



**APPLIED HEALTH
SCIENCES**

Department of Occupational Therapy

Master of Science Degree In Occupational Therapy

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INTRODUCTION

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

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

ACADEMIC CALENDAR 2021-23

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

FALL SEMESTER 2021

Date	Day	Event
August 23	Monday	Instruction Begins.
September 3	Friday	Last day to complete late registration/ last day to add or drop a course.
September 6	Monday	Labor Day. No classes.
September 12	Sunday	CampusCare Waiver Deadline
November 25-26	Thu-Fri	Thanksgiving holiday. No classes.
December 3	Friday	Instruction ends.
December 6-10	M-F	Final examinations.
December 20	M	Grades available at my.UIC.edu

SPRING SEMESTER 2022

Date	Day	Event
January 10	Monday	Instruction Begins.
January 17	Monday	Martin Luther King, Jr. Day. No classes.
January 21	Friday	Last day to complete late registration/last day to add or drop a course.
March 21-25	M-F	Spring Vacation. No classes.
April 29	Friday	Instruction ends.
May 2-6	M-F	Final examinations.
May 16	M	Grades available at my.UIC.edu

SUMMER SEMESTER 2022

Date	Day	Event
May 30	Monday	Memorial Day holiday. No classes.
May 31	Tuesday	Instruction Begins.
June 17	Friday	UIC observance of Juneteenth. No classes.
July 4	Monday	Independence Day holiday. No classes.
July 11	Monday	Fieldwork Level IB/IC*

FALL SEMESTER 2022

Date	Day	Event
August 22	Monday	Instruction Begins.
September 2	Friday	Last day to complete late registration/last day to add or drop a course.
September 5	Monday	Labor Day. No Classes.
November 24-25	Thu-Fri	Thanksgiving holiday. No classes.
December 2	Friday	Instruction ends.
December 3	Friday	Last day to complete registration for Fieldwork Level IIA & Level IIB
December 5-9	M-F	Final examinations.
December 19	M	Grades available at my.UIC.edu

SPRING SEMESTER 2023

Date	Day	Event
January 2	Monday	Fieldwork Level IIA*
April 3	Monday	Fieldwork Level IIB*

SUMMER SEMESTER 2023

Date	Day	Event
July 4	Tuesday	Independence Day. No classes.
July 10	Monday	OT 555: <i>Synthesis III</i> begins and runs for 2 weeks.
July 21	Friday	Pinning Ceremony

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

DIRECTORY – DEPARTMENT OF OCCUPATIONAL THERAPY

ADMINISTRATION

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Department web site: ahs.uic.edu/ot

INTERIM DEPARTMENT HEAD

Kelly Tappenden, PhD

ASSOCIATE DEPARTMENT HEAD FOR ADMINISTRATION

Susan Magasi, PhD

DIRECTOR OF THE MS PROGRAM

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

DIRECTOR OF THE POST-PROFESSIONAL OTD PROGRAM

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

ACADEMIC FIELDWORK COORDINATORS

Piper Hansen, OTD, OTR/L, BCPR, Clinical Assistant Professor
Ryan Thomure, OTD, OTR/L, LCSW, Clinical Assistant Professor and Academic Fieldwork Coordinator

ASSISTANT DIRECTOR, INPATIENT THERAPY SERVICES UI Health (UIH)

Kay Rudnitsky, OTD, OTR/L

DIRECTOR OF THE PhD IN REHABILITATION SCIENCES PROGRAM

Alexander Aruin, PhD, Professor

DIRECTOR OF THE PhD IN DISABILITY STUDIES PROGRAM

Sarah Parker Harris, PhD, Associate Professor

ADMINISTRATIVE STAFF

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Marjani Jones, Academic Advisor (P-OTD Program)
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Maria Larson, Senior Academic Advisor (MS Program)
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

FACULTY MEMBERS

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/directory>

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

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

Heidi Fischer, OTD, OTR/L, Clinical Associate Professor 312-355-3184
(hwaldd1@uic.edu)

Dr. Fischer is lead instructor for *Human Structure and Function*, a co-instructor for *Cognition and Perception in Action, Technology and the Environment* and co-lead instructor for *Synthesis I*. Her scholarly interests include stroke rehabilitation and self-management interventions for people experiencing diabetes and chronic conditions. She worked at the Shirley Ryan AbilityLab for 14 years as a clinician and as a Clinical Research Coordinator. She currently directs the UICOT Faculty Practice: Self-Management providing clinical services in the Diabetes Center at UI Health.

Gail Fisher, PhD, OTR/L, FAOTA, Clinical Professor and Associate Department Head for Administration 312-996-4371
(gfisher@uic.edu)

Gail Fisher teaches *Theories of Occupational Therapy* and *Contexts of OT Practice*, which covers health care systems, policy, advocacy, and payment. She is also the Associate Department Head for Administration, which includes being the Director of Admissions for the MS program. Her scholarship includes studying the impact of policy and payment on OT practice. Dr. Fisher is an expert on the Model of Human Occupation, a widely used OT model. She has published on the use of occupation-centered models in practice and is developing resources for faculty and students to promote best practice.

Joy Hammel, PhD, OTR/L, FAOTA, Professor and Director of the Post-Professional OTD Program 312-996-3513
(hammel@uic.edu)

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

Piper Hansen, OTD, OTR/L, BCPR, Clinical Assistant Professor and Academic Fieldwork Coordinator 312-996-3412
(phanse2@uic.edu)

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 *Technology and the Environment* and co-instructor for *Functional Movement and Mobility*. 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.

Celeste Januszewski, OTD, OTR/L, CSRP, Clinical Associate Professor
(celestej@uic.edu)

312-355-2656

Celeste Januszewski is lead instructor for *OT Practice: Psychosocial Aspects of Occupational Performance, Introduction to Occupational Therapy Practice, Medical Conditions and Fieldwork Level IA*; and co-teaches *Development of a Therapeutic Self*. 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
(mkhetani@uic.edu)

312-996-0942

Mary Khetani conducts research that is relevant to advancing pediatric occupational therapy practice. She works to leverage technology to strengthen the delivery of client-centered and participation-focused care to service-eligible families and within pediatric organizations. Dr. Khetani is involved in teaching *Research Methods in Occupational Therapy, Synthesis I, Synthesis II*, and a graduate elective on *Pediatric Processes of Care*. Dr. Khetani directs the Children's Participation in Environment Research Lab (CPERL) (<https://cperl.ahslabs.uic.edu>) to teach students who have the requisite skills and commitment to include research engagement in their careers.

Jenica Lee, OTD, OTR/L, Clinical Assistant Professor
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312-355-5955

Jenica Lee is the lead instructor for *Occupational Performance in Adolescents & Adults & Synthesis II*, co-instructor for *Therapeutic Use of Self, Psychosocial Aspects of Occupational Performance, Human Structure & Function*, and facilitator for *Synthesis II & III*. Her clinical experience is in adult neurological/cognitive rehabilitation in both acute care and inpatient rehabilitation settings. Her scholarly interests include integrating theory to enhance OT education and practice, self-management for people with chronic conditions, and promoting health & wellness in aging populations.

Susan Magasi, PhD, Associate Professor
(smagas1@uic.edu)

312-996-4603

Susan Magasi is the co-instructor for *Research Methods in Occupational Therapy* and offers a graduate elective on *Knowledge Translation for Disability Research*. Her research is focused on promoting healthcare justice for people with disabilities. She works closely with members of the disability community to break down barriers to health and cancer care for people with disabilities using both peer support and technology enabled interventions. She is deeply investing in mentoring the next generation of academic and community-based disability researchers.

Mansha Mirza, PhD, OTR/L, MSHSOR, Associate Professor
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312-355-5427

Mansha Mirza is the lead instructor for the introductory research methods course in the entry-level MS program. She has 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 and Director of the MS Program 312-996-4506
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Elizabeth Peterson is the MS Program Director. She is the lead instructor for OT 555: *Synthesis III*, and OT 595: *Seminar in Occupational Therapy*. She also serves as a guest lecturer in a variety of courses in the master's program, covering topics from the domain of occupational therapy practice to adult physical disabilities. The overarching goal of Dr. Peterson's research is to develop interventions to prevent falls and manage fear of falling among well and at-risk individuals, with special attention to people living with multiple sclerosis. Articulating occupational therapy's role in interdisciplinary fall prevention efforts and preparing occupational therapy students for work on interdisciplinary teams is an important focus of Dr. Peterson's work.

Kathy Preissner, EdD, OTR/L, FAOTA, Clinical Professor and Capstone Coordinator for the Entry-level OTD program 312-996-5220
(kpreiss@uic.edu)

Kathy Preissner contributes to several courses in the MS program and provides support to the Academic Fieldwork Coordinators. Her scholarly work is focused on teaching and learning in occupational therapy education and practice, fieldwork education, and self-management educational programs for people with multiple sclerosis and their caregivers

Yolanda Suarez-Balcazar, PhD, Professor 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, FAOTA, Clinical Associate Professor 312-996-4626
(astoffel@uic.edu)

Ashley Stoffel is lead instructor for *Occupational Performance in Children* and *Introduction to Advanced Occupational Therapy Practice*. She co-teaches *OT Practice: Cognition and Perception in Action* and contributes to the pediatric module in *OT Practice: Functional Movement and Mobility*. She has clinical experience working with children and families in Early Intervention as well as community, outpatient and school settings. She is the director of the UIC OT Faculty Practice: Children, Youth & Families. Dr. Stoffel's scholarly interests include promoting family engagement with young children and families in diverse Early Intervention and community settings.

**Renée Taylor, PhD, Associate Dean for Academic and Faculty Affairs
Professor of Occupational Therapy and Psychology
Director, Model of Human Occupation Clearinghouse** 312-996-3412
(rtaylor@uic.edu)

Renée Taylor has served as a professor of occupational therapy since 2001, in addition to her role as director of the Model of Human Occupation Clearinghouse. Her research focuses upon identifying biobehavioral correlates of chronic fatigue syndrome, validation of theoretical concepts related to the Intentional Relationship Model (which she created), and assessment development related to Kielhofner's Model of Human Occupation.

Ryan Thomure, OTD, OTR/L, LCSW, Clinical Assistant Professor and Academic Fieldwork Coordinator
(athomu2@uic.edu)

312-413-3449

Dr. Ryan Thomure serves as a Clinical Assistant Professor and Academic Fieldwork Coordinator. He has worked as an occupational therapist in both home health and psychiatric settings and in addition to his work at UIC, he serves as the Occupational Therapy Supervisor at AMITA Health Housing and Health Alliance. Ryan's clinical and academic focus has been on psychosocial aspects of practice, work with people affected by homelessness and addiction, and fieldwork.

EMERITI

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

FACULTY MEMBERS WITH COURTESY APPOINTMENTS

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OTHER ADJUNCT/VISITING FACULTY

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TEACHING ASSISTANTS/GRADUATE HOURLY SERVING AS TAs

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STAFF MEMBERS

Mary Berta, Assistant to the Head: Finance and Human Resources 312-413-8355
(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 and staff, resolving payroll problems, tuition waiver issues, overseeing all budget and financial transactions for department, preparing budgets and financial forecasting reports, providing pre-award for faculty submitting sponsored research proposals, monitoring all grant expenditures and preparing reports for PI, overseeing general operations including inventory and space needs, and serving as department security contact.

Marjani Jones, Academic Advisor (Post- Professional OTD Program)
312-996-7538
(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) 312-413-0124
(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.

UI Health (UIH) DEPARTMENT OF OCCUPATIONAL THERAPY

Assistant Director, Inpatient Therapy Services

Kay Rudnitsky, OTD, OTR/L, CLT, Clinical Instructor

Inpatient Acute Care / Specialty Outpatient:

Hannah Colias, MS, OTR/L

Susan Mills, MS, OTR/L

Janis Schreiber, MS, OTR/L

Angela Bryant, COTA/L

Thomas Daguinsin, OTR/L

Kara Fenton, MS, OTR/L

Rachel Kim, MS, OTR/L

Alejandra Villanueva, MS, OTR/L

Kate Ciancio, MS, OTR/L, Coordinator, Occupational Therapy Services

Outpatient:

Nexhip Cuca, OTR/L

Ashley Sicard, OTR/L, CLT

Joseph Mendoza, MS, OTR/L, Coordinator, Occupational Therapy Services

Tra Fields, OTR/L

Alison Merrill, OTR/L

Jennifer Stenger, Occupational Therapy Specialist

Pediatrics:

Vanessa Barbosa, PhD, OTR/L

Beth Dodge, OTR/L, Coordinator, Occupational Therapy Services

Laura Lewis, OTD, OTR/L

Behavioral Health:

Kristin O'Reilly, MS, OTR/L, Coordinator of Behavioral Health Occupational Therapy

Ricardo Ramirez, OTD, OTR/L

Amy Early, OTD, OTR/L

Meaghan Smeraglia, MOT, OTR/L

Gabriela Jacquez-Jimenez, COTA/L

University Health Service:

Matthew Clinger, OTD, OTR/L, Program Director, Safe Patient Handling and Mobility

GENERAL INFORMATION ABOUT THE UIC OT DEPARTMENT AND MS PROGRAM

HISTORY OF THE DEPARTMENT OF OCCUPATIONAL THERAPY

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

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

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

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

In 1988, the Department received funding from the American Occupational Therapy Association and the American Occupational Therapy Foundation (AOTA/AOTF) to establish one of two Charter Centers of Research in Occupational Therapy in the country under the direction of the late Dr. Gary Kielhofner. The department received six years of funding, which provided support for expansion of research efforts. In 1999, the Department became the only occupational therapy program in the country to be named as the Center of Outcomes Research and Education by AOTA/AOTF, with three years of funding to 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 Post-Professional Doctor of Occupational Therapy Program began enrolling students in fall 2006. UIC's Post-Professional OTD program was the first established at a public university

in the U.S. A PhD in Rehabilitation Sciences jointly offered with the Department of Kinesiology and Nutrition and Physical Therapy was established in 2009. Dr. Joy Hammel was named the Wade/Meyer Endowed Chair in 2013.

