form is completed at midterm and final evaluation.

H. Submit the signed/completed Educational Agreement form (located on the Blackboard Proseminar site) to the Academic Fieldwork Coordinator, Kathy Preissner AND send an electronic copy to *OTD Program Advisor, program/student advisor*, and to your faculty advisor. Note: this form MUST be on file to sign up for credits.

3. CREDITING FOR ADVANCED PRACTICA

One credit represents approximately 45 hours of practicum (~ 1 week full time). This includes time for outside preparation and research. The following chart can be used as a guide when planning the number of hours, days and weeks per practicum credit:

Number of Credits	Number of Hours	Number of Days (1 day = 8 hours)	Number of Weeks (1 week = 5 8-hour days)
1	45	5.6	1 week, 1 day
2	90	11	2 weeks, 1 day
3	135	17	3 weeks, 2 days
4	180	23	4 weeks, 3 days
5	225	28	5 weeks, 3 days
6	270	34	6 weeks, 4 days
7	316	39	7 weeks, 4 days
8	360	45	9 weeks

4. GRADING

A Satisfactory (S)/Unsatisfactory (U) grading system is used for all Advanced Practicum courses. A Satisfactory grade will be assigned when the student receives ratings of "Exceeds Standards" or "Meets Standards" at the end of the practicum on the majority of items on the Educational Agreement for the Advanced Practicum. Although the practicum preceptor completes the ratings on the Educational Agreement for the Advanced Practicum form, the assignment of the final S/U grade is at the discretion of the instructor of record for the practicum.

5. RELEVANT DEPARTMENTAL POLICIES FOR ADVANCED PRACTICA

Registration for Advanced Practica:

A. Registration for OT 530 Advanced Field Experience: Clinical Specialization in Occupational Therapy should be under Catherine Killian and Kathy Preissner, Academic Fieldwork Coordinators.

B. Registration for OT 531 Advanced Field Experience in Occupational Therapy Management, OT 532 Advanced Field Experience: Occupational Therapy Education, and OT 533 Advanced Field Experience: Occupational Therapy Scholarship will be negotiated between the student and faculty advisor, and should be under the faculty member supervising the student.

6. RIGHT TO KNOW/RELEASE OF PERSONAL INFORMATION TO FIELD SITES

The right to know "Notice" is a form to advise you that personal information may need to be disclosed at sometime during your educational experience. The information is not required by the school, but may be required by a field site. This could include procedures, such as a criminal background check, drug screening, medical testing or disclosure of a disability. The Release of Personal Information to Field Sites form gives your permission to share this information.

7. CRIMINAL BACKGROUND CHECKS

Many practicum sites require criminal background checks on all people who render services at the facility, including students. Therefore all students in the OTD program who plan to participate in a clinical practicum must complete a background check through CastleBranch. Failure to obtain a criminal background check could delay the start of an affiliation and therefore could impact the student's progression through the program.

Having a criminal background could impact a student's eligibility for certain practicum sites and/or their ability to obtain/maintain registration and licensure. Students who are concerned about information that could be found in a criminal background check are encouraged to discuss their concerns with the Academic Fieldwork Coordinator early in the program. When this information is discussed early, the Academic Fieldwork Coordinator can assist students in avoiding unnecessary educational delays.

8. PERSONAL AND PROFESSIONAL RESPONSIBILITY

OTD students on practicum experience must know and adhere to regulations of UIC, "The Occupational Therapy Code of Ethics" and applicable laws. 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, you are required to complete training on HIPAA privacy and security laws.

Consideration for the dignity and integrity of individuals receiving OT services, and their families should govern all therapeutic interactions. "Privileged information" (information concerning a client's personal history, diagnosis, treatment, and prognosis) should be guarded carefully and shared only with professionals concerned with aiding the client. Hallways, elevators, dining rooms, etc. are not appropriate places for discussions regarding clients. Client names and personal identifiers should never be mentioned nor used as part of any assignment. Breaching confidentiality is unethical and can be grounds for immediate dismissal from fieldwork and in some instances the university.

9. PUBLICATION

Students must obtain written approval of their fieldwork facility and of the College before publishing any material relative to the placement. We encourage students to consider publishing with faculty and practica site sponsors in diverse venues.

10. PROFESSIONAL LIABILITY

Professional liability insurance is provided by the university and becomes activated upon registration for Advanced Practicum courses. This insurance covers students on university education related activities. The University's Professional Liability Insurance only covers work at the field site when the student is formally enrolled in coursework. When completing a field experience outside of the university's official enrollment dates for the semester and you are not registered for the following semester, or when fieldwork is being completed subsequent to a deferred grade, a request for an "exception" must be made by the AFWC to assure liability coverage. This situation must be discussed with the fieldwork coordinator.

11. DRESS & IDENTIFICATION

The student-therapist's appearance influences client, family and staff interactions. Students must wear identification badges at all times during their field experiences unless otherwise noted by the facility. If the facility does not provide a name badge, please contact the fieldwork coordinator to assist you in obtaining one.

When assigned to a field site, students are expected to follow the established UIC – OT dress code. The dress code is provided below.

POLICY: DRESS CODE

Purpose**:** To clarify expectations regarding dress code while engaged in activities as a part of your educational experiences in the Department of Occupational Therapy at UIC.

Students are expected to dress, appear, and act professionally during all clinical/field experiences. Students are expected to follow the dress code of the academic program, while being mindful of their representation of themselves, the Department of Occupational Therapy at UIC and the profession of Occupational Therapy.

A. No shorts, jeans of any type, athletic or cargo pants, Capri pants, pajama pants, overalls, t-shirts, sweatshirts, tank tops, tube tops, shirts that reveal midriffs, shirts that reveal cleavage, or thermal underwear shirts. Clothing should cover the middle section (front and back) while bending and reaching. Skirt/dress lengths must be below the knee and should not restrict engaging in therapeutic activities. Shirts with tails should be tucked in. Shirts without collars should not be mistaken for t-shirts. Clothing should not restrict movement.

B. No open-toed shoes, sandals, platform shoes or high heels are allowed. Socks/hosiery must be worn. If athletic shoes are worn, they must be specifically for clinical work, and therefore clean.

C. Care should be taken to appear clean and well groomed. Hair must be clean and neatly held back from face. No dangling jewelry, tongue piercing, facial jewelry, artificial nails, extra-long nails, perfume, colognes or body soaps/lotions/hair products with strong odors. Tattoos should be covered whenever possible. Facial hair should be well groomed. Students should be mindful of the negative impressions that may be created by excessive body piercing, tattoos, unnatural hair colors, and excessive makeup.

D. Religious clothing requirements and customs will be honored, however, they must be discussed with the fieldwork coordinator and/or practicum supervisor prior to beginning the field experience if they are outside of the above specifications.

This list is not exhaustive; therefore, students should take care to project a professional appearance at all times. If in doubt, err on the conservative side.

A. When the facility's dress code is less stringent, students are expected to follow the UIC-OT Department code.

B. Any exceptions to the above dress code must be cleared with the site supervisor.

12. INSURANCE COVERAGE

Students are required by the university to carry health insurance while enrolled in all practicum experiences. You must submit a copy of your health insurance card to the Assistant Fieldwork Coordinator along with the statement of health insurance (see appendix) prior to beginning field experiences and ensure this information is updated if you have a change in insurance providers. When field experience enrollment dates extend beyond the end of a semester and you are not enrolled in classes in the preceding semester, you will be required to purchase coverage through the completion of fieldwork. Student health insurance information may be obtained from the CampusCare Customer Services Representatives, 914 S. Wood Street, Suite #227 Chicago IL 60612, by calling 312-996-4915 or from their website at http://www.uic.edu/hsc/campuscare/. All supplemental policies must be documented with the fieldwork coordinators.

When relocating out-of-state, be sure to clarify with your health care provider the rules of your policy. Many HMO's will not provide coverage for primary care or outpatient services provided outside of the network. Students relocating for field experiences are required to have health insurance coverage and should consider purchasing a short-term health insurance policy to avoid paying out of pocket for

primary care or outpatient services during relocation.

13. STUDENT HEALTH DOCUMENTATION

All OTD students are required to submit the following health documentation prior to starting the program unless otherwise determined (see form in appendix):

- **A.** Annual physical examination
- **B.** Annual TB skin test or results of a chest x-ray within the past 5 years if a skin test is positive
- **C.** Current CPR certification for Health Care Providers (copy of certification card)
- **D.** Hepatitis B Virus (HBV) Vaccination
- **E.** Measles, Mumps, and Rubella (MMR) Vaccination
- **F.** Varicella (chicken Pox)
- **G.** Tdap (Tetanus-diphtheria-acellular pertussis) Vaccination
- **H.** Influenza vaccination
- **I.** Polio Vaccination
- **J.** Health Insurance

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/Diptheria (T/D), Varicella (Chicken Pox), Polio, Hepatitis B and Influenza.

Students are required to have 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. If you receive your training from another source you must provide documentation that the course is equivalent to those mentioned above to the OTD program advisor for approval.

Due to guidelines established by the Occupational Safety and Health Administration (OSHA), students are required to participate in Standard (Universal) Precautions and Bloodborne Pathogens Training and it is recommended you receive vaccination for Hepatitis B Virus (HBV). Students not receiving HBV must sign a waiver assuming responsibility should they become infected with the Hepatitis B Virus before beginning field experiences. Standard Precautions and Bloodborne Pathogens Training is provided by the AFWC. Both the training and the vaccination need to be documented and the documentation must be included with the information packet sent to your scheduled fieldwork sites. Forms for this documentation are provided by the AFWC.

If you are not planning to participate in a clinical practicum, you can request a waiver for this requirement.

See the OTD Program Advisor for more details.

14. PREGNANCY

Out of concern for the unborn child, the safety of the OTD student, and matters concerning professional liability, if you find out that you are pregnant during fieldwork, you must obtain a letter from your physician stating that you are capable of assuming the normal responsibilities of your practicum experience. This letter must be filed with the AFWC and your fieldwork supervisor must be made aware of your situation. Since there may be a potential need for accommodation during a pregnancy, you should schedule a meeting with the Academic Fieldwork Coordinator to discuss your assignment and any anticipated needs you may have while on fieldwork. Accommodation for fieldwork will only be granted with a letter from your physician documenting the need.

15. STUDENTS WITH DISABILITIES

Students with disabilities can request accommodations to enable active participation and learning while on practicum experiences. The student should discuss their need for accommodations for advanced practica the Fieldwork Coordinator as far in advance as possible. Before any request for accommodation can be considered, the student must provide verification of the disability through the Disability Resource Center (DRC) at 312-413-2183. DRC staff will assist the student with a disability in determining and preparing a written accommodation request. DRC will keep a record to document your disability verification and history of accommodation requests. This record is confidential and information from it cannot be released without your permission. Once the request has been received, the AFWC will work with the student and potential field experiences sites to provide reasonable accommodations that meet the student's needs. When determining the specific accommodations need for fieldwork, you need to consider the context of practice along with your role and responsibilities in providing client services. It is important to define strategies that will support you in meeting your educational needs and the objectives for the course. Any student can appeal an accommodation decision to the Office for Access and Equity.

16. HEALTH SERVICE

In case of illness while on advanced practicum, the student should phone the Fieldwork Supervisor of the facility to which they are assigned. If covered under CampusCare, inpatient and emergency services are provided at the UIC Medical Center (1740 W. Taylor) and medical appointments at the Family Practice Center located at 1801 W. Taylor, 4E-4th Floor. The Department of Family Practice provides 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 photo I.D. is required to initiate services.