Accreditation

The UIC Master of Science in Occupational Therapy program has been fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA and its Web address is www.acoteonline.org.

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

UIC Department of Occupational Therapy Vision¹

Our Department's vision is as follows:

Creating Tomorrow's Practice

Leading the field in education, scholarship, and practice

Our vision is grounded on the following:

Leadership

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

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

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

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

Meeting the needs of our diverse society

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

Attitude towards taking action

- Confidence to embrace the future
- Inviting action

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

UIC Department of Occupational Therapy Mission¹

“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.”

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

Master of Science (MS) Program Mission

UIC Department of Occupational Therapy Master of Science (MS) Mission¹

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

¹ University of Illinois at Chicago, Department of Occupational Therapy. (2018). *University of Illinois at Chicago Department of Occupational Therapy Strategic Plan*. University of Illinois at Chicago, Chicago, IL.

Department Philosophy

I. The Philosophical Base of Occupational Therapy

A. The Profession’s Core of Occupation: A View of Humanity

At UIC, we believe that all people:

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

We also believe that participation:

- represents an interaction of the person, their occupations, and the environment.

- occurs in the context of people's daily lives and social worlds. This context is multifaceted and includes social, physical, cultural, political and economic aspects. The context has the potential to influence the individual, family and community.

These beliefs reflect the philosophical base of occupational therapy as published by the American Occupational Therapy Association (2017), which states that:

Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation.

B. The Nature of Occupational Therapy Practice

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

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

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

Occupational therapists make decisions and solve problems in complex situations. This means the occupational therapist must be a critical and reflective thinker, capable of evaluating and synthesizing theory and research. The occupational therapist should use evidence and experiential knowledge as part of

therapeutic reasoning to drive and assure competent and ethical practice as well as to document and justify outcomes of occupational therapy. Finally, the therapist contributes to the knowledge base of the field through supporting and engaging in scholarship that can inform and transform practice, as well as systems.

Our philosophy regarding the nature of occupational therapy practice reflects the philosophical base of Occupational Therapy as published by the American Occupational Therapy Association (2017):

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

II. Philosophy of Occupational Therapy Education

The Scholarship of Practice is the guiding educational philosophy of the UIC Department of Occupational Therapy (see Figure 1) (Hammel, Finlayson, Kielhofner, Helfrich, & Peterson, 2002; Hammel et al., 2015). Applied to education and the MS program, this philosophy underscores the importance of embedding learning in situations that link theory, research and practice. The Scholarship of Practice embraces the value of linking theoretical and empirical knowledge to real world issues of practice and clients' everyday lives. This vision guides all aspects of our curricula, development, teaching, program evaluation, and service learning.

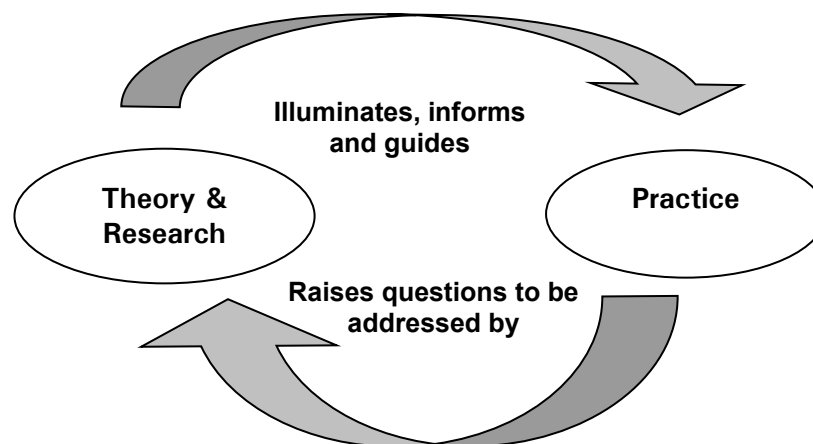


Figure 1: A Scholarship of Practice

Consistent with our educational philosophy and AOTA's Philosophy of Occupational Therapy Education (AOTA, 2018), we emphasize theories and approaches specific to experiential (Merriam & Bierema, 2014), social (Bandura, 1986), problem-based (Barrows, 1985), and transformative (Mezirow, 2000) learning. Given this philosophy, our beliefs about how human beings best learn include that:

- knowledge is acquired and needs to be learned in context;
- learning results from social processes that involve collaborative problem solving situated around specific issues; and

- learning should not be separated from the world of social action and its rich complexity of actors, actions and situations, which can be catalysts for applied practice, education and research.

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

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

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

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

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MS CURRICULUM DESIGN: A SCHOLARSHIP OF PRACTICE

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

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

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

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

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

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

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

1. Foundational knowledge:
 - a. Introduction to Occupational Therapy Practice (OT 507)
 - b. Theories of Occupational Therapy (OT 500)
 - c. Research in Occupational Therapy (OT 510)
 - d. Medical Conditions (OT 502)
 - e. Human Structure and Function (OT 512)
2. Development courses that track the development of occupational performance across the lifespan:
 - a. Development of Occupational Performance in Adolescents and Adults (OT 501)
 - b. Occupational Performance in Children (OT 511)
3. Practice courses:
 - a. Therapeutic Use of Self (OT 506)
 - b. OT Practice: Psychosocial Aspects of Occupational Therapy (OT 516)
 - c. OT Practice: Functional Movement and Mobility (OT 522)
 - d. OT Practice: Cognition and Perception in Action (OT 523)
 - e. Assistive Technology and the Environment (OT 526)
 - f. Intro to Advanced OT Practice (OT 538)
4. Coursework on context and occupational therapy practice:
 - a. Contexts of Occupational Therapy (OT 524)
 - b. Leadership and Management in Occupational Therapy (OT 564)
5. Courses to integrate and synthesize knowledge across the curriculum:
 - a. Synthesis I: focus on assessment (OT 515)
 - b. Synthesis II: focus on intervention planning (OT 535)
 - c. Synthesis III: focus on ethics and resolution of situations causing moral distress in practice. (OT 555)
 - d. Seminar in Occupational Therapy (OT 595)
6. Courses to allow integration of knowledge and demonstration of skills within practice settings or in relation to real life issues:
 - a. Fieldwork I-A (OT 519)
 - b. Fieldwork I-B (OT 529)
 - c. Fieldwork I-C (OT 539)
 - d. Fieldwork II (OT 548, OT 549)

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

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

CURRICULUM AND COURSE OF STUDY

Graduation requirements for M.S. degree

Students must complete the 72 credits required for graduation as listed in the Graduate Catalog at <http://www.uic.edu/gcat/AHOT.shtml> and in the table that follows while meeting the GPA requirements described in the section of the MS Handbook titled **ACADEMIC POLICIES, RULES, AND REGULATIONS**.

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

Further details are outlined on the MS program's website: <http://go.uic.edu/ms-ot>

Course Requirements

The table that follows provides a listing of the required courses associated with the MS degree. A minimum of 72 semester credits is required. Students can take electives beyond the number of hours required.

MS Curriculum Semester- by- Semester

Fall –1 TOTAL CREDITS = 17	Spring –1 TOTAL CREDITS = 14-18	Summer –1 TOTAL CREDITS = 7
OT 501: Occupational. Performance in Adults and Adolescents (3) OT 506: Development of a Therapeutic Self (3) OT 507: Introduction to OT Practice (2) OT 500: Theories of OT (4) OT 510: Research in Occupational Therapy (4) OT 502: Medical Conditions: A self-paced course (1) For students needing to meet the cadaver lab requirement, KN 494 begins in the Fall semester and concludes in the Spring – 1 semester.	OT 511: Occupational Performance in Children (4) OT 512: Human Structure and Function (5) OT 516: OT Practice: Psychosocial Aspects of Occupational Performance (3) OT 515: Synthesis I: Case discussions – Problem Based Learning (PBL) (1) OT 519: Fieldwork Level I – A (1) OT 502: Medical Conditions (con't) Optional Elective in OT or another department (2-4 credits)	OT 502: Medical Conditions (con't) OT 524: Contexts of OT Practice (2) OT 526: Assistive Technology and the Environment (3) OT 529: Fieldwork Level I - B (1) OT 539: Fieldwork Level I - C (1) (2 – 2 week full time fieldwork experiences) OT 524 and OT 526 are taught in a 5 week block before fieldwork
Fall-2 TOTAL CREDITS = 16	Spring-2 TOTAL CREDITS = 12	Summer-2 TOTAL CREDITS = 6
OT 522: OT Practice: Functional Movement & Mobility (5) OT 523: OT Practice: Cognition and Perception in Action (4) OT 538: Introduction to Advanced Practice in OT (1) OT 535: Synthesis II: cases across practice contexts (PBL) (2) OT 564: Leadership/Management in OT (3) OT 595: Seminar in Occupational Therapy(1): Credit awarded for colloquia attendance	OT 548: Fieldwork Level II - A (Jan – Mar) (8) OT 549: Fieldwork Level II - B (April – June) (4) Each Level II fieldwork is 12 weeks long, 40 hours per week. OT 549 is 4 Credits and must be repeated.	OT 549: Fieldwork Level II - B (April – June) (4) July: OT 555: Synthesis III: Case-based PBL course with focus on practice situations creating ethical tension or moral distress (2) Students graduate in late July if they complete all coursework and fieldwork on schedule
		MINIMUM SEMERSTER HOURS REQUIRED FOR DEGREE COMPLETION: 72 TOTAL TIME = 23 months

Required courses for the Master of Science Degree

OT 500. Theories of Occupational Therapy. 4 Hours.

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

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

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

OT 502. Medical Conditions. 1 Hour.

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

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

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

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

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

OT 510. Research in Occupational Therapy. 4 Hours.

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

OT 511. Occupational Performance in Children. 4 Hours.

Covers developmental theories concerning factors influencing the development of occupational performance in infancy, childhood, and early adolescence. Includes developmental assessment methods and tools. Course Information: Previously listed as OT 411. Prerequisite(s): Grade of C or better in OT 401 and Grade of C or better in OT 407 and Grade of C or better in OT 500 and Grade of C or better in OT 510; and graduate standing C or better in all prerequisites.

OT 512. Human Structure and Function. 5 Hours.

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

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

OT 515. Synthesis I. 1 Hour.

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

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

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

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

Prerequisite(s): Grade of C or better in OT 501 and Grade of C or better in OT 506 and Grade of C or better in OT 507 and Grade of C or better in OT 500 and Grade of C or better in OT 510; and graduate standing.

OT 519. Fieldwork Level IA. 1 Hour.

Emphasizes application of occupational therapy skills pertinent to use of psychosocial groups in communities. Students gain an enhanced appreciation of psychological and social factors that influence engagement in occupation. Course Information: Satisfactory/Unsatisfactory grading only.

Prerequisites(s): Grade of C or better in OT 501 and OT 507 and OT 510 and OT 506 and OT 500.

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

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

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

The impact of impaired cognitive and perceptual processes on occupational performance of children and adults with neurological conditions, cognitive and intellectual disabilities and psychiatric disabilities.

Course Information: 4 hours. Previously listed as OT 437. Prerequisite(s): Grade of C or better in OT 511 and Grade of C or better in OT 512 and Grade of C or better in OT 516 and Grade of C or better in OT 526; and completion of OT 502. Course Schedule Information: To be properly registered, students must enroll in one Lecture and one Laboratory.

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

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

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

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

OT 529. Fieldwork Level IB. 1 Hour.

A supervised, full-time, 2-week practicum. The third course of 3 Level I fieldwork experiences in the program. The emphasis is on the development of: critical thinking, stress management, beginning evaluation skills, and beginning intervention skills. Course Information: Field work required.

Prerequisite(s): Satisfactory completion of OT 502, OT 515, and OT 519, a Grade of C or better in OT 511, OT 512 and OT 516 and satisfactory completion of OT 529 Fieldwork Level IB.

OT 535. Synthesis II. 2 Hours.

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

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

Provides exposure to practice in 3 areas of practice requiring advanced clinical reasoning and skills.

Includes introductory cases, observation in clinical settings and lab experiences to develop related skills.

Course Information: Satisfactory/Unsatisfactory grading only. Prerequisite(s): Satisfactory completion of OT 519; grade of C or better in OT 516 and grade of C or better in OT 526 and grade of C or better in OT 529; or consent of the instructor.

OT 539. Fieldwork Level IC. 1 hour.

A supervised, full-time, 2-week practicum. The third course of 3 Level I fieldwork experiences in the program. The emphasis is on the development of: critical thinking, stress management, beginning evaluation skills, and beginning intervention skills. Prerequisite(s): Satisfactory completion of OT 502, OT 515 and OT 519 and OT 529. Grade of C or better in OT 511, OT 512 and OT 516.

OT 548. Fieldwork Level IIA. 8 Hours.

First of two supervised full-time 12-week practica with emphasis on application of OT theory, development of psychomotor skills, reasoning client-related problems, and professional socialization as an entry-level occupational therapist. Course Information: Satisfactory/Unsatisfactory grading only.

Previously listed as OT 448. Field work required. Prerequisite(s): Grade of C or better in OT 522 and grade of C or better in OT 523 and grade of C or better in OT 529 and grade of C or better in OT 564; and satisfactory completion of OT 535 and OT 538.