Students who carry their own health insurance coverage or are covered under a policy of a spouse or parent can request to waive the student health insurance through the UIC provider at registration. Once you have waived coverage from UIC's provider you will need to make an application if you desire coverage through UIC. If you have a pre-existing condition, the UIC provider may not accept your application. For information on coverage, contact the CampusCare Customer Service Representatives at 312.996.4915.

Insurance coverage is available for students who go on leave of absence or who are completing

incomplete grades. It must be purchased in advance from the Student Insurance Representatives.

NOTE: CampusCare excludes pre-matriculation services and medical services such as physicals and exams as well as all injections (including Hepatitis B) for post-secondary education entrance, internships, residences, and clinical programs.

K. OTD FIELD EXAM

1. PURPOSE
The field exam is designed to assess each student's mastery of content related to his/her program of study. The content covered by the field exam will reflect the student's approved program of study and his/her knowledge of the Scholarship of Practice.

2. TIMING AND STEPS FOR COMPLETION
The timing of the exam is dependent on the student's course of study. Generally speaking, field exams are completed when the majority of course work and practicums are complete. Students can begin to work on field exam reading lists with their 3 committee members at any time. The field exam involves three sets of questions, one set from each committee member, that directly reflect reading lists. We highly recommend that students take the three questions together in one 12 day period; any other arrangements need to be negotiated in advance with advisor and DGS. The field exam must be completed prior to the OTD project defense. To complete the exam students should take the following steps in consultation with the faculty advisor:
   A. Determine the timing of the exam (written and oral defense)
   B. Determine the topics for the three questions with advisor and committee members
   C. Prepare the reading lists for each question with each committee member
   D. Submit the Committee Recommendation Form to OTD program advisor 3 weeks before your field exam
   E. Contact the OTD program advisor to reserve a room for field exam 3 weeks before you are scheduled to defend
   F. Submit the reading list to the examining committee for approval
   G. Negotiate the number of days allowed to complete each question and actual dates of exam(s)
   H. Complete the written exam and submit answers to committee with sufficient time to review (minimum 1 week before orals)
   I. Complete the oral in person defense
   J. Faculty Advisor completes the Examination Report Form

3. FORMAT
The field exam has two components:

   A. Written portion, which involves responding to 3 sets of questions that will be administered in a take home format. Students have a maximum of 12 days to answer all 3 sets of questions. How these days are divided up among the 3 question sets is up to the discretion of the examining committee and student. The 3 sets of questions will focus on:
      a. The substantive content of the student's program of study;
      b. Application of theory or methods relevant to the student's program of study; and

28

c. Scholarship of practice as applied to the student's program of study

The questions may be done all at once or spread over a period of time provided that the maximum of 12 days is not exceeded for the total exam period. Each question response should be between 10 and 20 double-spaced pages, not including references. The committee should have 1-2 weeks to review the written responses prior to the oral exam.

B. <u>Oral exam</u> involves a closed meeting between the student and the members of the examining committee.

During the exam, the student will be provided with the opportunity to clarify or elaborate on any portion of the written responses and will be asked questions by the members of the examining committee to further test the student's knowledge

The exam is conducted by a three person committee, one of whom is the student's major advisor. The other two committee members will be determined by the advisor in consultation with the student and will be based on the student's program of study. At least one of these two committee members must be a faculty member in the Department of Occupational Therapy. Committee members who are not doctorally trained or are not current members of the UIC Graduate College need to be approved in advance by the OTD Program (see: Committee Recommendation Form). Changes to the committee may be requested before the exam occurs using the Request for Change in Thesis Title/Committee Member (s) form.

4. READING LIST

The student and members of his/her committee will negotiate the creation of 3 reading lists, a reading list for each field exam question/committee member. Each list must be approved by the member of the examining committee who is taking the major responsibility for preparing and evaluating that particular set of questions for the exam. When the examining faculty member is not the student's major advisor, the student must submit the reading list to the major advisor. It is expected that each committee member will work with the OTD student to develop a reading list in that specific area of expertise (content, methods, policy analyses, educational delivery strategies, etc.). Each list contains approximately 20 readings, and both the student and committee member(s) can contribute readings to the list. A reading is considered the length/caliber of a typical peer reviewed journal article, so other types of readings (e.g., books, large reports, large policy analyses, etc.) may count for more than one reading. Similarly, a smaller reading (e.g., OT practice article, newspaper article, website or newsletter posting) may count for less. It is negotiated between the committee member(s) and student on what counts as an adequate and appropriate number of readings for the lists. Across the three committee members, the lists will contain approximately 60 journal article style readings, with more or less determined by the committee and advisor as needed to inform the committee's ability to evaluate the OTD student's doctoral level expertise in the identified areas of concentration (e.g., education, advanced practice, leadership & management).

5. CREDIT

The field examination does not, of itself, provide academic credit. However, students may enroll in independent study in order to prepare for the exam. Typically, this may include a one-credit independent study with each UIC committee member prior to taking the field exam to prepare and complete reading lists.

6. GRADING

Each written question response and the oral exam is graded as pass/fail by each examining committee member. To pass the field exam, all three question responses and the oral exam must receive a passing grade. A passing grade means that at least 2 of the 3 examining members—one of whom must be the student's major advisor – assigned a "pass" to each of the written responses and to the oral exam. The committee may also attach conditions to a pass that must be met within the designated time period in order to pass.

If a student does not receive a pass for all three written responses or does not pass the oral exam, the examining committee can have the student rewrite a response, repeat the oral exam, or the committee can deem the exam a failure. Students have only one opportunity to rewrite a field exam question or repeat the oral exam. The same question and the same committee will be used for the rewrite or the repeat oral exam unless there are significant extenuating circumstances as deemed by the advisor, in consultation with the Director of Graduate Studies and/or the Head of the Department of Occupational Therapy.

Failure to successfully complete the field exam on the second attempt (i.e., after revision or second oral exam) will result in dismissal from the program.

7. RELEVANT FORMS

Forms relevant to the Field Exam include:
- Committee Recommendation form (submit 6 weeks in advance of the written portion of the exam)
- OTD Field Examination Report (submit immediately after oral exam)

L. OTD DOCTORAL PROJECT

1. PURPOSE

The purpose of the OTD doctoral project is to provide the student with the opportunity to contribute to the scholarship of practice by developing products related to areas such as service policy, program implementation, education, innovation in advanced and new areas of practice, applied research, and professional leadership or examination of the service process. The project will allow the student to move from more general theories, principles, models and empirical findings to create and examine procedures, models and programs of service at an advanced level. The focus of the project will be on using existing knowledge for innovation and development, and/or to examine the process, contingencies, problems of application and innovation.

The project involves the development (planning), implementation, evaluation and dissemination. Students complete the project under the supervision of a 3 person committee.

2. POLICIES RELATED TO PROJECT PROPOSAL PREPARATION AND CREDITING

A. Students can use up to 4 of the 12 OTD credits to prepare the proposal (i.e., 20% of projecthours) prior to or during the same semester as the field exam. The majority of project credits should be taken AFTER the field exam while working on the actual project.

B. Students must successfully defend their project proposal before they can register for additional project credits and proceed with implementing their project plan. Registration for greater than 4 project credits will be blocked administratively if a student has not completed their field exam and successfully defended his/her project proposal.

C. A project proposal approval form will be required to document successful defense. Categories of approval will be the same as for the project defense (approved as is; approved with conditions; not approved).

3. TIMING AND STEPS

Work on the doctoral project starts early in the student's program of study, often in the first semester, and continues throughout their program of study. To complete the project, students take the following steps in consultation with the faculty advisor:

A. Determine the primary focus for the project (substantive topic area)

B. Determine the project product

C. Prepare the project proposal, which involves planning the action, dissemination and evaluation components of the project

D. Defend the project proposal to the committee

E. Complete the Project Proposal Approval Form

F. Implement the project (action component), which involves the preparation of the project products

G. View the OTD project manual to see formatting guidelines for the OTD project

H. Evaluate the action component

I. Disseminate the products and/or some aspect of the learning emanating from the project

J. Write up the final report and submit to committee members for review in advance of defense.

K. Work with your committee to identify possible dates for your project defense and confirm the best date

L. Submit the final report to the committee for evaluation

M. Complete the project defense

N. Contact the OTD Program Advisor to gain access to iTheniticate

O. Submit the title, short abstract (1 page double spaced), date and time, and location of your OTD project defense to OTD Program Advisor, so that the defense can be advertised at least 3 weeks before your scheduled defense

P. Complete the Examination Report Form

Q. Submit the iTheniticate form to your advisor and the OTD program advisor at least 3 weeks before the last day of the semester

R. If you went through IRB approval, close out your IRB by submitting a final report. Confirm completion with your advisor by submitting the IRB final report approval letter via email.

S. Submit your narrated power point to the OTD program advisor prior to the last day of the semester

T. Submit a flash drive with your final OTD project to the program advisor prior to the last day of the semester

U. Submit your final OTD project in a white 3-ring binder to the OTD program advisor prior to the last day of the semester

4. ADVISORY COMMITTEE

Students complete the project under the supervision of a committee, which typically includes three members. One of these members is the student's major advisor. The other two committee members will be determined by the advisor in consultation with the student. At least one of these two committee members must be a faculty member in the Department of Occupational Therapy. The third committee member can be from other relevant academic units at UIC or another university, or be a representative from a relevant community or clinical setting. In some cases, it may be appropriate to include additional committee members. All members of the committee must be approved by the OTD Program; the Committee Recommendation Form must be submitted to do this. The completed form must be filed with the OTD Program Advisor at least six (6) weeks prior to the date of the project defense. Changes to the committee may be requested before the exam occurs using the REQUEST FOR CHANGE IN THESIS TITLE/COMMITTEE MEMBER(S) FORM.

Often, the field exam committee and the project committee are the same group of individuals, but this is not required.

5. PROJECT COMPONENTS

Components of the project are: development of the proposal, implementation, evaluation and dissemination. Students will develop a project proposal, submit it to the committee in writing, and defend it orally prior to initiating the project work. Sample OTD project proposals are available for review from the Director of Graduate Studies (DGS), Joy Hammel. Upon approval by the committee, the project will be implemented under the supervision of the major advisor. The final written product will be submitted to the committee and orally defended.

6. PROJECT PROPOSAL

A project proposal is a complete plan of the project that must be submitted in writing to the committee, orally defended, and approved by the committee before the student can commence his/her project. The proposal will include:

A. A literature review that provides the need, background and justification for the project
B. A statement of the project aim/purpose/value to the field
C. A description of the "products" or expected outcomes of the project
D. A description of the major methods/steps/stages of project implementation. This should also include a summary of any human subjects/IRB research issues involved in this project.
E. A description of the evaluation and dissemination plans for the project
F. A timeline summarizing anticipated dates for completion of all major steps

The project proposal should be 10-20 pages in length (double spaced), excluding references and appendices. The project proposal requires approval of all 3 committee members, which is obtained after an oral defense of the proposal by the student to the committee.

Students should view the approved project proposal as a "contract" that will require formal revision and approval if key elements or deadlines need to be changed. Revised proposals must be formally approved by the committee.

7. EXAMPLES OF OTD PROJECTS

A. Develop a video or written case study that can be used for educational purposes
B. Create and evaluate a module that can be used as part of a course
C. Write an instruction manual for an assessment developed by a faculty member
D. Develop a program for a community or hospital based program that establishes or expands the role of occupational therapy
E. Develop a resource manual (e.g. meeting a specific need of a community agency; providing resources for environmental modification and evidence regarding its impact)
F. Develop a group protocol/group implementation/evaluation of group
G. Pilot test a new module or materials for a research project
H. Develop and evaluate teaching modules for MS students, continuing education, or community-based education.
I. Conduct an evidence-based review of a specific area of advanced practice and share findings with a group of OT practitioners and evaluate learning.

8. ACTION COMPONENT

A scholarship of practice implies that the scholar systematically applies, documents and disseminates theory, research findings or other important information. The project is an opportunity to creatively explore, refine, and describe innovations in practice.

The project may take many forms including:
A. Identifying the qualities of interventions which achieve objectives by exploring subjective and/or objective points of view;
B. Translating theory/research findings into a specific application to a client, a target group or in a specific context;
C. Creating innovative ways to deliver existing services under new models which are more culturally relevant and thereby effective;
D. Building on existing theory to create an assessment tool or method;
E. Illustrating application of knowledge through a case study; and
F. Creating a means of disseminating knowledge such as manual, videotape or website.

In any case, the emphasis of the project will be creating a useful process or product that will enhance practice or make information more readily available to practitioners and consumers. The project may include data collection, but the focus of data collection will be on determining the nature and impact of innovative service and methods, rather than generating new knowledge.

9. DISSEMINATION COMPONENT

A scholarship application has limited value unless students are able to document and share the nature and consequence of their work. Students may select from diverse methods of dissemination including:
A. Oral presentation to the general professional community, such as in-service where the project was completed;
B. A paper intended for publication. In the case where a student negotiates to write a paper in lieu of the final report, the paper will meet both the dissemination and final report requirements; and
C. Creation of a product (i.e., videotape, manual, web site) which can be used for dissemination.

Some projects have dissemination as their primary goal, but in every instance a means of dissemination should be part of the project proposal.

10. EVALUATION COMPONENT

The evaluation component of the project will vary depending on the nature of the project. It may include:

- **A.** Written peer/expert review of the contents of the project;
- **B.** Written feedback from those who were beneficiaries of the project or attended a presentation of the project product; and/or
- **C.** Collection information (e.g. focus groups, interviews) to determine the outcome of the project.

The student should collate, analyze and summarize feedback and include it in the final oral defense and in the final report. IRB approval is not required for the evaluation component unless the student and his/her committee determine that the results of the evaluation are intended for publication. Determination of whether an IRB submission is required is the responsibility of the project committee chair/major advisor of the student. Check with IRB to obtain further instructions.

11. ITHENTICATE

In an effort to help graduate students from inadvertently including previously published work in their doctoral projects without proper citation, paraphrasing, or quoting, the Department of Occupational Therapy requires OTD students to screen their theses and dissertations using ITHENTICATE*, prior to their defense. Access to ITHENTICATE will be given to the student by the OTD program advisor. (Submission of form is required a minimum of three weeks before the last day of the semester.

The student is the sole author of their doctoral project, and it is the student's responsibility to ensure that all information in their document is correctly cited and attributed, and that proper copyright permissions have been obtained. The ITHENTICATE screening process should be only one part of their effort towards this end. For example, ITHENTICATE cannot detect images and figures taken from other sources, texts in languages other than English, and user error (e.g. inappropriate exclusions).

12. PROJECT DEFENSE

The student will make a formal, open oral defense of the project to his or her project committee, the faculty, other students and invited members of the local community. The presentation should be suitable for presentation to a professional audience. The student will summarize the scholarship of application represented in the project (presentation no more than 30 minutes) and answer questions from his/her faculty committee and other members of the audience. Students are expected to ask their advisor if the advisor would like to see a draft of the presentation well in advance of the presentation date. Following the defense, the committee will decide if that student has passed (met expectations or exceeded expectations) or has failed (not met expectations) in defending their final project. Students who pass may be asked to complete additional edits or revisions to the project prior to final submission and graduation. For students who do not pass the project defense, the committee can contract to do additional revisions if merited, setting an extended timeline to resubmit. If the student does not pass after this revision time, the student receives a failing grade and is dismissed from the program.

13. PROJECT DEFENSE POLICY

    A. Students must provide a draft OTD project to all committee members at least one month prior to defending to allow time for review and editing.

    B. Project defenses must be advertised publicly in advance of the defense date, therefore, students are to notify the OTD Program Advisor 3 weeks in advance of the defense date, so that advertising can be distributed;

    C. All defenses are open for anyone to attend;

    D. The defense presentation will be a maximum of 30 minutes;

    E. If the audience wishes to leave, they can do so after the presentation;

    F. Questions from the committee are first, then open to the floor; and

    G. The defense will not exceed 120 minutes in length.

14. KEY COMPONETS OF OTD PROJECT

    A. Background information/impetus for this project/overview of the problem addressed by the project

    B. Short literature review

    C. Description of theories that informed the project and how they were incorporated into the project

    D. Methods (this will be several slides describing how you went about creating your curriculum, an overview of your curriculum, how you recruited participants, what you and they did, etc)

    E. Description of participants

    F. Findings (this will be several slides)

    G. Conclusions

    H. Recommendations for the future/dissemination plans

15. IMPORTANT TIMELINES FOR THE PROJECT

    A. Two weeks before the project defense, _Committee Recommendation form_ must be submitted for approval. Students should also be aware of and follow the UIC timelines for filing for graduation, which means the final project may be due earlier in the semester if the student plans to graduate that semester.

    B. Two weeks before the project defense,
- Submit draft of final OTD project to all committee members.
- a room must be booked for the defense (see OTD Program Advisor)
- submit the title, short abstract (1 page), date and time, and location to OTD Program Advisor, so that the defense can be advertised.

    C. Between a successful project defense and graduation, submit a one-page abstract summary of the project to OTD Program Advisor that includes information about where a full copy of the project can be accessed. Examples of these abstract summaries and required content are available through OTD Program Advisor.

16. FINAL PROJECT REPORT

A. An abstract (~ 1 page summary of project aims, content, methods, evaluation results,

and implications for OT practice).

    B. A review of existing literature and/or practice issues relevant to the project, synthesizing significant sources of information and evidence, as well as pointing to key gaps in knowledge, education, and practice that shows the need for the project. This should be updated to include newer references acquired since the time of the proposal defense.

    C. A statement of the project aim/purpose along with the description of target audience(s) for this project.

    D. A description of the "product(s)" or outcome(s) of the project.

    E. A description of the project action component: methods used, curriculum developed

    F. A description of the evaluation results.

    G. A description of the project dissemination and knowledge translation component to show how the project findings will be translated to and used by the intended audience after the project is completed.

If a student chooses, with committee approval, to write the report in a format suitable for publication, the report organization and content can be altered to fit the requirements of the intended venue for publication.

The report should be between 20-40 pages in length (not counting appendices and references). Follow the OTD Project Formatting Guide prior to finalizing the project document. The guide includes instructions for the cover page, tables and figures, formatting of the table of contents, and more.

17. LIBRARY COPY OF PROFESSIONAL DOCTORATE P R O J E C T S

Once the student has successfully defended the project, he/she must file a copy of the report with the OTD Academic Advisor which will be kept in the OT library. Additionally, students are required to submit an electronic copy of their project on a thumb drive and submit the iThenticate form to the OTD Program Advisor. Students will not be approved for graduation until the report is filed. The library will contain all OTD project reports in a binder.

18. POLICY ON JOINT AUTHORSHIP

An important part of the recognized mission of the Department of Occupational Therapy and the University is the generation and dissemination of knowledge. Publication is the primary process through which knowledge is disseminated in a profession. Therefore, the Department expects its faculty to publish and encourage students to consider publication of their scholarly work.

Although publication can never be a requirement for an OTD project, student scholarship and research is often of a caliber to merit publication. In many cases the final product is the effort of several people including the student and joint-authorship will be a consideration.

Authorship connotes ownership of ideas, findings, conclusions, and so on. It is indicative of an individual's work and intellectual contribution to a final published product. It is both criteria by which individuals can be judged for such consequential processes as merit, tenure and promotion. And it is something for which an individual may receive substantial recognition and career advancement. Thus, for these several reasons authorship should never be taken lightly.

The overriding principle that should always govern inclusion of an individual as an author is that the

person has made a significant contribution to the scholarly piece and that this contribution was made with the explicit intention of sharing in the publication. Implied, then, is that authorship should be determined at the beginning of the process and not at the end. Also, since persons' roles in a particular scholarly process may change while it is underway, authorship should be subject to renegotiation if an individual's role becomes much greater or much less than originally intended. Because application of useful information is not only a privilege but also a responsibility, persons involved in a potentially publishable activity should always make provisions and plans for bringing the material to the jury process.

Not all authorship is equal. Generally, the first author is recognized as the senior author (i.e., the person who had major responsibility for the published contents). Authorship can be diluted if the list of contributors is excessive; therefore, authorship should be limited to those with significant roles. Some activities that generally do not warrant authorship are: commentary on a draft of a paper, one or two consultations to a project, editorial assistance which focuses on grammar, punctuation, and composition, compensated data collection or limited voluntary data collection and compensated statistical analysis. Such contributions are generally noted in an acknowledgment. Authorship should never be used as a reward for limited assistance to a project; it should always be based on a negotiated significant role in the process.

The following are some guidelines that should be helpful in determining authorship:

1) The first author is someone who does all or many of the following: initiation of the idea, determination of the method to be used, making major decisions concerning variables and control of intervening variables, determining methods of data reduction, making interpretation of results, assumes a major role in writing the paper and assumes responsibility for communicating between authors, with the journal editor, and for any revisions following review and for submission of a flawless final manuscript and galley editing if it is used by the journal. (Note - in the event that two people equally shared this first level of responsibility, alphabetic order is the protocol for entry of names.)
2) The second author is someone who may do some of the things noted above and who typically assists in the development of ideas, method and instrumentation and who assists in data reduction and analysis and in writing.
3) The third author may be someone who assists or carries out data collection of a significant portion of the data or who makes a substantial contribution to one or more phases of the project such as statistical analysis and interpretation. (Note - in the event that authors other than the first author have made equal contributions, alphabetic order is the protocol for order of entry of names.)
4) In the event that the original negotiated first author chooses not to assume his/her responsibility to pursue publication in good faith within 1 year of completion of the project, other person who originally negotiated to be second or third authors may assume this responsibility. In any case the first author's name should be included in the publication, although first authorship may be renegotiated.
5) Everyone whose name appears on a published article should have the opportunity to view and approve the final draft unless he/she explicitly designates the responsibility to a coauthor(s).

M.   CRITICAL FORMS FOR THE OTD P RO G RA M

The following are common forms you may encounter or be required to file at some point during the course of your graduate studies. All of these forms are available through the OTD Program Advisor or

on-line through the Proseminar/OTD Blackboard site unless otherwise specified.

1. PROGRAM OF STUDY FORM

The Program of Study form is an internal form for the OTD program. It is used by students and faculty to plan each student's matriculation through the program. These forms are used by program administration to monitor and ensure adequate student progress through the program. Refer to the checklist in Appendix for a summary of the forms and when they are due.