OT 549. Fieldwork Level IIB. 8 Hours.

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

OT 555. Synthesis III. 2 Hours.

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

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

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

OT 595. Seminar in Occupational Therapy. 1 Hour.

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

OT 596. Independent Study. 1-4 Hours.

This course is for graduate students who wish to pursue independent study not related to their project/thesis research. Course Information: Prerequisite(s): Consent of the instructor.

Examples of Elective Offerings Offered within the UIC Department of Occupational Therapy.**OT 553. Program Evaluation: Documenting the Impact of Human Services. 3 Hours. (Fall)**

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

OT 561. Disability and Community Participation: Policy, Systems Change, and Action Research. 4 Hours. (Every Other Spring)

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

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

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

OT 566. Knowledge Translation in Disability and Rehabilitation Research. 3 Hours. (Spring)

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

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

Didactic material and experiential learning as students explore design and implementation of a professional curriculum. Students will be exposed to student admissions, advising, student life and accreditation. Course Information: May be repeated to a maximum of 4 hours. Prerequisite(s): Consent of the instructor.

OT 594. Pediatric Processes of Care. 2 Hours. (Spring)

Focuses on students acquiring practical knowledge and skills in how to reinforce client-centeredness in their future pediatric practice. Students will learn about measuring client-centered care and outcomes as well as user-centered approaches to assessing current and ideal organizational workflows that can drive quality improvement in systems of pediatric care. They will be introduced to technology-based solutions for advancing both types of efforts and begin to develop a tangible plan that they can use to prepare for longer-term contributions.

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

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

Students may also take electives in other departments such as Education, Disability and Human Development, Psychology, Public Health, and Sociology.

TECHNICAL STANDARDS FOR MS OCCUPATIONAL THERAPY SSTUDENTS

Introduction:

The mission of the University of Illinois Chicago (UIC) is to provide the broadest access to the highest level of intellectual excellence, to create knowledge that transforms our views of the world, and through sharing and application, transforms the world. UIC is focused on eliminating disparities in health, education, and economic opportunity. Community engagement is a centerpiece of UIC's urban mission. Furthermore, UIC is committed to increasing access to education, employment, programs and services for all and maintaining a barrier-free environment for individuals with disabilities. UIC collaborates with students to develop innovative ways to ensure accessibility throughout the educational experience.

The Department of Occupational Therapy provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the curriculum and provide effective and safe health care. Students who enroll should have the ability to meet technical standards, with reasonable accommodations as needed, and maintain related satisfactory demonstration of these standards for progression through the program. If you have questions about the standards as outlined below, please contact Maria Larson, mlarso1@uic.edu. Should you need reasonable accommodation to meet these requirements, contact the Disability Resource Center (DRC) at the contact information below.

1) **Observation:**

The student must be able to actively observe demonstrations in the classroom, in laboratory settings, or while present at clinical affiliation settings. The student must be able to acquire information through observation of individuals and the environment, to include facial expression, non-verbal communication, changes in mood, quality of movement, from written documents, images or videos, and computer systems (e.g., literature searches & data retrieval), and performance of required tasks. Students must be able to use and interpret information from assessment techniques/maneuvers and use and interpret information related to physiological phenomena generated from diagnostic tools.

2) **Communication:**

The student must be able to elicit information through interviewing patients, and be able to describe movement, posture, mood, performance, and behavior. The student must be able to communicate effectively and sensitively with therapy recipients and their family members and/or care providers on an individual and/or group basis. The student must be able to communicate effectively and efficiently with all members of the health care or educational team using alternative communication formats if needed. Student will be able to accurately elicit information including a medical history and other information to adequately and effectively evaluate a population's, client's or patient's condition.

3) **Motor:**

The student must possess psychomotor skills necessary to provide or assist in holistic occupational therapy care and perform or assist with procedures and treatments. This includes the ability to elicit information from therapy recipients by palpation (feeling bony prominences, joint articulations, muscles, and tendons), movement of limbs, manipulation of testing equipment, and other assessment procedures. The student must be able to provide direct occupational therapy

treatment and emergency treatment to any identified individuals in a safe manner, including the use of universal precautions. Examples of direct occupational therapy treatment include assisting patients in activities of daily living (bathing, dressing, toileting, etc.), supporting safe patient mobility and ability to assist in completing transfers, facilitating group activities, fabricating splints and/or handling tools and materials associated with a variety of activities. Examples of emergency treatment reasonably required of occupational therapists are cardiopulmonary resuscitation and application of pressure to stop bleeding. A student must be able to ensure the safety of self and others in emergency situations such as a fire.

4) Intellectual-Conceptual, Integrative, and Quantitative Abilities:

These intellectual abilities are required for problem solving and clinical reasoning, a critical skill of occupational therapists to judge the most appropriate theory, assessment, or treatment strategy. The student must be able to measure, calculate, reason, analyze, and synthesize data concerning patients, and develop and execute an appropriate occupational therapy treatment plan. Students must exercise proper judgment and complete responsibilities in a timely and accurate manner according to the Occupational Therapy role.

5) Behavioral and Interpersonal Attributes:

The student is expected to behave in a professional manner conducive to patient-therapist settings required for full utilization of their intellectual abilities, exercise good judgment, demonstrate empathy for others, promptly complete all responsibilities required for the delivery of occupational therapy services, and the development of mature, sensitive, and effective relationships with therapy recipients, family members and staff. Students must be able to learn to adapt to changing environments, to display flexibility, to take initiative, to be resourceful, and to learn to function in the face of uncertainties inherent in the clinical problems of many therapy recipients and in complex environments inherent to both medical and non-medical settings. This includes the ability to possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

6) Academic Performance:

The student must obtain information from lectures, labs, writing, and audiovisual materials. The student must take essay and/or multiple-choice tests, complete papers in a timely manner, deliver presentations, and perform required lab practices. Students will participate in assignments and course activities in both individual and group settings.

Conclusion:

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. [Per the Student Accommodation Policy], students who face or anticipate disability-related barriers related to meeting the above technical standards should connect with the **Disability Resource Center (DRC) at drc.uic.edu, drc@uic.edu, or at (312) 413-2183** to create a plan for reasonable accommodations.

The implementation of accommodations is in an interactive and iterative process, meaning that during this process the DRC may seek information from appropriate University personnel regarding essential standards for courses, degree programs, and/or activities; conversely, University personnel may seek

information from the DRC regarding how best to facilitate a student's accommodations in their program. All student disability information, including documentation of disability, will be kept confidential by the Disability Resource Center and is not released to others at the university without the student's express permission.

If a student's accommodation request is determined to be unreasonable for a certain course or program, efforts will be made by the DRC and the program to explore an alternative reasonable accommodation where possible. Students may appeal accommodation decisions based on the DRC [Accommodations Complaint Process](#). A non-comprehensive list of commonly approved accommodations is available on the DRC's [Guide to Accommodations](#), though determinations are always made on a case by case basis and may look different in a clinical or applied setting.

ACADEMIC ADVISING

The primary function of academic advising is to provide guidance and information to facilitate successful completion of the academic program, and the transition to the role of an occupational therapist. Our advising philosophy emphasizes the importance of self-directed professional development. Our department seeks to provide an atmosphere and resources that foster students' ability to: a) reflect on individual strengths that support success as an occupational therapy student, as well as areas for growth; and b) build confidence in the ability to function successfully as an MS student. Academic advising focuses on a variety of professional issues ranging from how to engage in professional networking to how to plan for fieldwork.

If a student encounters difficulty in progressing in the program, they will receive academic advising aimed at resolving barriers to academic success. University and/or department resources may be recommended. These resources include, but are not limited to:

- The UIC Counseling Service (<http://www.uic.edu/academics/student-support>)
- The Office for Advising Development (<https://advising.uic.edu/>)
- The UIC Center for Academic Excellence (<https://ace.uic.edu/>)
- The UIC Writing Center, sponsored by the English Department (<https://writingcenter.uic.edu/>)
- The Dept. of Occupational Therapy 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, dismissal appeals, and grade appeals. They make recommendations to the 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 Chancellor and the President are available in certain situations. Consult the Academic Grievance Procedure, which is available in the Office of the Dean of Students, for further details regarding grievance procedures.

Academic advising in the Department of Occupational Therapy includes 3 primary components:

1. individual support provided by a faculty advisor;
2. group advising/professional development meetings; and
3. monitoring of individual progression in the program coupled with access to individual advising and/or counseling

Individual Support Provided by Faculty Advisors

Each student is assigned a faculty advisor at the beginning of the first Fall semester. Faculty advisors will reach out to their advisees to invite them to (optional but recommended) advising meetings occurring during the Fall 1; Spring or Summer 1; and Fall 2 semesters.

Additionally, *students are encouraged to initiate meetings with faculty advisors on an “as needed” basis.*

Faculty advisors can have several roles and responsibilities including:

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

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

Group Advising and Professional Development Meetings

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

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

Monitoring of Individual Progression in the Program

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

The MS Program Director (Elizabeth Peterson) and MS Senior Academic Advisor (Maria Larson) monitor grades for all students in every required course. If indicated, the MS Program Director will work with the course instructor and/or faculty advisor (as appropriate) to ensure that a plan is in place to assess academic risk and develop and implement a plan to foster the student’s success.

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

b. The MS Senior Academic Advisor monitors overall GPA and notifies the MS Program Director of any student who is at risk of being placed on academic probation in the Graduate College

c. The MS Senior Academic Advisor will notify a students' faculty advisor of any advisee who receives a C in a course or who is placed on probation by the Graduate College. The faculty advisor will initiate a meeting with the student to discuss factors contributing to their grades and to make recommendations and an action plan as indicated.

2. Instructors may make recommendations to individual students when the instructor becomes aware of a student having difficulty in their course. Examples of such recommendations might include attending a campus sponsored course to improve writing skills, or a course on study habits or taking exams. Assistance may be provided by a member of the Department, or when appropriate, students may be referred to campus services or services in the community.

Instructors routinely inform the MS Program Director when such recommendations were made.

3. Instructors are expected to address concerns regarding behavioral issues that have the potential to impact a student's success in a course, on fieldwork, or in practice. Examples include behaviors such as being late to class; texting, shopping online, or following Facebook during class; or frequently being unprepared to participate in discussion or class exercises. Instructors may share these concerns with the Program Director.

Overall, it is important to remember that faculty and staff are eager to help you in any way we can. Please initiate conversations with your advisor, instructors, and/or the Program Director to describe worries or concerns, as well as hopes and goals.

THE UIC OFFICE OF THE DEAN OF STUDENTS

The mission of the Office of the Dean of Students (DOS) <http://dos.uic.edu/> is to provide a student-centered, learning environment that offers support, advocacy, and resources which contribute to student success. This is accomplished through a number of services available directly to students:

- Student Advocacy Services
- Student Ombuds Services
- Student Conduct Process
- Student Veteran Affairs
- Student Legal Services

Specifically, the DOS:

- Serves as an advocate to assist students with academic and personal concerns
- Provides legal services to students
- Supports and assists student veterans in their transition to university life
- Assists students in resolving administrative, academic, and personal grievances
- Ensures that the university standards for student conduct are upheld through the administration of the Student Disciplinary Policy
- Provides support and assistance for student crime victims
- Addresses concerning student behavior

- Offers consultation services for students, faculty and staff on a variety of issues related to student concerns and student misconduct
- Supports students in crisis or with family emergencies
- Assists students who experience financial difficulties
- Refers students to on-campus and off-campus resources as necessary

The DOS' Office is located at 3030 Student Services Building, 1200 West Harrison Street. The phone number is: (312) 996-4857.

Students may also contact the Student Ombuds Service (<https://sa.uic.edu/about/contact/>) for further advisement.

**ACADEMIC POLICIES & STANDARDS OF CONDUCT DELINEATED BY UIC,
THE COLLEGE OF APPLIED HEALTH SCIENCES (AHS),
THE GRADUATE COLLEGE, &
THE DEPARTMENT OF OCCUPATIONAL THERAPY**

**PROCESS FOR REPORTING COMPLAINTS
STUDENT DISCIPLINARY POLICIES**

Student Conduct and Academic Performance: Overview

Students in the MS program are held to requirements for conduct and academic performance delineated by the University, the College of Applied Health Sciences, the Graduate College, and the MS program of the Department of Occupational Therapy.

UIC Department of Occupational Therapy MS Program Grading System

All courses in the MS program that assign letter grades use the following grading scale:

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

Please refer to the Graduate Catalogue (<http://grad.uic.edu/grading>) for information regarding the grades used at UIC, including, but not limited to W (Withdrawn) and I (Incomplete).

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

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

- All elements of the program must be completed within 5 years. The program is normally completed on a full-time basis and part-time status is only granted by petition to the academic standing committee. A formal plan for progressing in the program on part-time status must be part of the petition to the Academic Standing Committee.

- Students must progress to Fieldwork Level II within 12 months of completing all prerequisites for Level II Fieldwork.
- Fieldwork Level II must be completed with 24 months of beginning fieldwork.
- Leaves of absence beyond one year are not routinely considered at any point in progression in the program.
- Exceptions to the above may be considered by the Academic Standing Committee on a case-by-case basis.

Graduation Requirements

Refer to: <http://go.uic.edu/ms-ot-graduationandcredentialing>

All MS students are required to successfully complete the following courses to meet graduation requirements and to be eligible to sit for the national certification examination: OT 500, OT 501, OT 502, OT 506, OT 507, OT 510, OT 511, OT 512, OT 515, OT 516, OT 519 (Fieldwork Level IA), OT 522, OT 523, OT 524, OT 526, OT 529 (Fieldwork Level IB), OT 535, OT 538, OT 539 (Fieldwork IC), OT 548 (Fieldwork Level IIA), OT 549 (Fieldwork Level IIB, taken for 8 hours), OT 555, OT 564, OT 595. To graduate, students must maintain an acceptable level of academic achievement (see section on Academic Policies Governing MS Occupational Therapy Students).

Residency Requirements

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

UIC and Department Nondiscrimination Statement

The Department of Occupational Therapy abides by UIC's policy regarding nondiscrimination, available at: <http://policies.uic.edu/uic-policy-library/access-and-equity/nondiscrimination-policy-statement/>

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

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

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

UIC's Prohibition of Sex Discrimination, Sexual Harassment and Sexual Misconduct

Please refer to: <http://sexualmisconduct.uic.edu/>

UIC is committed to providing an educational and work environment that is free from all forms of sex discrimination, sexual violence, and sexual and gender-based harassment (collectively referred to as

“sexual misconduct”). UIC prohibits and will not tolerate sexual misconduct of or by students, employees, patients, or visitors. UIC will take prompt and fair action to eliminate such conduct, prevent its recurrence, and remedy its effects through interim protective measures and accommodations, equitable investigations, and disciplinary processes. Employees and students in violation of this policy may face sanctions up to and including termination or expulsion. The Office for Access and Equity, through its Title IX Coordinator, has the authority to conduct investigations, to determine when there have been violations of this policy based on the standard of preponderance of evidence, and then make recommendations in accordance with the relevant University policies for students, employees, patients, or visitors.

UIC encourages good faith reports of sexual misconduct and prohibits retaliation against any person who reports sexual misconduct and/or who participates in a Title IX investigation or resultant disciplinary process.

All employees are considered to be “Responsible Employees” with the authority and responsibility to report Sexual Misconduct to University Officials. Employees who are exempted from this reporting requirement are professional or pastoral counselors who provide work-related mental-health counseling, campus advocates who provide confidential victim assistance, and employees who are otherwise prohibited by law from disclosing information received in the course of providing professional care and treatment.

The PDF version of [UIC's Comprehensive Policy regarding Dating Violence, Domestic Violence, Stalking and Sexual Assault](#) is available for viewing or downloading. To report sexual misconduct or for more information about Title IX, please email the Title IX Coordinator at titleIX@uic.edu

The UIC Student Disciplinary Policy, Standards of Conduct

The University of Illinois at Chicago (UIC) community includes students, staff, faculty, and others who have a vested interest in the University. Members of our community pride themselves on academic, personal, and professional excellence, and value integrity, accountability, and respect. The Student Disciplinary Policy underscores the pride and the values that define our community while providing UIC students with a framework to guide their actions and behaviors.

As members of the UIC community, students assume obligations of academic performance and conduct reasonably imposed by the institution and consistent with its objectives and mission. UIC students and Registered Student Organizations are expected to act in accordance with University policies, rules, and regulations, and local, state and federal laws. Students should be aware that they are responsible not only for their behavior, but also for the impact of their actions.

The purpose of UIC’s Student Conduct process is to assist students in the development of a responsible lifestyle which is rewarding to the individual student, respectful of the rights of others, and compatible with the legal norms of society. The Student Conduct process plays a supportive role in the development of responsible student behavior. If the behavior of a student conflicts with established university standards, the Student Conduct process seeks to educate the student about the personal and social consequences of his or her behavior. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

The actions imposed in the Student Conduct process may include educational and disciplinary measures which are designed to contribute to the growth of the student and the welfare of the community. Because the primary goal of the Student Conduct process is educative, the process is not analogous to criminal or

civil court proceedings, which are primarily punitive in nature but is, instead, conducted in a non-adversarial manner meant to inform and educate students.

Students assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the university community. The University may at any time exclude a student or impose disciplinary sanctions on a student for violations of the UIC Standards of Conduct. The UIC Standards of Conduct is available at:

https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

National Board for Certification in Occupational Therapy (NBCOT) Code of Conduct

The National Board for Certification in Occupational Therapy, Inc. (NBCOT) is a professional organization that supports and promotes occupational therapy practitioner certification. All students in the MS program are required to adhere to the NBCOT Candidate/Certificant Code of Conduct. (Refer to <https://www.nbcot.org/>)

Reporting Concerns About the Conduct of Other Students

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

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

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

Disciplinary Actions

Students who violate the University's Standards of Conduct may be subject to one or more disciplinary actions, including probation, suspension or dismissal. Refer to the UIC Student Disciplinary Policy: https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

Policy & Procedures Associated with a Grievance or Complaint Regarding Academic Standing Or An Academic Decision

Consistent with the Student Academic Grievance Policy which is available at <https://policies.uic.edu/educational-policy/student-academic-grievance-policy/> all students enrolled in the MS program offered by the Department of Occupational Therapy have the right to appeal adverse academic decisions or actions through a formal UIC Academic Grievance process that is fair, takes a reasonable amount of time, and provides the Student with requisite levels of due process.

Across UIC, the Academic Grievance process will include at least three stages:

(1) the Student makes a sincere attempt to resolve their complaint informally with the Respondent (except in complaints or grievances that include complaints of unlawful discrimination or sexual misconduct, where an attempt at informal resolution is not required);

- (2) the Student/Grievant files a formal Academic Grievance with the appropriate Administrative Officer (AO) or their designee, which the AO attempts to resolve; and
- (3) if the Grievant is not satisfied with the AO's decision, she/he/they may appeal the decision to the appropriate Grievance Officer (GO).

Decisions of the GO are final and cannot be appealed except in matters where a claim of sexual misconduct or unlawful discrimination has been made by the Student in the Academic Grievance and reviewed by the AO/GO, or where the Student has alleged that a significant procedural error(s) occurred in the Academic Grievance process that could substantially affect the outcome of the decision. In these cases, the Chancellor or their designee will review the record and issue a decision. The Chancellor's decision is final, and no further appeal is available.

For MS students in the UIC Department of Occupational Therapy, the informal resolution level includes two steps. In the first step, the Student makes a sincere attempt to resolve their complaint informally with the Respondent (except in complaints or grievances that include complaints of unlawful discrimination or sexual misconduct, where an attempt at informal resolution is not required). The second step of informal resolution is initiated by the Student in cases where the attempt to resolve the complaint informally with the Respondent does not yield an outcome that is satisfactory to the Student. This second step of the informal phase of the resolution process involves review at the level of the Department of Occupational Therapy Academic Standing Committee (ASC) and the MS Program Director.

The ASC is comprised of one Chair and two additional faculty members or adjunct faculty members who act on behalf of the faculty as a whole. The ASC makes recommendations to the MS Program Director. The MS Program Director reviews the ASC recommendation, makes a decision, and notifies the Student, ASC Chair, and Department Head of the decision.

A formal grievance to an administrative officer begins if the student is not satisfied with the decision made at the informal level, i.e., at the level of the MS Program Director. To initiate 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:

<https://policies.uic.edu/educational-policy/student-academic-grievance-policy/>

“Following the procedures” 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. The Student Academic Grievance Form is available at: https://oae.uic.edu/wp-content/uploads/sites/32/2018/08/UIC_Student_Academic_Grievance_Forms_FINAL_2.20.2018.pdf

or

<https://policies.uic.edu/educational-policy/student-academic-grievance-policy/> (See “Forms”)

These documents are also linked to the Graduate College website at <https://grad.uic.edu/university-regulations/>

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

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

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

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

Students are encouraged to direct a suggestion, concern or complaint pertaining to the business of a departmental committee to the committee chair. The listing of committees (which includes committee chairs and members) is available to students on Blackboard > Dept. of Occupational Therapy Learning Resources. PhD, OTD and MS students are reminded of this annually, in an e-mail sent from the Department Head to all students, faculty and adjunct faculty. That e-mail includes a listing of committees, committee members, and committee chairs.

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

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

Students always have the option of reporting any suggestions/concerns/complaints directly to the College of Applied Health Sciences or university personnel. A full listing of staff members of the Office of the Dean is available at <https://ahs.uic.edu/contact>. Eileen Doran is Assistant Dean, AHS Student Affairs. A listing of all AHS Student Affairs committee members is available at: <https://ahs.uic.edu/about-ahs/committees/>

Complaints against the UIC MS Occupational Therapy Program may be submitted directly to the Accreditation Council of Occupational Therapy Education (ACOTE). To receive formal consideration all complaints must be submitted in writing to the ACOTE Director of Accreditation, Teresa Brininger, PhD, MBA, OT/L, CHT: 6116 Executive Boulevard, Suite 200, North Bethesda, MD. 20852-4929. Letters of complaint against educational programs must: a. describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program; b. document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and c. be signed by the complainant. NOTE: The confidentiality of the complaining party is protected by AOTA Accreditation staff, unless release of identity has been authorized, or disclosure is required by legal action.

Academic Policies Governing MS Occupational Therapy Students

In addition to meeting expectations outlined by the College of Applied Health Sciences, MS students must meet academic requirements delineated by the Graduate College and the Department of Occupational Therapy. Academic standing is governed by policies pertaining to both the Graduate College and Departmental academic requirements.

College of Applied Health Sciences Policies (refer to <https://catalog.uic.edu/ucat/colleges-depts/applied-health-sciences/#e>)

The following statements define general academic policies of the College of Applied Health Sciences,

and include the procedures involving determination of academic probation and failure and channels for appeal of adverse decisions.

Academic Load

Students registered for 12 or more hours during the fall or spring terms or for 6 hours or more in the summer term are considered full time. Students must request permission from their academic department to exceed 18 hours of enrolled course work.

Academic Performance

It is required that students of the college achieve a minimum level of academic performance, which is assessed periodically during the prescribed course of study. Academic programs may require a minimum grade of C in selected, specific courses or a higher overall GPA than AHS requirements.

Refer to the sections of this handbook titled “**Graduate College Academic Requirements, Probation and Dismissal Policies**” and “**Department of Occupational Therapy Academic Requirements**” for specific information regarding academic policies governing UIC MS OT students.

Per AHS Academic policies, students must complete all required courses graded via a letter grade with a grade of C or better prior to progression to clinical instruction and practice. Students must earn a “Satisfactory” grade on all course graded on a “Satisfactory/Unsatisfactory” basis.

AHS Probation Rules

Academic probation designates the status of a student who has failed to attain the acceptable level of academic achievement. Academic probation at UIC cannot be removed by course work from other colleges or universities, including programs of the Springfield and Urbana-Champaign campuses.

AHS Dismissal Rules

The College of Applied Health Sciences reserves the right to terminate a student’s enrollment. When dismissed, a student is ineligible to enroll at the university for subsequent semesters. 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:

1. Failure to meet the MS program’s minimum requirements (refer to information that follows in this handbook);
2. Failure to meet the conditions of probation;
3. Failure to meet the conditions specified at the time of admission;
4. Failure to earn any credit in a semester;
5. 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;
6. Unsatisfactory progress toward completion of AHS degree requirements;
7. Failure to maintain additional professional program standards as outlined in the specific program student handbook.

Graduate College Academic Requirements, Probation and Dismissal Policies

The Graduate College requires that students maintain a Graduate Degree GPA of 3.00 (A = 4.0) to remain in good academic standing. (Refer to <https://catalog.uic.edu/gcat/graduate-study/graduate-study/>).

Graduate College Dismissal and Probation Policies can be accessed at: <http://grad.uic.edu/probation-and-academic-dismissal>.

When the Degree GPA falls below 3.00, students are sent a warning letter (with copies to the program) that notifies them that they have two additional terms of registration (including summer, if registered) after the warning term to raise the GPA to 3.00. Any student whose GPA falls below 3.0 should initiate a meeting with the MS Program Director immediately to plan for remediating the GPA. Students who raise their GPA to 3.00 or above within the deadline will be removed from probation. Students must be in good academic standing in order to graduate, even if all other requirements have been met. Students on probation (Degree GPA less than 3.0) will not be allowed to graduate unless good academic standing is achieved by raising the Degree GPA to 3.0 or greater.

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

Students on probation 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. Students may also be dismissed by the Graduate College upon the recommendation of their academic program if a rule or policy in the program's student handbook has been violated.

The Graduate College 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 Graduate College policies.

Dismissal and Probation policies specific to the MS program are provided in this Handbook. The student who is dismissed can appeal their dismissal. Refer to content that follows in this MS Handbook.

Department of Occupational Therapy Academic Requirements

In addition to the Graduate College requirement of maintaining a Graduate Degree GPA of 3.00, the Department requires that all enrolled MS students receive a grade of C or higher in all occupational therapy courses graded via a letter grade. Students must also receive a grade of "Satisfactory" for all required courses that award "Satisfactory/Unsatisfactory grades" (OT 502, OT 519, OT 529, OT 539, OT 548, OT 549, OT 515, OT 535, OT 538, OT 555, and OT 595).

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

Special Note Regarding KN 494

KN 494 is delivered by UIC Department of Kinesiology faculty and is designed to teach the anatomy of the musculoskeletal and nervous systems of the human body. Students who were not able to obtain a cadaver laboratory experience of 30 hours prior to enrollment at UIC enroll in KN 494. (This is the only prerequisite requirement that can be completed AFTER enrollment.). Also, applicants who get a grade of 'C' in anatomy or who have had their anatomy course more than three years ago will be required to take KN 494.

KN 494 is graded on an S/U basis. A grade of "Unsatisfactory" in KN 494 will result in a recommendation to the Graduate College for dismissal of the student from the MS in Occupational Therapy program.