When to complete: Students complete this form for the first time at the end of their first semester in the program. After this, updates are required on an annual basis _AND_ when major changes are made to the student's program of study.
Special notes: Registration will be blocked for students who do not complete the program of study on time.
Submit to: OTD Program Advisor and cc a PDF copy to your faculty advisor.

2. OTD FORM CHECKLIST

The OTD Forms Checklist is an internal form for the OTD program. It is used by program administration to ensure that students have completed all necessary requirements beyond coursework to graduate.

When to complete: Start the form upon admission and maintain it throughout the program, in consultation with the faculty advisor. Submit it at least 6 weeks prior to graduation.
Special notes: The form can be completed and submitted early for those students who have it complete.
Submit to: OTD Program Advisor.

3. INDEPENDENT STUDY, PRACTICA AND PROJECT CREDITS COURSE REQUEST   FORM

The Independent Study, Practica and Project Credits Course Request Form is an internal form for the OTD program. It is used to obtain authorization to obtain variable credit hours for Independent Study, Practica and Project courses. The assigned instructor and DGS must sign for approval.

When to complete: At time of course registration.
Special Notes: OTD Program Advisor, OTD Program Advisor cannot process the override until the form is complete, signed and submitted. Only then the student will be able to register for variable hour courses.
Submit to: OTD Program Advisor

4. ADVANCED PRACTICUM REQUEST FORM

The Advanced Practicum Request form is an internal form for the OTD program. It is used to notify the Fieldwork Coordinator and Assistant Fieldwork Coordinator about the student's wishes for advanced practicum, so appropriate arrangements can be initiated.

When to complete: At least 4 months in advance for sites that already have a UIC Placement Agreement (contract) in place. When new sites are being sought, please provide 6 months lead-time for in-state sites and 12 months' notice for out-of-state sites, so appropriate contracts can be put in place by the university.
Special notes: If you are not sure whether a practicum site has a contract in place with UIC, check with Kathy Preissner.

Submit to: Kathy Preissner.

5. ADVANCED PRACTICUM CONTRACT FORM

The Advanced Practicum Contract is an internal form for the OTD program. It is used to negotiate the student's learning objectives, activities and evaluation methods with the practicum supervisor in consultation with the faculty advisor.

When to complete: 2-3 weeks BEFORE the practicum experience begins.
Special notes: Negotiating practicum learning objectives can take some time. Please be prepared to revise this form several times before everyone signs off.
Submit to: Copies to: Practicum supervisor, Faculty advisor, and OTD Program Advisor. NOTE: We require a signed contract form be submitted electronically to OTD Program Advisor and filed in the OTD program office prior to starting a practicum. We also require that signed form be submitted to OTD program advisor and the faculty advisor/practicum advisor upon completion of the practicum. A final grade will not be assigned without a signed, completed contract and evaluation.

6. COMMITTEE RECOMMENDATION FORM

The Committee Recommendation Form is an internal form for the OTD program that must be completed prior to both the field exam and again prior to the OTD project defense. It is through this form that your committee is approved by the OTD program.

When to complete: At least 6 weeks prior to the written portion of the Field Examination **and again** 4 weeks before the final OTD Project Defense.
Special notes: Electronic forms are available at: Proseminar/OTD Blackboard site. If a member of your committee is not a member of the Graduate College (i.e., not a tenure-track faculty member at UIC), then you will also need to submit a copy of the committee member's CV with this form. *Please note that committee members who do not have a doctoral degree will need to be reviewed and approved for related, advanced work experience.*
Submit to: OTD Program Advisor.

7. OTD FIELD EXAMINATION REPORT FORM

The OTD Field Examination Report Form is an internal form for the OTD Program form that must be completed following the completion of the field exam and again following the completion of the OTD project defense. This form reports the results of these evaluations.

When to complete: Immediately after field exam oral defense.
Special notes: None.
Submit to: OTD Program Advisor.

8. OTD PROJECT PROPOSAL APPROVAL FORM

The OTD Project Proposal Approval Form is an internal form for the OTD program used by program administration to track student progress specific to submitting and passing review of your OTD project proposal.

When to complete: Immediately after the student has completed his/her oral defense of the project proposal.
Special notes: None.

Submit to: OTD Program Advisor.

---

9. OTD PROJECT DEFENSE REPORT FORM

The OTD Project Defense Report Form is an internal form for the OTD Program that must be completed following the completion of the final defense of your OTD project. This form reports the results of these evaluations, and is signed by all committee members.

When to complete: Immediately after field exam oral
defense. Special notes: None.
Submit to: OTD Program Advisor.

---

10. OTD PROGRAM PETITION

Petitions are used by the OTD Program for:

- **A.** Leave of Absence;
- **B.** Transfers of Credit (from previous university or non-degree status); and
- **C.** Requests for extension of time to complete thesis.

The petition can also be used in more general situations as needed.

When to complete:
Variable. Special notes:
None.
Submit to: OTD Program Advisor.

---

11. INTENT TO GRADUATE

All students must submit a Pending Degree List form electronically. The Pending Degree List form must be submitted by the third week of the semester of graduation. Students may access the _Pending Degree_ _List form through the UIC Web for Student._

When to complete: Semester of
graduation. Special notes: None.
Submit to: UIC Web for Students.

---

12. PETITION TO APPEAL DISMISSAL

to appeal dismissal from the OTD program.

When to complete: If the student is dismissed from the program.
Special notes: See OTD Program Advisor to find out who on faculty is filling this role.
Submit to: Chair of the Academic Standing Committee within the Department of Occupational Therapy.

---

13. OBTAINING PHOTOCOPIES OF SUBMITTED FORMS

- Students are to maintain personal copies of all important documents submitted to the department. Both a hard copy and an electronic file are recommended if applicable.
- The department will only furnish copies of forms that are internal to the program (e.g., Proposal Approval Form, Program of Study Form, etc.).

- 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 allow a minimum of one week to receive your copy.
- Copies of forms not originated in the department will not be provided. You must obtain a copy from the place of origin, (e.g. Verification of CPR Certification, Graduate College forms, etc.).

III.   OTD DEPARTMENT RESOURCES

A.   MAILBOXES

Students will be assigned individual mailboxes, located by the photocopy machine. Check them regularly for messages, handouts, etc. Faculty often use student mailboxes to return 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. 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 member to retrieve it.

B. E-MAIL

All students must obtain a UIC E-mail account, if they don't already have one. After you get your account, E-mail your address to the OTD Program Advisor in the department. Students are expected to check E-mail on a daily basis. Faculty use E-mail 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. OTD students will be added to the OT doctoral student listserv and will get occasional messages from faculty and the OTD Program Advisor.

Instructions for setting up an e-mail account are provided on the ACCC website: http://www.uic.edu/depts/accc/ecomm/index.html

C.   TELEPHONE CALLS

No personal calls are to be received while in class. Students are not to use the office telephones without consent from a faculty member.

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

D.   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 a.m. and 5 p.m., unless attending an event scheduled outside of that time period. During these times rooms 301 and 313/314 are available to students if there is no class in session. The AHS building has lounges on the first floor and fifth floor which is available to students between the hours of 7 a.m. and 6 p.m. 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.

Room 310 Kitchen/Apartment
- *Appliances/supplies are not intended for student use. Students should use the student kitchen area across from room 313, which has a microwave and refrigerator.*

Room 315 Conference Room
- *This space is available for class use only. This room is also utilized by faculty and staff on an "as needed" basis.*

Room 350 B Wade Library
- *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. No food or beverage allowed.*

Room 308 Student Study Room
- Available when not in use

Room 301 Classroom
- Available when not in use.

Room 313 Classroom
- Available when not in use

E. STUDENT USE OF BEATRICE D. WADE LIBRARY

The following guidelines were developed by the Student Life Committee for student usage of the Beatrice D. Wade Library. Any issues concerning the use of the library should be put in writing to the *Assistant to the Head.*

BEATRICE D. WADE LIBRARY USAGE GUIDELINES

A. The Library will be open to students between the hours of 8:30 a.m. and 4:30 p.m., Monday through Friday.
B. The Library is strictly a <u>reading</u> library; therefore, texts may not be borrowed or removed for photocopying. If you want an article or book chapter duplicated, fill out a photo request form and place it the mailbox labeled Xeroxing, in the mailroom (room 349).
C. If there is a need to borrow books, they should be checked out through the Health Sciences Library. The B. Wade Collection can only be used with permission.
D. After using a text, it should be placed in the re-shelving area.
E. If there are books you would like to see purchased by the Library, please put the request in writing including the following information: Title, Author, Publisher, Year of Publication, SBN number.
F. From time to time, faculty may determine the need to use the library for a meeting. When this is the case, a faculty member may ask students to leave and use the library at another time.

F.   COMPUTER RESOURCES

Computers for internet access and printer access are available for students to use in room 308 as well as on the 5th 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 kiosk 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, MacOS 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.

G.   EMPLOYMENT OPTIONS AND FINANCIAL SUPPORT

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.

Although availability varies, the Department and University also awards traineeships when funds are available. Availability will be communicated to all eligible students who will have the opportunity to apply. If a student wishes to apply for a traineeship, in or outside the department, it is strongly recommended that the student consult with her/his advisor. Any traineeship that obligates a student to take certain courses or assume other academic responsibilities must be approved for the student by the advisor.

GRADUATE AND 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 tuition and several fees. These positions require specific skills necessary to carry out a funded project or position. Some of the positions are advertised to all students and a selection process is used to interview and choose the best candidate. 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.

Monitoring of a GA's hours is arranged between the faculty/staff member supervising and the GA. Similarly, work hours, vacation, and other issues pertaining to the GA's work are negotiated between the faculty/staff member and the GA.

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 16th day of the month for work performed the previous month. Any questions concerning payment should be directed to the Business Manager.

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.vcsa.uic.edu/MainSite/departments/financial_aid/home/, 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

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

DEPARTMENT OF OCCUPATIONAL THERAPY SCHOLARSHIPS AND AWARDS

The following lists a few awards specific to occupational therapy students:
An email will be sent to students reminding them to the 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.

H.   DEPARTMENT OF OCCUPATIONAL THERAPY SCHOLARSHIPS AND   AWARDS

Award/Scholarship:	**Lillian B. Torrance Award**
Available to:	MS, OTD, and PhD students
Amount:	Typically 2-5 $2000 awards are presented each fall and spring semester
Source:	The bequest of Ms. Torrance, an OT alumnus
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: **OT Graduate Student Travel Award**

Available to: MS, OTD or PhD students

Amount and purpose: Up to $400 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: **Department of Occupational Therapy Achievement Award**

Available to: Graduating OTD 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, advanced expertise in OTD specialization in education, advanced practice and/or leadership/management (e.g., teaching experience, innovative advanced practica, serve in leadership roles), and experience in disseminating OTD scholarship of practice (publications, presentations, outreach, community service, knowledge translation activities). 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 College of Applied Health Science Commencement Ceremony

Award/Scholarship: **Award for Occupational Therapy Doctoral Education and Research**

Available to: OTD and PhD students

Amount: Students may request amounts up to $500 (typical awards will be from $200-400). The number of awards will vary by year depending on total amount available and number of eligible requests.

Eligibility: While all OT PhD and OTD degree seeking students in good academic standing would be eligible, the Awards for Doctoral Education and Research are intended primarily for students who are actively involved in research, project related activities and/or advanced practicum placement for gaining specialized skills.