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

If a student decides to appeal dismissal from the program due to failure to meet academic requirements, they must notify the MS Program Director of his/her intent to appeal within one week of receiving notification of pending dismissal. When notifying the MS Program Director of his/her intent to submit an appeal, the student is to:

- a) make it clear what type of appeal(s) they plan to submit: a course grade appeal*, an appeal of dismissal from the MS program, or both a course grade appeal and an appeal of dismissal from the MS program; and
- b) indicate whether or not he/she will be requesting an appeal advisor. (Refer to information regarding Appeal Advisors that follows.)

* If appealing a course grade that they perceive to be inaccurate, students must indicate the grade change requested (e.g., from “U” to “I”; from “U” to “S”) with an explanation of why the grade is inaccurate and the justification for changing the grade. Grade changes from “Unsatisfactory” to “Incomplete” may be indicated when extenuating circumstances play a role in preventing the student from achieving the required competency level on the FWPE prior to fieldwork ending.

If the student decides to submit an appeal, the written appeal is sent via email to the Chairperson of the Academic Standing Committee within two weeks of notification of pending dismissal by the Department. The Academic Standing Committee must provide a recommendation to the MS Program Director within 40 days of the date when the student earns a grade lower than C, including an unsatisfactory grade.

Note: At the informal level of appeal, members of the Academic Standing Committee or the Program Director may initiate a request for a change in decision makers involved at the informal level. This change may be required if the appeal was related to a grade received in a course for which a member of the Academic Standing Committee or Program Director was a member, or other circumstances.

Students who are granted appeals are often granted *conditional* appeals. Remediation plans developed by the Academic Standing Committee and approved by the MS Program Director may have required or recommended components, such as retaking a course, reviewing relevant academic material, and completing a self-assessment of areas of deficiency and an action plan to address areas of concern. If the student successfully completes the remediation plan, he or she may continue in the program. Policies regarding academic probation still apply in this situation. No student may enter any phase of the fieldwork cycle without having successfully completed the required prerequisite coursework.

As previously described in the MS Handbook, A formal grievance to an administrative officer begins if the student is not satisfied with the decision made at the informal level, i.e., at the level of the MS Program Director. To engage in a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at <https://dos.uic.edu/student-assistance/academic-concerns/academic-grievances/>

This includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university policy.

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

1. As previously described (see Academic Requirements of the Graduate College and UIC Department of Occupational Therapy), students will be dismissed from the University by the Graduate College if their Graduate Program GPA remains below a 3.0 after two semesters of probation as required by the Graduate College. Also, an earned grade of less than “C” in any required course or a grade of Unsatisfactory, will result in a recommendation to the Graduate College for dismissal of the student from the MS in Occupational Therapy program.
2. Course instructors will notify the student and the MS Program Director as soon as it is determined that a student will receive a grade of D, F or U in any required course. The instructor may inform the student in person or by email, but if the student is informed in person, the instructor will email the student and copy the MS Program Director. The MS Program Director or designee will notify the student that dismissal is being recommended to the Graduate College. The MS Program Director will provide the Graduate College with the department’s dismissal policy and the rationale for this decision. The Graduate College will initiate a dismissal procedure after an investigation is completed and a final decision is reached.
3. Dismissal or a recommendation for dismissal for academic performance may be appealed and the student must notify the MS Program Director of their intent to appeal within 1 week of receiving notification of dismissal or recommendation for dismissal. In their written appeal to the MS Program Director, the student must explain if they plan to appeal dismissal from the MS program and/or appeal their course grade.
4. A written appeal must be submitted by the student to the Chairperson of the Academic Standing Committee (ASC) within 2 weeks of receiving notification of dismissal or a recommendation for dismissal. For students who are terminated from a Level II Fieldwork experience, the appeal should be submitted within 2 weeks of the date that the Fieldwork experience is terminated.

In their written appeal to the ASC Chairperson, the student must notify the Chair if they plan to appeal dismissal from the MS program and/or appeal their course grade.

5. An appeal advisor for the appeal process will be offered to the student who is appealing dismissal from the MS program due to academic performance. (Refer to information that follows). Appeal advisors are assigned by the Head of the Occupational Therapy Department.

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

6. Written appeals must include:
 - a. The circumstances and actions that contributed to the dismissal

- b. Why the department should reverse the dismissal and allow the student to remain in the program
- c. How the student plans to address gaps in knowledge or skills
- d. What the student plans to do to avoid dismissal in the future

Important note: Students seeking grade appeals are referred to the sections the MS Handbook titled “**Policy & Procedures Associated with a Grievance or Complaint Regarding Academic Standing Or An Academic Decision**” and “**Grade Appeals**”

- 7. The ASC will conduct a review which typical includes a face-to-face interview with the student and the faculty member who awarded the grade.
- 8. The Chairperson of the ASC submits a summary of the appeal, the review and the committee’s recommendation including any plan for remediation to the MS Program Director
- 9. The MS Program Director (or designee, if the MS Program Director is not available) reviews the recommendations of the ASC and makes a determination on the appeal.

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

- 10. The student must sign the letter and return it to the MS Program Director.
- 11. Any student whose appeal has been granted must meet all required conditions outlined in the letter provided by the MS Program Director. Failure to meet required conditions will result in the student being dismissed from the MS program.
- 12. The student has the right to appeal the MS Program Director’s decision/make a formal grievance. To engage in a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at: <https://policies.uic.edu/educational-policy/student-academic-grievance-policy/>

This includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university policy.

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

Role:

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

Responsibilities:

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

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

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

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

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

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

Appeal for Extension of Probation

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

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

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

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

Readmission

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

Leave of Absence

Please refer to the Graduate College's Leave of Absence policies at: <https://grad.uic.edu/academic-support/registration-information/leave-of-absence/>

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 Graduate College upon recommendation of the MS Program Director.

Per the Graduate College policy, special procedures and policy exist for the following categories of leave:

- birth, adoption, or care of a child
- care of a spouse, child or parent in case of a serious health condition
- serious health condition
- orders received by the student from the U.S. government to enter active service with the armed forces in a national or state emergency.

Graduate College Policy (<https://grad.uic.edu/academic-support/registration-information/leave-of-absence/>) also states that:

A leave of absence for all degree seeking students enrolled in the Graduate College will automatically be approved for the following purposes:

- The birth of a child, adoption of a child or in cases where the care of a child is required. The LOA may be granted for a minimum of one semester/term but cannot exceed one year.
- For care of a spouse, child or parent in case of a serious health condition.
- For a serious health condition that makes the applicant (student) unable to pursue their graduate work.

Note: The Department of Occupational Therapy requires documentation of the health condition. of the student.

Additional procedures regarding leaves of absence are outlined below.

If a student requests a leave of absence **from fieldwork**, the student must submit their written request for a leave of absence to the Academic Fieldwork Coordinator of record. The request must include the reason for the request, the time period of the request, and the planned use of time away from school. The Academic Fieldwork Coordinator will make a recommendation to the MS Program Director, and will consult with the Academic Standing Committee as needed to inform that recommendation.

If a student requests a leave of absence **from the coursework phase of the program** that does NOT include fieldwork, students must submit their written request to the Chair of the Academic Standing Committee (ASC). The request must include the reason for the request, the time period of the request, and the planned use of time away from school. The ASC Chair will make a recommendation to the MS Program Director.

In both circumstances of a request for a leave of absence (involving fieldwork or not involving fieldwork), the MS Program Director will notify the student making the leave of absence request of the decision and, if the leave of absence request is approved, will submit the formal request for leave of absence to the Graduate College.

If a leave of absence exceeds one year (12 months), the student must petition the Department to return to the program. The Department's decision will be informed by ACOTE accreditation requirements. Information for eligibility requirements for leave of absence requests can be obtained at the following link: <https://grad.uic.edu/academic-support/registration-information/leave-of-absence/>

Students who seek to appeal the Program Director's decision regarding a leave of absence decision have the right to file a formal grievance. As described in the MS Handbook, a formal grievance to an administrative officer begins if the student is not satisfied with the decision made at the informal level, i.e., at the level of the MS Program Director. To engage in a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at: <https://policies.uic.edu/educational-policy/student-academic-grievance-policy/>

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.

Receiving Credit For Previous Courses

MS students do not receive credit for previous work experience. MS students are required to successfully complete the required courses in the MS curriculum to meet graduation requirements and to be eligible to sit for the national certification examination.

Students seeking to receive credit for previous coursework, with the intent that the previous coursework may substitute for all or part of a required course, must submit a petition to the Program Director, with supporting documentation (e.g., transcript, syllabus of previous course). That petition must be approved by the Program Director who would review the syllabus of the previous course in advance to assess the extent to which it matches objectives, learning activities and outcomes of the required course. Ultimately the decision of whether or not credit for a previous course will be granted is up to the Program Director. Such decisions are made on a case-by-case basis.

If transfer credit is approved, it can be used to fulfill required courses or electives, keeping in mind that no more than 50% of hours required for the MS degree can be transferred.

Dropping a Course

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

Grade Appeals

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

** Please note that grade appeals submitted via letters to the Academic Standing Committee in association with a appeal regarding dismissal from the MS program are discussed in the section of the MS Handbook titled **Procedures to Appeal Dismissal from the MS Program due to Failure to Meet Academic Requirements**.*

Consistent with UIC policies outlined in the **Student Academic Grievance Procedures** which are available at <https://policies.uic.edu/educational-policy/student-academic-grievance-policy/> students enrolled in the MS program offered by the Department of Occupational Therapy have access to two levels of appeal review for a Complaint or Grievance regarding an academic decision made about them that directly and adversely affects them: 1) an attempt for informal resolution; and 2) formal grievance to an administrative officer. Refer to **Appeal Review For A Complaint or Grievance regarding Academic Standing Or An Academic Decision** in this handbook.

The appeal process can begin only after the final course grade is assigned and must be made no later than one month after the grade is assigned.

Students with Disabilities and Reasonable Accommodations

The Department of Occupational Therapy encourages the enrollment of qualified students with disabilities. UIC's Disability Resource Center (DRC) ensures the rights of college students with disabilities to have full and equal access to their college experience. DRC staff members do so by working one-on-one with students to identify barriers in the campus environment and to create a plan of reasonable accommodations that removes those barriers. For example, a student with ADHD may face barriers when taking tests in a distracting environment. A potential accommodation for this student would be a distraction-reduced environment for testing, so they get equal access to the test and are able to really show what they know.

Any student with a documented disability can register with the DRC. DRC services are completely free and do not require U.S. citizenship or a Social Security Number.

- In order to request accommodations from the University of Illinois at Chicago Disability Resource Center (DRC), complete the three steps described on the DRC website: <https://drc.uic.edu/students-2/new-to-drc/>. The steps involve completing the online Student

Registration Form; calling the DRC at (312) 413-2183 to schedule an intake appointment; and gathering your medical documentation.

- All documentation and conversation with the DRC remains confidential unless a student gives us express permission to share. This means that **you as a student are in the driver's seat of who knows about your accommodations and your disability**. Letters of Accommodation (LOAs) do not include any information about diagnosis, only details about accommodations to be implemented. Instructors and/or staff members should not ask for a student's medical or diagnostic information – if this happens to you, notify the DRC right away and the DRC can help to explain your rights to the faculty or staff member in question.
- Letters of Accommodation (LOAs) are drafted by the DRC in coordination with the student, and, if possible, presented to the Lead Instructor(s) prior to the start of each semester.
- 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.
 - It is important to keep in mind that accommodations cannot be applied retroactively, so the DRC encourages students to send their LOAs early.
- Once a Letter of Accommodation (LOA) is created, the DRC will send a PDF of the letter directly to the student. LOAs do not expire, so while students always have the option to update their LOA with the DRC as needed, the same LOA can be used for their entire college career.
- Every semester, **the student can send the LOA to instructors and co-instructors in the classes for which they need accommodations**.
 - Because many courses are co-taught, it is important for students to send the LOA to the lead instructor for a course, and any co-instructors that they will be interacting with during the semester.
 - Lead instructors can provide guidance on who, among co-instructors, will contribute to implementing LOAs during the semester.
- Once the LOA has been sent, the student and instructor/co-instructors should touch-base in a private meeting to go over the accommodations and ensure that they are on the same page about implementation. The contact information for that student's Disability Services Specialist is at the top of the letter. The **DRC is always available for assistance** in answering questions and/or facilitating conversation about implementation of accommodations.
 - After receiving a LOA, an instructor/co-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/co-instructors often work closely with students and DRC staff to collaboratively develop the LOA.

- Students have the option of providing their final LOA(s) to the MS Program Director. The Program Director works closely with the Senior Academic Advisor of the MS program, who is responsible for implementing most testing-related accommodations.
- If a testing-related accommodation is included on an LOA, the student will need to provide the Senior Academic Advisor of the MS program, with a copy of the LOA.
- If requests for accommodations 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 Academic Fieldwork Coordinators (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.
- If a copy of a student's LOA is provided to the Academic Coordinator of the MS Program, the LOA is kept in a confidential file maintained by the Senior Academic Advisor of the MS program. Additionally, Lead Instructors and co-instructors keep a copy of a student's LOA in a confidential file.
- If a student is encountering problems with accommodations being provided in a course, the student should alert the Lead Instructor and/or the MS Program Director and/or the DRC (as appropriate) as soon as possible.
- If any person (including employees, students, visitors, and members of the public) believes that they have been subjected to unlawful discrimination or harassment of any kind, they may submit a complaint by contacting the Office for Access and Equity at 312-996-8670 or oe@uic.edu.

Classes

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

Attendance in Class

Prompt and regular attendance is expected for both in-person and synchronous online classes. It is the student's responsibility to review the course syllabus to know the specific attendance requirements for each course.