For PhD students, this typically will involve having successfully completed their preliminary exams. For OTD students, this will typically involve having

successfully completed their field exams. A student may only receive one award during his or her pursuit of a particular degree.

Selection: The faculty selects the award recipients.

Notification/Timeline: Email sent to all eligible students announcing award availability in October and December for fall and spring semesters respectively.

Award/Scholarship: **Department of Occupational Therapy Emerging Leader Award**
Available to: Graduating OTD students
Amount: The Department provides a certificate; no financial award is associated with this award.
Eligibility: Student shows potential to be a leader as evidenced through their leadership roles, scholarly contributions, and program initiatives. 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: TBD

APPLIED HEALTH SCIENCE COLLEGE AWARD

Award/Scholarship: **Van Doren Scholarship**

Eligibility: All students with significant financial need are encouraged to apply. Applications are accepted on a rolling basis throughout the academic year. This fund is intended to be an Emergency Fund 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.

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. Applications are available through the AHS Office of Student Affairs. Their offices are located in 516 AHSB, and they can be reached at 312-996- 2079, ahsinfo@uic.edu.

IV. STUDENT SUPPORT SERVICES AND INTERNET RESOURCES

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

Access and Equity, Office of
http://www.uic.edu/depts/oae
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

APA Online Style Guide
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
Online tutorial to show users how to structure and format their work, recommends ways to reduce bias
in language, identifies how to avoid charges of plagiarism, shows how to cite references in text, and
provides selected reference examples.

ask.uic.edu
ask.uic.edu
Search engine developed and maintained by the UIC Office of Advising Development (OAD) to help
students search for "anything" they want to know about UIC. The site is a robust search engine that is
student-topic focused. Students who submit questions through **ask.uic.edu** may be directed to campus units
as appropriate.

Bookstore, UIC Medical/Health Sciences

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.
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
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, 2nd 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/oaa/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

Health and Diversity Academy (HDA)
The Health and Diversity 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.

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
801 S. Morgan	1750 W. Polk
312-996-2726	312-413-0403
https://library.uic.edu/libraries/daley	https://library.uic.edu/libraries/lhs-chicago

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
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.ht
ml 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.

U and I Care
https://dos.uic.edu/uicare.shtml
The U and I Care program is an initiative by the Office of the Dean of Students (DOS) to strengthen UIC's network of care for students. The purpose of the program is to provide options and resources for students facing personal difficulties and to empower other students and university personnel to take action when such concerns arise.

U and I Care partners are faculty, staff and students who have made a special commitment to not only assisting students but to do so by providing a safe and supportive environment where you can feel free to share anything and not feel that you will be judged in any way. U and I Care partners provide options for reporting and addressing any concerns, and maybe contacted by students who are concerned for themselves or by any individual concerned for a student. For a listing of U and I Care partners and their contact information, visit the U and I Care website, listed above.

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.

V. DEPARTMENTAL ACADEMIC AND ENROLLMENT POLICIES AND OTHER GENERAL INFORMATION

A. ACADEMIC STANDING COMMITTEE

The Academic Standing Committee is comprised of three faculty members who act on behalf of the faculty as a whole. They consider all appeals to academic policies, requests for leaves of absence, and grade appeals. They make recommendations to the OTD Program Director, who notifies the student, committee chair, and advisor of the final decision. All departmental decisions can be appealed in writing to the Department Head, if desired, within 14 days of notification of the decision. Further routes of appeal to the AHS Office of Student Affairs are available in certain situations. Consult the Academic Grievance Procedure, at http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf, for further details regarding grievance procedures.

The Department's Academic Standing Committee will also review the progress of any student that receives a C in any course and who is placed on academic probation. 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 or will lead to dismissal.

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 a**t:** https://dos.uic.edu/docs/Standards%20of%20Conduct.pdf . 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 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.

If a student is dismissed from the OTD program and decides to appeal dismissal from the program, he/she must notify the OTD Program Director of his/her intent to appeal within <u>one week</u> of receiving notification of pending dismissal. The written appeal is sent via email to the Chairperson of the Academic Standing Committee <u>within two weeks</u> of notification of pending dismissal by the Department. The Academic Standing Committee must provide a recommendation to the OTD Program Director within 30 days of the date when the student was notified about their pending dismissal. Students who are granted appeals are often granted *conditional* appeals.

A formal grievance to an administrative officer begins if the student is not satisfied with the decision made at OTD Program Director level. 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://oae.uic.edu/resources/grievance-procedures/ 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.

B.   READMISSION

A student who is dropped 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 Academic Standing Committee reviews the Admissions Committee's request for readmission and makes a recommendation to the OTD Program Director, who makes the decision on readmission. The department may stipulate conditions that must be met by the student prior to readmission.

C.   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

D. GRADE APPEALS

If a student receives a grade in a departmental course that he/she believes to be inappropriate he/she should always discuss the matter immediately with the instructor and seek to arrive at a mutual agreement. If after such (a) discussion(s) a student still feels the grade he/she received is inappropriate he/she may make an appeal to the Academic Standing Committee of the Department by submitting in writing the rationale for the appeal, attaching a copy of any graded evaluations in question. The appeal can be made only after the course grade is given at the end of the semester and must be made no later than one month after the start of the following semester. The committee acting on behalf of the faculty and in accordance with University policy will impartially review the materials and make a recommendation to the Head who notifies the instructor and the student of the decision. If this does not result in a grade that the student considers appropriate, then the student may appeal the grade to the Office of the Dean and the student must do so within three days of notification by the Department Head of the decision. Appeals should be undertaken only as a last resort and after substantial discussion of the parties directly involved.

E. STUDENTS WITH DISABILITIES

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/oaa/disability_resources/index.html) at 413-2183 or via email at 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 prior to the start of each semester, when possible..
   o 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 the Lead Faculty member 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 OTD Program Director. The Program Director will make sure that the OTD Program Advisor 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 professor 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 professor in a timely manner, and to initiate a conversation with the professor to discuss how the accommodations outlines in the letter apply to the professor'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 OTD 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 OTD Program Director and/or the DRC as soon as possible so that the OTD Program Director and/or the DRC may intervene with the faculty member responsible for the course.

F.   VISITORS IN CLASS

Visitors are not permitted in class without permission of the instructor prior to class time.

G.   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. A pattern of unexcused non-attendance may initiate concerns about professional behavior.

H.   EXTENSION OF TIME; PENALTY FOR LATE ASSIGNMENTS, EXAMINATION

All assignments are due on the announced due date. A student may negotiate with the instructor for an extension of time, with sufficient serious reasons, prior to the date the assignment is due. Assignments 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. The student must submit the assignment even though the reduced points for the assignment result in less than a D- grade on the student's record.

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 OTD Program.

I.   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.

J.   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 change to the OTD program advisor. 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.edu at: https://my.uic.edu/common/

INTERNATIONAL STUDENTS must report the address change to the OIS (2160 SSB) as soon as possible after making the on-line change.

VI.   OTD DEPARMENT AND UNIVERSITY POLICIES

A.   ACADEMIC CALENDAR

The academic year consists of the fall and spring semesters and an 8 week summer session. Each of the regular 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://www.uic.edu/gcat/CA.shtm

B.   ACADEMIC PERFORMANCE

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

C.   GRADING SYSTEM

All Departments of the College use the following grading
system: A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
D = 60 - 69 points
F = 59 points and below

The following symbols are recorded in the situations described:

S/U   Satisfactory/Unsatisfactory. This is used for Advanced Practicums (OT 530, 531, 532, and 533) and OT 592 (Doctoral Project Research).
NR   Missing 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. For example, OT 592, Doctoral Project Research, The Graduate College changes DFR to an S/U upon completion of the project.
X   Incomplete. 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 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 to be replaced with a grade**

TUITION AND FEE TABLE FOR OTD STUDENTS ENTERING 2019-2020

Current tuition and fee rates are posted on the UIC Website at:
https://registrar.uic.edu/tuition/professional/

	12 or more credit hours (Full Time - Fall & Spring)		6 or more credit hours (Part Time - Fall & Spring)	
	RESIDENT	**NON-RES**	**RESIDENT**	**NON-RES**
Tuition	$8,542	$15,239	$5,695	$10,159
General Fee	$481	$481	$481	$481
Service Fee	$350	$350	$350	$350
Health Service	$92	$92	$92	$92
Campus Care Health Insurance Fee (with proof of insurance, this fee can be waived)	$673	$673	$673	$673
Student to Student Fee	$3	$3	$3	$3
Sustainability Fee	$6	$6	$6	$6
Academic Facilities Maintenance Fund Assessment	$339	$339	$226	$226
Library and Information Technology Assessment	$220	$220	$147	$147
CTA U-Pass Transportation Fee	$163	$163	Not assessed for less than full-time	
Total	**$10,869**	**$17,566**	**$7,673**	**$12,137**

PAYMENT OF TUITION AND FEES

Information about the obligations and processes for the payment of tuition and fees can be found at:
https://registrar.uic.edu/tuition/professional/index.html

Please note that statements of tuition and fees owed are sent to students after the tenth day of the new term. These tuition and fee assessments reflect students' registration as of the tenth day (second Friday) of the semester (fifth day or first Friday of summer session). Adjustments due to financial aid or tuition and fee waivers also appear on the first monthly statement received after the beginning of the term. Payment is due by mail or through drop boxes located by the main entrance of the Student Services Building, by the Cashier's office on the second floor of Chicago Circle Center or on the first floor of the Marshfield Building. In addition, the cashiers' windows are open in the Marshfield Building between the hours of 8:45 am and 4:00 pm. *Please Note:* Payment by mail usually takes two to three

weeks to process, therefore if you send a payment in one week before registration probably still show an encumbrance on your confirmation schedule.

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, and bookstore charges to the student ID, library fines, and other departmental and college charges will appear on this monthly statement that will be mailed to the students.

If you do not receive a bill but think that you should, then you should check with the Office of Student Financial Services and Cashiering, 1900 Student Services Building or 111 Marshfield Building. You can also obtain information regarding your student account balance at www.oba.uic.edu/sfs/sfs.htm. Your payment by check or money order must be delivered to the Cashier's Office or mailed and received no later than the due date specified on the bill. Consult the timetable for details on finance charges and collection policies.

EXPLANATION OF UIC STUDENT FEES

For an explanation of student fees, please refer to:
https://registrar.uic.edu/financial_matters/tuition_explanation.html

E.   RESIDENCY REQUIREMENTS

Please visit the following link for information regarding establishing Illinois residency for tuition billing purposes. https://registrar.uic.edu/current_students/residency.html

F.   REGISTRATION

REGISTRATION

All eligible continuing students will receive registration information by e-mail, including the earliest date and time you may register. This information will also explain how to obtain your Enterprise ID. All students will be instructed on which call numbers to register for by the department. If you are not eligible (e.g., due to financial encumbrance, debt counseling, missing documents, or errors), you must clear your hold and register by the tenth day of classes.

UIC STUDENT SELF SERVICE SYSTEM OR WEB SELF SERVICE

Students may register online by going to http://apps.uillinois.edu. Click on "Student and Faculty Self Service, then "UIC". You will need to log in with your Enterprise ID and password. "Click on registration" and enter the Course Registration Numbers (CRNs) for each of the courses you would like to register for. If you have any trouble registering, you can call the registration help line at **(312) 996-8600.**

PRINTED SCHEDULE

Schedules and grades are posted on-line in the my.UIC web portal

HOLDS

If you have a hold on your record, you may not register or, in many cases, obtain transcripts until that hold is cleared with the office imposing the hold. A hold may be imposed for financial indebtedness to the University (i.e., unpaid tuition and fees, unpaid library fines) reasons pertaining to unmet financial aid obligations, academic or disciplinary reasons, or an incomplete medical immunization record. If you have not cleared your holds in advance of Priority Registration, you will not be able to register on-line until the hold is cleared! ***You may view your holds via UIC Web Portal by selecting the records 'menu' and clicking on 'view holds.'***

FINANCIAL HOLD

There are several ways to clear an encumbrance so that you can enroll:

    A. Pay the amount owed prior to registering. Payment Locations:
- a. West Side Cashier's Office, Room 116, Marshfield Building, 809 South Marshfield Avenue. Open from 8:45 am to 4:00 pm.
- b. A "Payment Depository" is also available on the first floor opposite the cashier windows, next to Cashier's Office, second floor, Chicago Circle Center, and at the main entrance of the Student Services Building.

    B. 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 or proof of payment.

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 OTD program. Students will not be permitted to have any client contact at clinical or community agencies without documentation of their compliance. Therefore, it is <u>critical</u> that you complete all health requirements and submit/update health documents so that you are able to complete course assignments. If you have any questions on OT program health documentation, please contact the Academic Fieldwork Coordinator.

INTERNATIONAL STUDENT HOLD

All new international students must report to the Office of International Services before registering in order to remove the registration hold.

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.

CANCELLATION OF REGISTRATION (BEFORE THE START OF C LA S ES)

To drop all your courses before the first day of the term means that you are canceling your registration for that term.

HOW TO CANCEL (BEFORE THE START OF C L A S S E S):

You may cancel your registration in one of two ways:

A. You can drop all but one of your courses on-line via the UI-Integrate Self Service (by 11:49 the day before the start of the term). You then can submit via the web the withdrawal/ cancellation request. You do so by clicking on the Withdraw icon from "Term/Cancel registration" web link. The Office of Admissions & Records will cancel your registration within 2 business days.

B. You can complete a Cancellation of Registration form at the reception desk in the Office of Registration and Records (1200 SSB) no later than 5 pm, the Friday before the start of the term.

WITHDRAWAL (AFTER CLASSES BEGIN)

A. **First day through the 2nd Friday of the term:** From the first through the second Friday of the term, you may drop or withdraw from all of your courses in one of two ways, outlined above in 1B.

B. **After the 2nd Friday of the term:** You must report to the Graduate College (6th Floor of University Hall) to complete your withdrawal. Students who are thinking about withdrawing should notify their advisor.

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. Consult the schedule of classes for detailed information of the percent of refund

G. PHOTO I.D. 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 the current schedule of classes & bring personal photo identification (a driver's license or a passport, for example) to the Photo ID Office, Room 503 SCE (East campus), or Room 242 SCW (West campus). 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.

H. 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

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.

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.

I.   PROBATION

Academic probation is the OTD Program's mechanism for warning students that their Degree GPA has fallen below the minimum standard of 3.0. Students have two terms of enrollment (including summer, if registered) after the term in which their Degree GPA falls below 3.00 to remove themselves from probation. Departments may enforce stricter limits on probation, provided the student is informed in writing prior to being placed on probation.

Students who leave the University while on probation, whether through formal withdrawal or through failing to meet the registration requirement, will still be on probation if they are later readmitted to the same program. Students that are admitted to a new program, begin as a new student (i.e., the Degree GPA starts over). Students currently on probation or who left the University on probation will not be admitted to the same program as non-degree students. Readmission as a degree-seeking student is not guaranteed.

Students who fail to raise their average to 3.00 or to otherwise fulfill the terms of their probation within

the deadline will be dismissed from the University. The OTD Program issues probation and dismissal notices to students and their program directors. However, failure to receive notice does not change the student's probation or dismissal status, since students are expected to monitor their own progress in light of OTD Program policies.

J.   BREACHES IN PROFESSIONAL AND ACADEMIC STANDARDS

https://dos.uic.edu/community-standards/academic-integrity/

In accepting admission into the College, students enrolled in each of the Departments commit themselves to the ethics of their chosen professions. 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. Students are expected to follow the Occupational Therapy Code of Ethics and the guidelines stated below in all aspects of their education including clinical and community based assignments and fieldwork.

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 ensuring that these standards are upheld so that such as environment exists. Instances of academic misconduct by students, as described by the Office of the Vice Chancellor for Student Affairs (https://dos.uic.edu/community-standards/community-standards-process/), shall be handled according to the Student Disciplinary Procedures prescribed by the University of Illinois at Chicago Senate. These procedures assure the student's right to a fair and impartial hearing by a panel including peers, and the right of appeal of adverse decisions beyond the College level. Copies of the Students Disciplinary Procedures are available from the Office of the Dean of the College or the Office of Student Judicial Affairs, 3030 Student Services Building; Mail Code 318, (312) 996-4857.

K.   PENALTIES FOR ACADEMIC DISHONESTY

All allegations of student academic misconduct shall be handled pursuant to the Student Disciplinary Procedures. See: http://www.uic.edu/depts/dos/studentconduct.html

L.   COLLEGE DISMISSAL POLICY

The College of Applied Health Sciences reserves the right to terminate a student's enrollment in programs offered by the College. 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 by the faculty may include but are not limited to:
   a.   Failure to meet the program minimum requirements (refer to departmental dismissal policy later described 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.

VII. OTHER USEFUL UNIVERSITY AND DEPARTMENTAL INFORMATION

A. UNIVERSITY OF ILLINOIS 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 individual merit and be free from invidious discrimination in all its form, whether or not specifically prohibited by law.

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

Among the forms of invidious discrimination prohibited by University policy, but not by law, is discrimination including harassment, on the basis of sexual orientation. Invidious discrimination is a violation of University policy and any of these kinds of complaints are to be resolved within existing University procedures.

B. DEPARTMENTAL POLICY ON HARASSMENT AND DISCRIMINATION

It should be understood that no form of harassment or discrimination because of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability, or any other status will be tolerated in the Department. Secondly, no form of sexual harassment will be tolerated.

Everyone is expected to take personal responsibility to know what behaviors constitute harassment. If anyone feels that they need further explication regarding which behaviors constitute harassment, please discuss it with your advisor or the Department Head.

Anyone who feels that he or she is the target of harassment or discrimination of any kind should make it known to appropriate personnel in the Department, the College, or the University. Appropriate personnel are individuals who, a) you feel comfortable and safe talking with and, b) who have some authority to act. This may be your advisor, a faculty member, a department management staff, associate deans or dean and/or officials in the University.

This policy represents values we have long held and constantly seek to maintain. We value human diversity. We recognize that no trait or characteristic diminishes a person's worth or

rights. We vigorously reject any behavior motivated by intolerance of difference and we will not tolerate harassment which infringes on the dignity or well-being of another person.

C.   STUDENT HEALTH

Students enrolled in the College of Applied Health Sciences' programs 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 objectives. Should the faculty of the Department find that a student's mental or physical well-being is a contributing factor to substandard achievement, they are obliged to counsel the student to seek help from the Health Service, Counseling Service, or private services. The faculty shall refer the case to the Dean, if the student resists counseling. The Dean shall determine the course of further action.

Recommendations resulting from the Health Service and/or Counseling Service evaluation of the student's health and well-being may be considered in overall assessment of a student's capacity to participate in the instructional program. The student may accept the faculty's assessment, or appeal to the Dean, who will determine further action.

D.   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/oae/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/oae/.

E.   HOUSING ON CAMPUS

Housing is available 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

> 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

F.   HEALTH SERVICES

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

UIC Medical Center:	Hours of Operation
Family Medicine Department	Mon., Tues. & Fri. 8:30AM–5:00PM
Outpatient Care Center	Wed. 9:30 a.m. - 5:00 p.m.
1801 West Taylor Street, 4E	Thurs. 8:30 a.m. - 7:30 p.m.
Chicago, Illinois 60612	Sat. – Urgent Care only 9:00 a.m. - Noon

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. All registered students are enrolled in CampusCare.

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 pre-matriculation 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.

The 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 is trained and supervised by the counseling center to offer assistance and referral information.

H.   SAFETY AND 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.

POLICE OR 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.
- 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.
- 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.
- 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.
- If you encounter an individual in a deserted 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.

- Do not get into an elevator with an individual who looks suspicious to you.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- The University Police Department provides an on-view escort service to your car on request. Allow for some delay during peak hours. Call 312-996-2830 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, 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 <u>my.uic.edu</u>. 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:

A. Inform the University Police at 312-355-5555 for emergencies and 312-996-2830 for non-emergencies;
B. Seek necessary medical attention; and
C. 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.

FIRE- PROCEDURES FOR 1919 W. TAYLOR B U I L D I N G

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:
A. If you need disability accommodations to participate in the evacuation drill or exit the building during an emergency, please contact your Building Evacuation Supervisor from the attached 916 – Applied Health Sciences Building Evacuation Team list.
B. 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.**
C. Review the location of the nearest fire alarm pull station, if applicable. **Near entrance to East, West, and Central stairwells**
D. During an emergency evacuation, please remember to take your personal belongings with you (e.g. keys, purses, etc.)
E. 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.

F. Once the fire alarm is activated, all personnel shall immediately leave the building through the nearest and safest exit. <u>Do not</u> 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.

G. 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.

H. 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 maybe designated.

I. 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.

J. Each Floor Evacuation Monitor or alternate, that are responsible for the evacuation of the building, shall report to the Building Evacuation Supervisor or alternate, at <u>the C-4 Parking Lot Guard House.</u>

K. 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.

FIRE PREVENTION AND PROCEDURE WHEN FIRE OCCURS AT THE HEALTH SCIENCES CENTER

IT IS THE RESPONSIBILITY OF ALL STAFF, FACULTY, AND STUDENTS TO:

- Be familiar with and follow all fire regulations.
- Be alert to fire hazards in areas of their work.
- Remove or report the fire hazard immediately.

IT IS THE RESPONSIBILITY OF ANYONE DISCOVERING A FIRE, NO MATTER HOW SMALL, TO REPORT IT PROMPTLY.

PERSONS DISCOVERING FIRE: (REMEMBER R-A-C-E)
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 **5-5555**. 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 5-5555 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

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. <u>DO NOT USE ELEVATORS</u>. Close doors behind you.

FIRE EXTINGUISHER LOCATION/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.

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

Appendices

Appendices Table of Contents

University of Illinois at Chicago - Department of Occupational Therapy
Doctor of Occupational Therapy Program - OTD Advanced Practicum Request Form

Student's Name: _____

Purpose: The purpose of this document is to inform the Academic Fieldwork Coordinator of your intended site for your field experience. In order to ensure that all legal, health, and other requirements are met prior to beginning your experience, the following timeline for informing the fieldwork coordinator is required:

- ▢ A minimum of *four months* prior to the anticipated start date for sites with current contracts/Student Placement Agreements
- ▢ A minimum of *6 months* for new sites within Illinois
- ▢ A minimum of *12 months* for new sites outside of Illinois

Type of Field Experience	⌐ Clinical specialization Δ Education ⌐ Administration/Management Δ Scholarship
Name of Site	
Name of contact person	
Title/position and credentials	
Address	
Phone Number	
E-mail address	
Type of Site	⌐ Hospital/Medical center Δ School ⌐ Outpatient clinic Δ Community agency ⌐ Professional organization (e.g., AOTA) Δ University/college ⌐ Other:
Please briefly describe the overall goal of this OTD practicum.	