Absence from class due to family emergencies and illness will be considered an **"excused absence."** Other non-emergency absences may be excused if it is unavoidable or justified and will be assessed on a case-by-case basis. Absence from class due to travel, weddings, family reunions, etc. will typically be considered an **"unexcused absence."** Students are advised to inform family/friends of the attendance policy. The consequences of an unexcused absence are outlined in each course syllabus. A pattern of unexcused absences may result in failure or an "Unsatisfactory" grade.

Students are required to attend the lab session to which they are assigned. Consult the instructor to request a special arrangement to attend a different lab session.

Some courses may require students to sign attendance sheets. Students are not permitted to “sign-in” on behalf of a classmate.

Please note that the UIC Academic Calendar does not reflect dates for the MS program fieldwork schedule. Tentative fieldwork dates for Summer 1, Spring 2, and Summer 2 are included in this handbook. Students are referred to the *Fieldwork Handbook* (section titled “Attendance”) for fieldwork-related attendance policies.

Rules for Taking In-person Examinations

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

instructor considering such issues as the amount of time into the exam session, the exam format and other circumstances.

Exam Make-Up Policy

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

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

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

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

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

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

IF YOU SEND THE INSTRUCTOR A VOICEMAIL & E-MAIL BUT ARE UNABLE TO REACH THE INSTRUCTOR, leave a message on voice mail with the time of your call and the reason that you are missing the exam AND send an e-mail to the instructor that explains why you are missing the exam. If you are calling regarding an exam for a team taught-course, send an e-mail to both the lead instructor and the other instructor proctoring the exam, if applicable. On the day you return to school, you must initiate an in-person meeting with the instructor whose exam you missed to schedule a make-up exam within 48 hours. Verification of your excuse for missing

the exam (e.g., doctor's note) may be requested of you. The instructor will direct you to arrange the date and time of the make-up exam with the appropriate staff member.

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

Procedures for Reviewing Exams

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

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

Satisfactory Achievement on Assignments and Examinations

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

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

Extension of time; Penalty for late assignments, examinations

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

If an assignment is not completed and turned in on the due date, the student must confer with the instructor of the course to negotiate the date by which they 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 they have an outstanding incomplete grade in a prerequisite course. Additional time may be negotiated with all concerned course instructors under extenuating circumstances.

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

Course and Curriculum Evaluation

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

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

POLICIES AND PROCEDURES FOR HUMAN SUBJECT RESEARCH PROTOCOL

UIC’s Policy and procedures for human subjects research is published and accessible online through the Office of Vice of Chancellor website: <http://research.uic.edu/compliance/irb>

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

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

TUTORING FOR STUDENTS IN THE MS PROGRAM

Policy:

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

Procedure:

1. Requests for tutoring may be initiated by faculty member or a student.
2. A formal request must be submitted to the Director of Professional Education via Email including:
 - a. The topic, curriculum area or class for which tutoring is requested.
 - b. The reason for the request.
 - c. The number of hours per week requested.
 - d. The type of tutoring requested (e.g. studying for exams, skills tutoring for hands on labs etc)
 - e. A description of how the student will be at risk of not progressing in the MS program if tutoring is not provided.
 - f. Have potential tutors been identified or will this need to occur?
3. If a request is initiated by a student, the instructor responsible for the content and the student's individual faculty advisor should be copied on the Email.
4. If a request is initiated by a faculty member only the Director of Professional Education should be included in the Email to maintain student confidentiality.
5. The Director of Professional Education will approve or deny the request. If the request is approved the Director of Professional Education will identify the maximum number of hours of tutoring provided by the department to no cost to the student. If the request is denied or the student desires additional assistance the Director of Professional Education will make recommendations for additional resources available to the student.
6. The relevant faculty member may suggest a tutor or will be asked to help identify an appropriate tutor as soon as possible.
7. Once a tutor is identified and agrees, the Director of Professional Education will Email the specifics to the Business Manager of the Department including:
 - a. The name of the tutor.
 - b. The number of hours per week
 - c. The salary to be paid (unless otherwise explicitly stated the rate of pay will be at the Graduate Academic Hourly minimum).
 - d. The time frame (number of weeks).
8. The tutor must complete paperwork with the Business Manager and must have approval from the Business Manager **before** the tutor may begin work. The tutor should meet with the Business Manager as soon as possible to allow tutoring to begin at the earliest possible date.
9. The tutor and student will arrange a schedule that works for each of them. The number of hours cannot exceed those approved in advance by the Director of Professional Education.
10. A tutor serving in this role is likely to be an upper class student or an occupational therapy clinician who is familiar with the content to be addressed. Current permanent faculty do not serve as tutors. The Director of Professional Education, course instructor, and the tutor collaboratively determine the number of sessions needed.

COMMUNICATIONS, SPACE AND LEARNING RESOURCES

Mailboxes

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

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

E-mail

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

Change of Address

Students will be completing and submitting the Department Contact/Emergency Information form by the end of the first week of the Fall 1 semester. By completing and submitting this form, students are giving the UIC Department of Occupational Therapy faculty or staff permission to contact the persons listed on the form as their emergency contacts in emergency situations.

Information may only be released in emergency situations and in compliance with the Family Education and Privacy Rights Act (FERPA): <https://ferpa.uic.edu/>

Students are expected to notify the Department of any change in address, telephone number, email address, or emergency contact by e-mailing the MS Senior Academic Advisor as soon as possible.

In addition, all students are responsible for maintaining a current local mailing address or permanent home address in the Office of Admissions and Records. Changes should be reported immediately via my.UIC at: <https://my.uic.edu>

Campus Phone Numbers

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

Laptop/Tablet Use in Classes

Students enrolled in the MS Program are highly recommended to obtain a laptop or tablet for use during their time within the program. Some classes will require the use of a laptop or tablet during scheduled class time and students will be expected to bring their personal laptop or tablet to class. These class sessions will be clearly noted on the course syllabus. Students who are unable to bring technology to class

due to emergency or financial hardship should communicate this to the course instructor at least one week PRIOR to the scheduled class session.

Use of Personal Technology in Classes

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

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

Before students record a class session, they must have permission from the course instructor prior to recording. The unauthorized distribution, sharing, or copying of videos or lectures (e.g., audio recordings of lectures, PowerPoint presentations) presented in class and/or accessible from Blackboard is prohibited.

Social Media Policy

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

It is departmental policy for students and faculty not to be "friends" on Facebook until after graduation. Students can request to be connected to faculty on LinkedIn or OTConnections prior to graduation. Students are referred to UIC Standards of Conduct to guide their involvement in social media:

<https://dos.uic.edu/community-standards/>

Technology Requirements, Recommendations & Resources

PART 1: Technology Requirements

The faculty highly recommend that students enrolled in the MS program have a **laptop** for use during their time within the program. While many MS students use tablets, laptop computers are needed for remote learning activities. Some in-person courses in the MS curriculum require a laptop during scheduled class time, and students will be expected to bring a laptop to class. Course syllabi will clearly note the sessions requiring a laptop. Students who cannot bring a laptop to class due to an emergency or financial hardship should communicate this to the course instructor at least one week before the scheduled class session.

- The OT department and the Office of Technology Solutions have loaner laptops available <https://it.uic.edu/services-support/student-resources/equipment-lending/>

Each MS syllabus includes a section on technology requirements and recommendations. The MS Student Handbook includes information about technology resources accessible to students including locations for computers for internet access, printer access, and help support within the OT department, the Applied Health Sciences Building and the UIC campus. You will receive information on campus technology resources during orientation.

Software

- Students must have access to and be able to use software that allows them to prepare PowerPoint presentations. UIC students can **download Microsoft Office 365 at no cost (!)** via the Illinois.edu Webstore:
<https://webstore.illinois.edu/home/>

You can find current computer and browser requirements on the Information Technology @ UIC (<https://it.uic.edu/services-support/student-resources/online-learning/>) webpage.

Additional information on software available to students and support for its use can be found on the **Information Technology @ UIC website**: <https://it.uic.edu/>

Virtual Private Network (VPN)

VPN allows you to access resources at UIC over a non-UIC Internet connection securely. UIC Students can download the VPN here: <https://accu.uic.edu/services/infrastructure/network/virtual-private-network/>

There are two group options when connecting to AnyConnect: **General-Use** and **Library-Resources**.

- **General-Use**
Allows you to connect to your UIC department resources, such as research data sets. You can still access most library resources through the library website; however you will have to authenticate with your NetID and password (the way it works when you are off-campus). In addition, a few library resources can be accessed only on campus -- for those resources, you must use the Library-Resources group.
- **Library-Resources**
Allows you direct access to electronic library resources such as full-text articles from Google Scholar, JSTOR or PubMed, and on-campus only resources without logging in to each database.

Blackboard

Blackboard is the centrally supported learning management system used by faculty and students at UIC. Blackboard runs on Mac, Windows, Linux, and mobile device operating systems iOS and Android.

- Blackboard recommends using the newest version of the following browsers. Make sure your browser is up to date with the following browser check (<https://www.whatismybrowser.com/>)
 - Chrome
 - Firefox
 - Safari
- The **Blackboard Learn Page** (<https://help.blackboard.com/Learn/Student>) contains many tutorials, FAQs, guides about the various features of Blackboard. You can also contact the Blackboard help desk, available via email its@uic.edu or by calling 312.413.0003.
- Download the free Blackboard App for use on your mobile device.

Internet

- Students must have reliable Internet access. Many service providers are offering connectivity solutions for students without access to wifi or the internet. The Illinois Citizens Utility Board is maintaining a comprehensive list of the available options here:
<https://www.citizensutilityboard.org/blog/2020/03/19/cubs-guide-utility-services-during-the-covid-19-public-health-emergency/>

- The State of Illinois is maintaining a map of publicly available internet hotspots across the state that can be used for academic-related needs. These hotspots are available from within a parked vehicle. The map, and additional information, can be viewed at www.ildceo.net/wifi

Microphone

- While this may be built into your computer, we recommend using an external device such as a USB microphone or headset.

Webcam

- A camera may already be built into your laptop; if not, you can use an external USB camera for video conferencing.

Blackboard

Students must be able to access Blackboard, the centrally supported learning management system used by faculty and students at UIC. Blackboard runs on Mac, Windows, Linux, and mobile device operating systems iOS and Android.

- Blackboard recommends using the newest version of the following browsers. Make sure your browser is up to date with the following browser check (<https://www.whatismybrowser.com/>)
 - Chrome
 - Firefox
 - Safari
- The **Blackboard Learn Page** (<https://help.blackboard.com/Learn/Student>) contains many tutorials, FAQs, guides about the various features of Blackboard. You can also contact the Blackboard help desk, available via email its@uic.edu or by calling 312.413.0003.
- Download the free Blackboard App for use on your mobile device.

Students will be required to log into EXXAT, a cloud-based platform that will help them organize fieldwork and capstone-related materials.

PART 2: Recommendations & Resources

Plug Ins

These plug-ins are recommended and likely already installed on your computer.

- Java
- Adobe Acrobat Reader
- Windows Media Player
- Adobe Flash Player

UIC Support Services

UIC has multiple technology platforms and resources to provide training and to support students in distance/electronic learning.

- The **Information Technology @ UIC** (<https://it.uic.edu/>) describes technology & resources available to UIC faculty, students, and staff to support the distance learning environment. Students can access a help desk via in-person appointments, email, or telephone.
- The **Services and Operation** section of the Information Technology at UIC webpage (<https://it.uic.edu/services-support/spring-2021-operations/>) provides several readily accessible electronic and in-person support services to the UIC campus community including online

brochure resources, the helpdesk, C-Stop, the Daley Library Helpdesk, and the LTS Support Office.

- The **IT Service Delivery and Support** services include technical support, password assistance, UIC-Wi-Fi support, Learning Technology Solutions, Multimedia production, VPN download for students and more. See the following link for more information:
<https://help.uillinois.edu/TDClient/37/uic/Requests/ServiceCatalog?CategoryID=158>

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.

C-Stop is located in the Library of Health Sciences (1750 W. Polk St.), 1st floor. 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.

The C-Stop space can be used for:

- **Work** – group space to collaborate with your classmates, or individual space to work independently.
- **Print** – black and white printing is available, with color printing coming soon. For more information on printing, view: accc.uic.edu/service/printing.
- **Recharge** – charge your electronic device securely while on the go. Bring your charger and plug your device into a recharging locker.
- **Help** – check out the self-guided help kiosk for support or talk with one of our knowledgeable consultants.

PART 3: Accessing WiFi on Campus – Suggested locations

Students can access WiFi at the following campus locations:

- UIC Library of the Health Sciences
 - Room reservation recommended
- Student Center West (across the street from the 1919 W. Taylor building)
- The 1st floor lounge of the 1919 W. Taylor building.
 - From these access points, WiFi is available to reach some of the backyard for those who want to be outside.
- The 5th and 7th floors of the 1919 W. Taylor building.
- Space for students in need of WiFi is available in room 722.
 - To access 722, email the following staff members at least 24 hours in advance: Mary Berta (mberta@uic.edu), Maria Larson (mlarso1@uic.edu), and Marjani Jones (jonmar@uic.edu)

Netiquette: Guidelines for Online Communications

In any social interaction, certain rules of etiquette are expected and contribute to more productive and thoughtful exchange of ideas. At all times, a spirit of mutual respect must be maintained in communications. The following are tips for interacting online via e-mail, discussion board posts, and or any forms of written communication:

- **Be respectful.** Remember that you are communicating with actual people, and be sure to be courteous and show respect, even if there are differences of opinion. Remember the golden rule: treat others as you'd like to be treated!
- **Think before you post.** Be aware of who may be able to view your posting, and how your post may be interpreted. Try to maintain a fair and objective tone.
- **Stay on topic.** Make sure your communication is related to the subject at hand and does not wander off-topic.
- **Use clear and con.** Use a positive tone and adhere to the same rules you would follow in face-to-face communications. Correct spelling and grammar are required, and improper sentence structure and punctuation should be avoided.
- **Be considerate of others.** Do not make derogatory, condescending, or harassing remarks. Communication should be well-intentioned and well-articulated, and aimed at fostering a positive learning environment. Be aware of how sarcasm may be misinterpreted by your readers.
- **Allow for misunderstanding.** Keep in mind that writing can often convey the incorrect tone or intention, and make allowances for unintended rudeness.
- **Cite your sources.** If you post work that is not your own, be sure to reference your sources.

Below are additional tips to support classroom readiness and classroom etiquette adapted from UIC's Office of Preparedness and Response resource document (2020)¹.

Classroom Readiness: Prepare Before

- **Set up Your Setting.** Ensure you have a clean and appropriate background.
- **Eliminate Distractions.** Similar to in-person classes, silence or put your mobile phone on vibrate. Turn off messaging and email app notifications on your computer. If you share your workspace with others, notify them before each class begins and/or place a note on your door indicating that you are in class.
- **Check Audio and Video Settings.** Join the virtual classroom meeting space a few minutes before the start time. Check that others can hear you clearly and if not, call in using your phone instead of a laptop. The class should plan to have video cameras on at all times, but the audio muted less; presenting/lecturing, asking a questions, or commenting/answering. If using Zoom or WebEx, click here for a quick test: <https://zoom.us/test> or webex.com/test-meeting. Test it out each time: You may need more lighting in front of you or find that others will hear noises outside because your window is open.

Classroom Etiquette: During the meeting

- **Dress for Academic Success.** Attired should be the same as in-person classes.
- **Smile for the Camera.** If you're looking at your own image when you're presenting a project or idea to share with the class, it gives you the impression that your attention is elsewhere. Position the webcam or laptop camera at eye level and direct your eye contact to the camera when speaking so that the class feels engaged and present.
- **Keep it Private.** Plan to eat before or after class, not during, even if your video is off. Similarly, avoid acting on personal activities such as blowing your nose or messaging/chatting during class. In an "emergency," turn off your audio and step away from a minute.

(¹UIC Office of Preparedness and Response (2020). Guide to classroom etiquette in the age of zoom (PDF file).)

Preferred First Name (PFN), Name Pronunciation & Preferred Pronouns

Students who would like to use a name other than their legal first name are able to enter a preferred first name, update an existing preferred first name, or delete an existing preferred first name through Student Self-Service found at <https://my.uic.edu>.

- Click on "Student Self-Service" portal
- Click on "Personal Information" tab at top of page
- Click on "Preferred First Name" link
- Type in preferred name and click submit. OR if you want to remove an already submitted name, click on the name, check box to remove preferred first name and reset/edit name

Students are asked to complete a Qualtrics survey administered at the beginning of the Fall 1 semester to indicate the pronunciation of their name and preferred pronouns.

Guidelines for Student Use of Space and Resources

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

*Room 310
Kitchen/Apartment*

Appliances/supplies are not intended for student use. Be advised that this room has people traffic at all times of the day and must remain accessible.

*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

*Room 308
Student Study Room*

Available when not in use

*Room 301
Classroom*

Available when not in use.

*Room 313/314
Classroom*

Available when not in use.

BEATRICE D. WADE LIBRARY USAGE GUIDELINES

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

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

Business Cards and UIC Logo Use

Students can obtain UIC business cards through the UIC Office of Publication Services at a student rate. Per UIC Publication Services, UIC students are not permitted to use the UIC logo on personal stationary. Students cannot use the UIC logo on business cards that are purchased from an outside source or self-created.

FIELDWORK EDUCATION

Fieldwork provides students with the opportunity to apply knowledge and skills learned in the classroom as well as develop entry-level practice skills and professional behaviors under supervision.

The American Occupational Therapy Association (AOTA) states that the purpose of fieldwork is “to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population” (AOTA, 2016).

All students in the University of Illinois at Chicago Occupational Therapy program complete one fieldwork experience during the first spring semester; two, two-week fieldwork experiences during the first summer semester; and two 12-week experiences in the second year. Successful completion of these fieldwork placements allows students to fulfill the requirements for fieldwork stipulated by the Accreditation Council for Occupational Therapy Education (ACOTE).

Level I and Level II fieldwork experiences are described below:

- Level I fieldwork introduces students to the fieldwork experience and provides opportunities to apply knowledge to practice and develop an understanding of clients’ needs. All MS students complete three Level I fieldwork experiences:
 - Level IA fieldwork involves students working together to develop, implement, and evaluate a group activity designed to address the psychological and social needs of the clients in a community agency. Level IA is a part-time fieldwork experience during the first spring semester.

- Level IB and IC fieldwork are designed with an emphasis on helping students develop professional behaviors and beginning practice skills. In addition, Level IB/C fieldwork facilitates an understanding and appreciation of psychosocial issues influencing engagement in occupation. Together, these full-time experiences comprise a four-week clinical placement in the summer after the first year of classes.
- Level II fieldwork** provides the opportunity for students to become competent, entry-level, generalist occupational therapists through the application of occupational therapy theory and the development of psychomotor skills, critical reasoning, and professional behaviors. Students complete two, 12-week Level II fieldwork experiences in two different practice settings during the second spring and summer semesters.

**Prior to beginning Level II fieldwork, students must satisfactorily complete all coursework with the exception of OT 555 and any electives. All Level II fieldwork must be completed at a satisfactory level for a student to graduate and to be eligible to sit for the certification exam administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT®).

Each student completes fieldwork in a variety of settings (such as clinics, community agencies, hospitals, and schools) with clients experiencing different types of disabilities (psychosocial, developmental, cognitive, physical), and with clients of varying age groups. To ensure quality fieldwork experiences, several factors are considered when matching students to fieldwork sites including student ability and professional behaviors, previous experience, and preferences as well as site availability.

There is currently a critical shortage of fieldwork sites nationwide, leading to challenges in securing fieldwork opportunities in specific geographic areas and practice areas. Because of these challenges, students who are accepted to the UIC OT program from other states may not be able to complete fieldwork in their home state. The primary goal when matching students to fieldwork sites is to ensure quality experiences and prepare students for entry-level generalist practice as an occupational therapist.

As a result of the nationwide critical fieldwork shortage, the UIC Department of Occupational Therapy is not able to place all of our students for fieldwork locally or on public transportation lines. For this reason, **all incoming students must be prepared to do any of the following** in order to ensure their fieldwork experiences prepare them for practice as entry-level clinicians:

- Relocate outside of Chicago for one experience, including out of state
- Travel more than an hour to fieldwork sites
- Have access to a car and drive to their fieldwork site

In order to maximize available fieldwork placements, all students must be prepared to relocate out of the Chicago area for one fieldwork placement occurring after the Spring 1 semester, and bear any costs associated with relocation. Students may request an exemption from relocation if they have extenuating situations that would make relocation impossible, such as caring for dependents or documented personal medical reasons. Exemption from relocation will not be granted for financial hardship, research assistantships or students with no access to a car or who do not have a valid driver's license.

Costs associated with potential relocation for fieldwork include, but are not limited to; transportation to city where the fieldwork site is located and housing. In addition, all students must be prepared to arrange and pay for transportation from their residence to a fieldwork site as well as all parking fees associated with their fieldwork placement, when applicable.

The Academic Fieldwork Coordinators reserve the right to change, modify, or cancel an already scheduled fieldwork assignment based on their assessment of:

- A student's readiness for fieldwork.

- The quality of the learning experience at the site.
- The appropriateness of the placement for the student.

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

Personal and Professional Responsibility

Students are responsible for knowing and adhering to regulations of UIC, "The Occupational Therapy Code of Ethics" and applicable laws while on fieldwork. This includes regulations of the State of Illinois, university, college, department and fieldwork facility. Many facilities require students to sign a statement clarifying professional responsibilities with respect to privileged information and an awareness of the consequences of breaching confidentiality. Additionally, the College of Applied Health Sciences requires students to complete several trainings, including about HIPAA privacy and security laws. Breaching confidentiality is unethical and can be grounds for immediate dismissal from fieldwork, and in some instances, the university.

Professional Liability

Professional liability insurance is provided by the university and becomes activated upon registration for fieldwork courses. This insurance covers students on university education related activities. The University's Professional Liability Insurance only covers work at the fieldwork site when the student is formally enrolled in coursework. Upon graduation, students become professional practitioners and may be required to purchase their own professional liability insurance.

Dress & Identification

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

Attendance

The education standards set by the American Occupational Therapy Association, require students to complete the equivalent of 24 weeks full-time Level II fieldwork. This can be completed on a full or part-time basis, but may not be less than half-time. Students are expected to consider their education as a priority and must attend all scheduled days of fieldwork. **Absence from fieldwork is not permitted except in the case of illness or unexpected emergencies** (e.g., family illnesses, deaths; incidences over which a student has no control). The following are NOT valid reasons to miss fieldwork or request a schedule change: interviews, weddings, work scheduling conflicts, meetings unrelated to OT education, non-emergency doctor/dentist appointments, travel conflicts to and from the facility and vacations. UIC academic fieldwork coordinators will not grant personal exceptions to this absentee policy. If students must adhere to a rigid schedule secondary due to care-giving responsibilities or transportation needs, requests should be discussed with the Academic Fieldwork Coordinators prior to fieldwork matching to allow for an accommodation. In cases where fieldwork time is missed due to illness, emergencies, or inclement weather, all missed time must be made up. In addition, the UIC Academic Fieldwork Coordinators must be notified if the student misses a significant amount of time during fieldwork. Under some circumstances, the UIC Academic Fieldwork Coordinators may approve time off for attendance at a national or state conference or for a continuing education course.

International Students on J-1 Visas: Curricular Practical Training

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

Student Initiated Termination of a Fieldwork Experience

If a student chooses to leave a fieldwork experience without notice, they will receive a grade of Unsatisfactory (see Site Abandonment policy in the fieldwork handbook). A grade of Unsatisfactory results in dismissal from the program and the student must appeal to the Academic Standing Committee to reverse the dismissal and begin another fieldwork rotation.

Students may terminate a fieldwork experience using the following procedures:

For Level I FW:

Within the first month of the Level IA fieldwork experience or between the first and 10th day of Level IB/C fieldwork experience, the student must notify, in writing, the Academic Fieldwork Coordinators, of their intent to end the fieldwork experience with justification for this action.

After the first month of the Level IA fieldwork experience, or between the first and 10th day of Level IB/C fieldwork, students who end a fieldwork experience will receive a grade of Unsatisfactory unless there are extenuating circumstances, as determined by the Academic Fieldwork Coordinator on a case-by-case basis.

For students ending a fieldwork experience after the above timeframes, the Academic Fieldwork Coordinators, in consultation with the Academic Standing Committee Chair, will evaluate the circumstances that led the student to terminate the fieldwork experience to determine: a) the appropriate grade, b) whether or not the student is permitted to proceed with fieldwork, and c) if the student is permitted to proceed with fieldwork, the requirements that must be met. Because of the logistics involved in scheduling fieldwork, students must anticipate a *minimum* of a 3-month and up to a 12-month delay in rescheduling off cycle fieldwork.

For Level II FW:

Between Weeks 1-8 of the fieldwork experience, the student must notify, in writing, the Academic Fieldwork Coordinators of their intent to end the fieldwork experience, including a justification for this action. For students who choose to end a fieldwork experience between Weeks 1-8, the Academic Fieldwork Coordinator of record, in consultation with the Academic Standing Committee Chair, will evaluate the circumstances that led the student to terminate the fieldwork experience to determine: a) the appropriate grade b) whether or not the student is permitted to proceed with fieldwork and c) if the student is permitted to proceed with fieldwork, the requirements that must be met. Because of the logistics involved in scheduling fieldwork, students must anticipate a *minimum* of a 3-month and up to a 12-month delay in rescheduling off cycle fieldwork. Students are referred to the MS Handbook for procedures to appeal an academic decision.

Between Weeks 9-12 of the fieldwork experience, students who choose to end a fieldwork experience will receive a grade of Unsatisfactory unless there are extenuating circumstances, as determined by the Academic Fieldwork Coordinator of record on a case-by-case basis.

Students receiving a grade of “Incomplete” (I) for a fieldwork course need to register for “zero credits” during the semester in which they will finish the course so that the student is covered under the University’s liability insurance policy. Students may request an exemption from registration if they have extenuating circumstances. If an exemption is granted, the student must still maintain health insurance coverage. All health documentation, BLS/CPR certification, trainings, and any other such requirements must also be valid and current in order to return to fieldwork.

Students at Risk of Fieldwork Failure

If a student is at risk of failing a fieldwork assignment, due to performance and/or professional behavior issues, the fieldwork educator must contact UIC’s Academic Fieldwork Coordinator immediately to inform them of the student's status, so that attempts may be made to facilitate successful fieldwork completion. If a learning contract is initiated and UIC’s Academic Fieldwork Coordinator is not present when it is signed, the contract should be forwarded or a copy sent to UIC’s Academic Fieldwork Coordinator for the student's records.

The decision whether or not to continue the fieldwork experience is based on an assessment of the student's:

- Potential to remain in the fieldwork setting without being disruptive to client care;
- Response to supervisory feedback; and
- Potential to improve skills, judgments, and/or professional behaviors in a reasonable amount of time with normal supervision.