NOTE: Only the Academic Fieldwork Coordinator or Assistant Fieldwork Coordinator may make the initial contact with the site.

The following actions have taken place prior to submitting this form:

- ▢ Student has completed/scheduled required training/submitted required documents to the Academic Fieldwork Coordinator including HIPPA training, Blood-Borne Pathogens Training, and the Health Documentation Form.
- • Student and faculty advisor have discussed the student's goals and objectives for this experience and the student has completed the Educational Agreement Form.

_____   _____
Student's Signature   Faculty Advisor's Signature

Student

_____ Completes all required training associated with the Field Experience and submits the OTD Training Form to the Post-Professional Admissions Counselor.

_____ Schedules a meeting and meets with advisor to discuss interests related to the field experience, general goals of the experience, possible sites, and anticipated number of hours/credits.

_____ Collaborates with the faculty advisor, with consultation from Academic Fieldwork Coordinator as needed, to identify a specific site which meet student's learning needs and goals. Note: The initial contact with the site is only to be made by the Academic or Assistant Fieldwork Coordinator.

_____ Informs the Academic Fieldwork Coordinator of the name of the identified field site and contact information using the OTD Field Experience Request Form (signed by student and faculty advisor). Note: This must take place a minimum of four months prior to the anticipated start date for sites with current contracts/Student Placement Agreements, a minimum of 6 months for new sites within Illinois, and a minimum of 12 months for new sites outside of Illinois.

_____ Registers for the Field Practicum under advisor's name. (Student may not begin the field experience without being registered.)

_____ Develops an Educational Agreement for the Advanced Practicum in collaboration with the faculty advisor and the site preceptor.

_____ Once field experience is arranged, schedules and participates in a meeting with the site to discuss the Educational Agreement for the Advanced Practicum, modify Educational Agreement as needed, establish schedule, and discuss site specific policies and procedures related to experience.

_____ Actively works towards meeting learning objectives and collaborates with Faculty Advisor and Site Preceptor to maximize learning experience.

_____ Completes self-evaluation of performance at midterm and final using the Advanced Practicum Evaluation Form and actively participates in midterm and final discussions.

Faculty Advisor

_____ Meets with advisee to discuss interests related to the field experience, general goals of the experience, possible sites, and anticipated number of hours/credits.

_____ Assists student in identifying a specific site which meets student's learning needs and goals. Note: The initial contact with the site is only to be made by the Academic or Assistant Fieldwork Coordinator.

_____ Ensures that the student is registered for field practicum prior to students start date.

_____ Collaborates with student and site preceptor in developing Educational Agreement for the Advanced Practicum.

_____ Provides supervision as established in the Educational Agreement/Objectives.

_____ Addresses performance issues if applicable, in consultation with the site preceptor and/or the Academic Fieldwork Coordinator as needed.

_____ Assigns the course grade (S/U) after receiving a copy of the completed Educational Agreement for the Advanced Practicum Evaluation Form.

Site Preceptor

_____ Collaborates with student and the faculty advisor to develop the student's Educational Agreement for the Advanced Practicum, establish schedule, and discuss site specific policies and procedures related to experience.

_____ Provides supervision as established in the Educational Agreement/Objectives.

_____ Provides ongoing feedback to student throughout the experience and formal feedback at midterm and final using the Educational Agreement for the Advanced Practicum Evaluation Form.

_____ Notifies Faculty Advisor, in a timely manner, if performance issues arise.

_____ Sends final Advanced Practicum Evaluation Form to Faculty Advisor.

Academic Fieldwork Coordinator

_____ Provides consultation as needed regarding potential sites to meet student's learning needs and goals.

_____ Manages administrative aspects of the Advanced Practicum: Student Placement Agreements, HIPPA training/documentation, provides Blood Borne Pathogen Training, CPR, Health documents, Criminal Background Checks (if applicable), etc.

_____ Contacts potential site(s) to arrange the field experience.

University of Illinois at Chicago
Department of Occupational Therapy
Doctor of Occupational Therapy Program

Educational Agreement for the Advanced Practicum

Prior to beginning the Advanced Practicum, the student, faculty advisor, and preceptor at the field site are to collaboratively develop an educational agreement in order to establish learning objectives for the experience, specify the learning activities the student will complete in order to meet these objectives, and to clarify other important expectations.

I,_____(name of OTD student), student in the Doctor of Occupational Therapy program at the University of Illinois at Chicago (UIC), in collaboration with _____ (name of faculty advisor) and_____(name of preceptor at the practicum site) have developed the following learning objectives and learning activities to be completed_____through _____ (dates of advanced practicum. I have read and I understand the document "Roles and Responsibilities Associated with the Advanced Practicum."

_____ Hours/week on site   _____ Credit Hours

_____   _____
Student's Signature   Faculty Advisor's Signature

_____
Practicum Site Preceptor's Signature

Learning Objectives/Activity Plan

In the 'Student-Specific Objectives' section, provide learning objectives to be met by the completion of the advanced practicum and identify the activities which will support the achievement of these objectives. These objectives are to be individualized in order to meet the educational goals of the student. The first three objectives are to focus on theory, research/evidence, and practice to reflect the "Scholarship of Practice" focus of the curriculum, and are required of all students on advanced practicum (see sample objectives). The final 6 objectives are related to professional behavior, ethics, and safety, and must be rated a '3' or above in order to satisfactorily complete the field experience.

All objectives must be:
1. Relevant to the field experience setting.
2. Understandable to the student, site contact/preceptor, and faculty advisor.
3. Measurable.
4. Behavioral/observable.
5. Achievable within the specified time frame.

Rating Scale*

4	3	2	1
Exceeds Standards: Performance is highly skilled and self-initiated.	**Meets Standards:** Performance meets standards and is consistent.	**Needs Improvement:** Performance is developing, but requires further improvement.	**Unsatisfactory:** Performance is below standards and student does not demonstrate development.

	Midterm Rating	Final Rating
Student-Specific Objectives		
1. Theory Objective: Activities: Comments:		
2. Research/Evidence Objective: Activities: Comments:		

	Midterm Rating	Final Rating
Student-Specific Objectives		
3. Practice Objective: Activities: Comments:		
4. Objective: Activities: Comments:		
5. Objective: Activities: Comments:		
6. Objective: Activities: Comments:		
7. Objective: Activities: Comments:		

	Midterm Rating	Final Rating
Student-Specific Objectives		

Ethics, Safety, and Professional Behaviors*		
8. Performs field experience tasks in a safe and ethical manner and adheres to the site's policies and procedures, including those related to human subject research when relevant. Comments:		
9. Collaborates with faculty advisor and preceptor at the site and takes responsibility to maximize the learning experience. Comments:		
10. Responds constructively to feedback. Comments:		
11. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and time management. Comments:		
12. Demonstrates positive interpersonal skills. Comments:		
13. Demonstrates respect for diversity. Comments:		

* Adapted from American Occupational Therapy Association. (2002). *The Fieldwork Performance Evaluation for the Occupational Therapy Student.*

<u>Summary Comments</u>

Midterm:

Final:

- Describe how supervision will take place, including specifying the expectations of the student, site preceptor, and faculty advisor.

- Explain how issues of confidentiality will be managed.

- Describe how this field experience relates to your overall academic and career goals.

University of Illinois at Chicago
College of Applied Health Sciences
Department of Occupational Therapy

Right To Know Form

Most of our health professional programs consist of two portions: didactic (classroom learning) and clinical/fieldwork (affiliation/practice) which culminates in graduation. Afterwards, an examination may be required for licensure, certification or registration before practice is permitted.

Your ability to begin clinical/fieldwork and complete the licensure process for entry into practice may depend on your satisfying documentation of such things as drug screening, HIV testing, a background check for a history of criminal offenses, psychiatric illnesses and substance abuse. **You are <u>not</u> required to disclose this information to your program at this time, but it may be required for specific circumstances in the future.**

In addition, students are prohibited from using academic or professional credentials until the satisfactory completion of a degree and appropriate credentials are awarded.

Please contact your academic program if you have any questions about this notice.

I have reviewed and understand the above information.

Student's Name (printed) _____

Student's Signature _____

Date _____

University of Illinois at Chicago
College of Applied Health Sciences
Department of Occupational Therapy

Release of Personal Information to Field Sites

I hereby consent to allow the Occupational Therapy Department of the University of Illinois at Chicago (hereinafter, UIC-OT) to release the personal information specified below to *(name and/or title of person to receive information)* of *(name of facility)* where I am scheduled to do my fieldwork experience. The release of this information is for the sole purpose of meeting the requirements of the fieldwork facility in order to work with clients/patients. I understand that by prohibiting UIC-OT from releasing any or all of the information below, I will be assuming responsibility for providing said information directly to the facility specified above. I further understand that my failure to provide all of the required information, either directly or through UIC-OT, may result in the facility denying me placement. I authorize (by checkmark) the release of the following information in accordance with the above:

☐ Physical Examination Reports
☐ Immunization History
☐ CPR Certification
☐ Health Insurance Information
☐ Personal Data Sheets
☐ Bloodborne Pathogens Training
☐ Criminal Background Checks and/or Drug Screen
☐ Child Abuse Clearance
☐ Other (Please Specify) _____

_____

_____

This release terminates on *(date when placement ends)* or upon my written withdrawal of consent.

_____
Student Signature

_____   _____
Student Name (Please Print)   Date Witness Signature

                                               Date

_____   _____

University of Illinois at Chicago - College of Applied Health Sciences
Department of Occupational Therapy Health Record

Name: D.O.B. :

The following is to be completed by a physician or by a health care professional under a physician's direction:

Hepatitis-B

Vaccination Dates: 1st -   2nd-   3rd-
        OR
Titer Date: Titer Results: (include lab report)

Measles Mumps Rubella (MMR)

Vaccination Dates: 1st=   2nd=
OR
Titer Date: Titer Results: (include lab report)

Tetanus / Diphtheria (T/D) Immunization Date:

Polio: [circle one] Primary Series Completed or Last Booster Date:

Varicella: Titer Date: Result: (attach lab report)

Physical exam date:_____/_____/_____

Student found capable of assuming full-time duties of an occupational therapy student (see "Functional Expectations" document for more information).

□ Yes □ Not capable or has restrictions

        Please explain: _____

Health care provider signature:_____Date:_____/_____/____

Health care provider phone number: _____

Tuberculin/PPD test: (3 options)
date placed:_____/_____/____date read:_____/_____/____result: _____
        OR
Chest X-Ray date:_____/_____/____result:_____
        OR
TB Blood Test (QuantiFERON-TB Gold Test or T-SPOT) date:_____/_____/____result:_____

Health care provider signature:_____Date:_____/_____/____
Health care provider phone number: _____

University of Illinois at Chicago - College of Applied Health Sciences
Department of Occupational Therapy

Statement of Health Insurance

Name _____

SS# _____

D.O.B. ___ / ___ / _____

To be signed by student and submitted to fieldwork coordinator:

I, (print name) _____, agree to maintain a current health insurance policy, also referred to as a personal liability policy, for as long as I am a student in the OT Program at UIC. I will inform the occupational therapy department in writing if I change my policy.

Signature _____ Date ____ / ____ / _____

Policy Name _____ Group Number _____

Policy Number _____

Policy Holder Name (if different from own) _____

Effective Date: _____

Please submit a copy of your Health Insurance Provider Card

University of Illinois at Chicago, Department of Occupational Therapy
OTD Training Requirements Checklist Form

Student's Name: _____

   UIN # _____

Students in the OTD program must complete some or all of the following requirements in preparation for advanced practicum and other OTD coursework. Your advisor will help you to determine which requirements apply to your program of study, and the deadlines for completion. You should review this form with your advisor who will identify which training sessions you require and which ones are optional. It is your responsibility to complete all training. When you have completed a training, bring this form and the appropriate verification (e.g., certificate of completion) to the Academic Coordinator of the OTD program. The Academic Coordinator will file the necessary information. Since this form will be the official record of your training, failing to keep the information updated, may prevent you from completing fieldwork, or being employed in the department, etc.

Mandatory for All OTD Students

☐   **Right to Know Form** – This form serves to advise students that personal information may need to be disclosed at some time during your educational experience such as sending a copy of your health documentation form to your field site. Students must complete and hand in to the Academic Coordinator at the time of orientation.

  _√ required   Completed (date): _____

☐   **IRB Training** - All OTD students are required to complete IRB training which is offered in online and lecture formats. For more information, please refer to the UIC website for the Office of the Vice Chancellor of Research. Students must complete and hand in to the Academic Coordinator within the 1st semester of the OTD Program.

  _√ required   Completed (date): _____

☐   **HIPPA Training for Research** - All OTD students are required to complete HIPPA training. This training is available online at: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml Students must complete and hand in to the Academic Coordinator within the 1st semester of the OTD Program.

  _√_required   (date): _____

Heath Documentation – All OTD students planning to complete Field Experiences in Clinical Specialization (in any setting) or those planning to complete Field Experiences in OT

Administration in medical/healthcare settings are required to submit a Health Documentation Form documenting the completion of several health requirements including an annual physical examination, TB test, and several vaccinations. Health Documentation Forms are available in the OTD Handbook and must be completed/signed by the student's physician and submitted to the Academic Fieldwork Coordinator upon admission or at orientation.

√ required   Completed (date): _____

Additional Training that MAY be required for OTD students

☐   **HIPPA Training for Clinical Work** – All OTD students planning to complete Field Experiences in Clinical Specialization are required to complete online HIPPA training. Students planning to complete Field Experiences in OT Management may be required to complete this training if they will have access to confidential client information. Students planning to complete Field Experiences in OT Education are not required to complete this training. This training is completed online. To arrange training students must inform the Academic Fieldwork Coordinator of their need to complete HIPPA Training for Clinical Work by the 2nd week of their incoming semester. Students will then receive an e-mail with instructions about completing the training.

___required____not required   Completed (date): _____

☐   **Blood-Borne Pathogens Training** - All OTD students planning to complete Field Experiences in Clinical Specialization are required to complete an electronic Blood-Borne Pathogens Training prior to beginning clinical field experiences. Students planning to complete Field Experiences in OT Management in medical settings may also be required to complete this training. The electronic Blood-Borne Pathogens Training is offered annually in the fall semester by the department. To arrange training students must inform the Academic Fieldwork Coordinator of their need to complete the electronic Blood-Borne Pathogens Training by the 2nd week of their incoming semester.

___required____not required   Completed (date): _____

☐   **Ethics for Employees** – The University of Illinois at Chicago requires all students who are employed by the University to complete an annual on-line ethics training course. This training is available at the following link: http://ethics.uillinois.edu/training/index.html. If you are required to complete this training, you will receive an e-mail notification with instructions on how to complete it.

___required____not required   Completed (date): _____

☐ **CPR** – All OTD students planning to complete Field Experiences in Clinical Specialization are required to obtain/maintain current Professional Rescuer or Basic Life Support (BLS) for

Healthcare Providers certification. *Adult, Child, Infant or Community CPR is not sufficient.* This course must include AED and 2-rescuer CPR using a resuscitation mask and using a bag-valve mask. Students planning to complete Field Experiences in OT Management in clinical settings are also required to complete CPR training. CPR certification is required in both medical and community-based settings. This training can be obtained through the American Heart Association website, www.americanheart.org for locations of CPR training, or check your local Red Cross or hospital. Students must be certified upon enrollment and must maintain certification until graduation. Students must submit a copy of their current CPR card to the Academic Fieldwork Coordinator prior to beginning clinical field experiences.

___required____not required   Completed (date): _____

☐ **Criminal Background Check/Finger printing and Drug Screens**- Several practicum sites require criminal background and/or background checks and/or drug screens on all people who render services at the facility, including students. These sites may include those ones that receive state or federal funding, or that serve potentially "vulnerable" populations such as children in schools, people living in skilled nursing facilities or mental health facilities, and clients of pediatric clinics. OTD students planning to complete Field Experiences at clinical/community sites must check with the Academic Fieldwork Coordinator to determine if a criminal background check and/or fingerprinting and/or drug screen is required at a particular site.

_____required_____not required
Completed (date): _____

Advisor: _____
                              Name

_____
               Signature

OT 595 Seminar in Occupational Therapy Form

Please note you should register for OT 595 under Joy Hammel the semester in which you complete all 15 hrs. Please submit this form to the OTD program advisor and OTD Program Director at the end of the semester in which you registered for OT 595. **Co-enrolled OTD students do not need to complete the course/form and will not receive credit for OT 595.**

Title of Session   Hours Attended

_____

Students Name

_____

Students Signature

_____

OTD Program Director

OTD Student Checklist for Field Exam, Project Proposal and Final Defense

<u>Date completed</u>   <u>Field Exam</u>

_____   1.   Work with your committee to identify possible dates for your field exam defense; confirm the best date

_____   2.   Contact the OTD program advisor to reserve a room for your field exam 3 weeks before you are scheduled to defend

_____   3.   Submit your Committee Recommendation Form to the OTD program advisor 3 weeks before your field exam defense

<u>Project Proposal</u>

_____   4.   View the OTD Project Manual to see the formatting guidelines for the OTD Project.

_____   5.   Work with your committee to identify possible dates for your proposal defense and confirm the best date

_____   6.   Contact the OTD program advisor to reserve a room for project proposal 3 weeks before your project proposal defense

_____   7.   Submit your proposal to your committee, following the timeline and instructions from your advisor

<u>Beginning of your Last Semester</u>

_____   8.   Submit your Post Professional- OTD intent to Graduate form to the OTD program advisor

_____   9.   Check your OTD academic record for any incomplete (I), deferred (DFR), or not recorded (NR) grades.

                     10. Submit your intent to graduate by the 10th day of the semester

_____   11. Submit your final program of study form to the OTD program advisor for final review the second week of your last semester.

_____   10. Submit your OT 595 Seminar in Occupational Therapy Form to the OTD program advisor (Co-enrolled OTD students do not need to complete the course/form and will not receive credit for OT 595)

<u>OTD Project Defense and Final Steps</u>

_____   11. Work with your committee to identify possible dates for your project defense and confirm the best date

_____   12. Contact the OTD program advisor to reserve a room for final project defense 3 weeks before you are scheduled to defend

_____   13. Contact the OTD Program Advisor to gain access to iTheniticate

_____   14. Submit the title, short abstract (1 page double spaced), date and time, and location of your OTD project defense to OTD Program Advisor, so that the defense can be advertised at least 3 weeks before your scheduled defense

_____   15. Submit your final project document to your committee, following the timeline and instructions from your advisor, and using the OTD Project Manual as a guide for formatting the written document.

_____   16. Submit the iTheniticate form to your advisor and the OTD program advisor at least 3 weeks before the last day of the semester

_____   17. Submit your narrated power point to the OTD program advisor prior to the last day of the semester

_____   18. Submit a flash drive with your final OTD project to the program advisor prior to the last day of the semester

_____   19. Submit your final OTD project in a white 3-ring binder to the OTD program advisor prior to the last day of the semester

_____   20. If you went through IRB approval, close out your IRB by submitting a final report. Confirm completion with your advisor by submitting the IRB final report approval letter via email.

Post-Professional OTD Program of Study

You must have **68 semester credits** to be approved to graduate with an OTD. The purpose of this form is to help you plan and document how you complete the credit requirements. This form is to be completed with your OTD advisor. It is recommended that students complete this form every semester in collaboration with their advisor. Updated forms must be submitted to OTD program advisor by May 1st every year that you are enrolled in the OTD program.

First & Last Name: UIN: email: _____

Date of form completion or update: Advisor: _____
                                                                (Signature)

	Semester credits required
Semester Credits Required for OTD degree	68
Credit for Master's Degree in Occupational Therapy (or other relevant subject)	-32
Remaining credits required for the OTD degree for master's prepared OTs	36

- It is assumed that students who have recently completed a master's degree in OT have completed an adequate OT Theory, OT Research and OT Seminar course to meet the core curriculum requirements, as determined by the OTD Program Advisor. If not, the 9 credits for these 3 courses will need to be earned.
- If an OTD student has relevant graduate coursework not applied to an earned graduate degree, they may petition for up to 4 credits to be applied toward OTD elective credits.
- If an OTD student doesn't have a master's degree they must complete 32 additional elective credits.

Proposed Plan of Study

Source of Credit	Required Semester Credits	Suggested Semester Credits	Planned Courses and Semester(s) for Completion (term/yr)
OTD Proseminar	2		
Advanced Practicum (up to 12 credits are allowed, credits that exceed 4 can be counted as elective credits)	4		
OTD Project (up to 4 credits can be taken prior to proposal defense)	12		
Electives (typically 15, including practicum credits that exceed 4 credits)	15		
Field Exam (up to 3 credits allowed)		3	
OT Theory, Research and Seminar courses if not already completed, up to 9 credits	If a student has not completed the 9 required theory (4 credits), research (4 credits) or seminar (1 credit) credits, they must complete those credits, which would reduce their elective credits.		
	33	3	**Total credits must equal 36**

Record of Credit Completion

Course Title	Course Number	Credits	Semester and Year	Grade	Notes
PROSEMINAR (2 credits required, more than 2 credits should be entered under electives					
OTD Proseminar 1	OT 590	1			
OTD Proseminar 2	OT 590	1			
Total credits		2			
ADVANCED PRACTICUM (Clinical (OT 530), Education (OT 532), Leadership (OT 531), or Scholarship of Practice (OT 533) (4-12 credits, more than 4 credits are counted as electives)					Register under your advisor or the fieldwork coordinator after receiving approval in writing
Practicum type:					
Practicum type:					
Practicum type:					
Total credits		4			
FIELD EXAM (up to 3 credits allowed for field exam preparation, 1 credit with each committee member, or with the advisor for non-UIC committee members)					Register with each committee member or your advisor after receiving approval in writing
Independent Study	OT 596	1			
Independent Study	OT 596	1			
Independent Study	OT 596	1			
Total credits		3			
OTD PROJECT (12 credits, 4 may be taken before the proposal defense if approved by advisor)					Register under your advisor after receiving approval in writing
Doctoral Project	OT 592				
Doctoral Project	OT 592				
Doctoral Project	OT 592				
Total credits		12			
ELECTIVES (typically 15 credits, including advanced practica exceeding 4 credits)					

Total elective credits					
GRAND TOTAL ALL CREDITS (36)	36				

(if the student doesn't have a master's degree in OT, add 32 elective credits)