Certain student infractions (e.g. lack of compliance with HIPAA and/or patient safety regulations) may result in immediate dismissal from the fieldwork site in accordance with clinical contracts between the university and our fieldwork sites and, depending on the situation, any student who is failing fieldwork *may* be asked to leave the fieldwork site before the end of the experience.

The Department requires that enrolled MS students receive a grade of Satisfactory in all occupational therapy courses, including fieldwork. Therefore, a grade of Unsatisfactory in any fieldwork course will result in a recommendation to the Graduate College for dismissal of the student from the MS in occupational therapy program, even if the cumulative grade point average for all courses is above 3.0. See the MS Handbook for more information. Any student who is failing fieldwork Level II (OT 548/549) at the midterm point (the equivalent of 6 weeks) and who is terminated by the site will receive an Unsatisfactory for the course which will result in a recommendation to the Graduate College for dismissal of the student from the MS in occupational therapy program.

If a student believes that an evaluation of performance during fieldwork does not accurately reflect their performance and it does not involve a critical policy infraction (e.g. lack of compliance with HIPAA and/or patient safety regulations), they should discuss the matter immediately with the site fieldwork educator. If, after such discussion(s), the student still believes the evaluation is inaccurate, they should discuss the situation with UIC’s Academic Fieldwork Coordinator. In some cases, the student may need to contact the MS Director of Professional Education and/or the Academic Standing Committee.

GRADUATION AND LICENSURE

Commencement

Commencement is the formal ceremony during which degrees are conferred by the President of the University or their representative. It is a College celebration of new beginnings, not only for the graduates, but also for those who are awarded honorary degrees and recognition of services to the University. The College's commencement typically takes place in May. Our College (AHS) permits MS students who had not yet completed fieldwork to participate in the AHS commencement ceremony. In other words, students in the Class of 2018 who completed their Level II Fieldwork in the summer of 2018 were permitted to walk in the AHS Commencement that occurred in May.

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

Pinning Ceremony

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

Students whose progress in the MS program is delayed have the option of attending the pinning *as a graduate* after all requirements associated with the MS in Occupational Therapy program are completed. Alternatively, students whose progress is delayed can choose to attend the pinning ceremony for their class as a *non-graduating student*. If this option is selected, the non-graduating student would be allowed to process in, sit with their classmates during the ceremony, and walk out with their classmates. Students who chose to participate in the pinning as non-graduating students will be placed at the end of the line of students for the processional/recessional. The names of non-graduating students are not announced during the ceremony, but their names will be listed in the pinning program as "pending graduates." Students who attend a pinning as non-graduates will receive the pin given to graduating students via U.S. mail upon completion of all MS program requirements.

Class Composite

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

Certification/Licensure

During the Fall 2 semester, the Director of Professional Education will provide MS students with information regarding certification and licensure. This information will be revisited during the Summer 2 semester, during a group advising meeting on the topic of NBCOT certification and state licensure. Briefly, graduates of the MS program will be able to sit for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, graduates become registered occupational

therapists. All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Additional information regarding the certification exam may be found at www.NBCOT.org. Students should be aware that it will take several weeks after the completion of the last semester of classes before students can take the examination. Only an official final transcript will be accepted by NBCOT for examination eligibility purposes. (See www.nbcot.org for more details.)

A felony conviction or academic disciplinary action may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students are referred to the NBCOT website and the Online Certification Examination Handbook for details regarding the certification process and the exam scoring process.

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

STUDENT HEALTH

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

Recommendations resulting from the Campus Care and/or Counseling Service evaluation of the student's health and well-being *that the student has released to the Department* may be considered in overall assessment of a student's capacity to participate in the instructional and fieldwork program. If a student is deemed to not have the capacity to adequately participate in coursework or fieldwork, as determined by the Program Director in consultation with the Academic Standing Committee, the student has the right to appeal that decision to the Department Head and Office of the Dean of AHS.

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

The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when they 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, they may request remedy through the campus grievance procedure for discrimination.

The University Holidays and Religious Observances calendar can be found online at <http://oae.uic.edu/religious-calendar/>. 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 <https://oae.uic.edu/>.

FINANCIAL AID AND STUDENT EMPLOYMENT

Scholarships and Loans

If you have questions about your financial aid package, inquire at the Office of Financial Aid, Student Service Building, (M/C 018), 1200 West Harrison Street, Chicago, IL 60607-7161, or call (312) 996-3126. Their website is <https://financialaid.uic.edu/> if you have general questions. The financial aid contact email address for Graduate Students is GRADFinaid@uic.edu, but calling is recommended for a quicker response.

The OT department also distributes a list of known scholarships at UIC as well outside the department. The Graduate College web site also has resources listed for graduate students, but some do not apply to OT students. The web site addresses are listed at the end of this handbook.

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

Department of Occupational Therapy Scholarships and Awards

The application period for the department's scholarships is announced via email each semester, typically several weeks into the semester. An email will be sent to students reminding them to visit the UIC Scholarship and Awards Program website (SnAP) a few weeks before scholarship applications are due.

The UIC Department of Occupational Therapy awards about 15 scholarships (see the chart on the next page), evenly divided across the fall and spring semesters. Students are notified every semester in advance of the application deadline. An online application is required, and a resume/CV. Some scholarships also require an essay.

Most of the department scholarships are funded by alumni or former faculty. The department's Academic Standing Committee provides a description of each scholarship, the eligibility criteria, and the application instructions. Financial aid information is provided by the campus. The committee selects the students that most closely match the criteria. It typically takes 4-6 weeks from the application deadline.

Note that if you do not have any unmet need for financial aid according to the financial aid office, and have loans, the financial aid office typically reduces the amount of your loans for the next semester by the amount of any scholarships you receive. In other words, it reduces your loan debt but may not result in a gain in cash after the scholarship is awarded. If you have unmet need, or have declined part of your financial aid package, then you may be able to have both the scholarship and the full amount of loans the following semester. Contact the financial aid office for additional information.

You are encouraged to do your own search using one or more of the online scholarship search/information services including: www.fastweb.com, www.collegeboard.com, www.srnexpress.com, www.collegescholarships.com, www.fedmoney.org, www.guaranteed-scholarships.com, and

www.finaid.org. The UIC Student Financial Aid website (<https://financialaid.uic.edu/>), the UIC Office of Special Scholarship Programs (<https://scholarships.uic.edu/>), and the U.S. Department of Education's website (<https://www.ed.gov/>) also have links to various search engines and other resources.

UIC Department of Occupational Therapy Scholarships/Awards				
Award/Scholarship	Amount of Award	How Many Awards	Who is eligible to apply?	Main criteria
1. Alumni Scholarship	\$1000	1	MS (with no RA or TA)	Financial need
2. Rhoda Erhardt Scholarship	\$2000	2	MS, P-OTD	Financial need; recipient shall demonstrate an interest in or a commitment to pediatric occupational therapy practice.
3. Ruth Hadra Scholarship	\$900	1	MS (with no RA or TA)	Overcoming challenges and has financial need; preference given to a first- or second-generation immigrant or a student that has overcome significant hardship.
4. Illinois Federation of Women's Clubs - Third District Scholarship	\$1500	1	MS (with no RA or TA)	Financial need and living in the third district club geographical area (south and southwest Chicago and suburbs)
5. Jackson-Frey Scholarship	\$2000 (or \$1000 if 2 awardees)	1	MS, P-OTD	Financial need; recipient must be a veteran with honorable discharge from a branch of the U.S. armed services OR be interested in working with veterans or active-duty military.
6. Lois Anderberg Koji Award	\$900	1	MS (with no RA or TA)	Financial need
7. Barbara Loomis Scholarship	\$2000	1	MS, P-OTD, PhD	Academic achievement and leadership; recipient must have a career plan that includes teaching either in the classroom or the clinical fieldwork setting.
8. Winifred Scott Scholarship	\$1300	1	MS, P-OTD, PhD	Academic achievement; recipient must demonstrate an interest in or commitment to serving African Americans or African American communities.
9. Lillian Torrance Scholarship	\$2000	Fall: 3-4 Spring: 3-4	MS, P-OTD, PhD	Academic achievement and financial need

MS – Master of Science in occupational therapy students
P-OTD – Post-Professional occupational therapy doctorate students

RA – Research Assistantship
TA – Teaching Assistantship

Additional Scholarships and Awards:

Award/Scholarship:	OT Graduate Student Travel Award
Available to:	MS, OTD or PhD students
Amount and purpose:	Up to \$500 per award is available; the number of awards depends on funds available. Funds are to be used for attending state, national, or international conferences or workshops.
Source:	Annual fund donations from alumni
Eligibility:	Written application describing why the student needs this award.
Selection:	The Department Head selects the award recipient(s), in consultation with faculty.
Notification/Timeline:	Email sent to all eligible students announcing the award availability, typically in early fall (for state conference) and February (for national conference).
Award/Scholarship:	Student Presenter Award (not an OT dept award, but supplements the Dept award)
Available to:	MS or PhD students
Amount and purpose:	Up to \$200 per award is available if the department provides \$100. Graduate College funds are available to reimburse students for travel expenses when they do a presentation at a scholarly meeting or conference. Applications are considered at the end of September, January, and May.
Source:	UIC Graduate College
Eligibility:	Application form required available at the following link https://grad.uic.edu/student-presenter-awards/
Selection:	This \$200 award is automatic if the student submits the required material following travel.
Notification/Timeline:	Per the graduate college
Award/Scholarship:	Department of Occupational Therapy Achievement Award
Available to:	Graduating MS students
Amount:	The College provides a plaque or certificate; no financial award is associated with this award.
Eligibility:	One of the top students in academic achievement, leadership, and service. Students are nominated by the Academic Standing Committee and faculty, and students supply information as requested.
Selection:	The faculty selects the award recipient.
Notification/Timeline:	Awarded at the Pinning Ceremony by the Academic Standing Committee Chair
Award/Scholarship:	Department of Occupational Therapy Emerging Leader Award
Available to:	Graduating MS 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:	Awarded at the Pinning Ceremony by the Academic Standing Committee Chair

Award/Scholarship:	Beatrice D. Wade Award
Available to:	Graduating MS students
Amount:	\$1000 is available annually; it can be awarded to one student or split between two or more students.
Source:	Beatrice D. Wade Occupational Therapy Award, an endowment account funded with donations from alumni and faculty
Eligibility:	Exemplary performance on fieldwork. Students are nominated by their fieldwork educator and each nominee writes a personal statement in support of the nomination.
Selection:	The Academic Standing Committee and fieldwork coordinators select the award
Notification/Timeline:	Awarded at the Pinning Ceremony by the Fieldwork Coordinator.

Applied Health Science College Award

Van Doren Scholarship

Eligibility:	All students with significant financial need or financial holds preventing registration 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:	Generally, awards of \$250 to \$2,000 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:	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 .

Graduate/Research Assistantships

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

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

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

If you are awarded a GA, you must see the occupational therapy department's Business Manager immediately to complete the necessary forms. 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.

Student Employees

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

Employment

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

REGISTRATION, TUITION AND RECORDS

Registration

Registration takes place using the Student Self Service Log in portal.

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

Holds

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

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

- 1) Pay the amount owed online (<https://paymybill.uillinois.edu/>) or at one of the payment locations listed below prior to registration.

Payment Locations:

- a. West Side Cashier's Office, Room 116, Marshfield Building, 809 South Marshfield Avenue. Hours: 8:45 a.m.-4:00 p.m.

- b. Payment depositories are available at the Main entrance of the Student Services Building and the 1st Floor of the Marshfield Building, across from the Cashiers Office.
 - 2) If you think you already paid, but you either aren't sure, or you are still getting bills, report to 1900 Student Services Building. Staff can clear an encumbrance once you present a receipt, proof of payment, or proof of pending financial aid.
- B. Health Documentation/Immunization Hold: Students must be in compliance with the department's health requirements at all times during the MS program. Students will not be permitted to have any client contact at clinical or community agencies without documentation of their compliance. Therefore, it is critical that you complete all health requirements and submit/update health documents so that you are able to complete course assignments. After the first semester, students will continue to be prohibited from having client contact, but will also be placed on hold for registration for any courses until documentation has been submitted and approved. If you have any questions on OT program health documentation, please contact the Fieldwork Coordinators.

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.

Withdrawal from the University and Refunds

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

Students wishing to withdraw from the University may submit an online request to the Office of Registration and Records through the Student Self Service portal through the tenth day of the Spring and Fall terms and fifth day of Summer term. Students who are thinking about withdrawing should notify the Director of Professional Education.

2. Withdrawal (after classes begin)

- A. *First through tenth day of the term:* From the first through the tenth day of the term, you may drop or withdraw from all of your courses in one of two ways:
- 1) You can drop all but one course through the Student Self Service portal. As stated above, you will need to submit an online request to the Office of Registration and Records through the Student Self Service portal in order to drop that last course (90% refund of tuition and certain fee, less the administrative charge will be given after your student account has been adjusted accordingly).
 - 2) You can also complete a "Cancellation of Registration" form at the Office of Records and Registration, no later than the end of the second week of classes.
- B. *After the tenth day of the term:* You must report to the Graduate College to complete your withdrawal. It cannot be done via Student Self Service portal. Students who are thinking about withdrawing should notify the Director of Professional Education.

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

See the refund schedule at the following link for more information: <https://registrar.uic.edu/financial-matters/refund-schedule/>

3. *Readmission*

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

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Payment of Tuition and Fees

1. *Tuition Payment Obligation:* Registration via the UIC portal of <https://my.UIC.edu> or any other recognized method of enrollment obligates a student to pay all applicable tuition and fees for the term. By registering for classes, you assume academic and financial responsibility for confirmed courses resulting from your registration and responsibility for any additional costs that may result from the University's efforts to obtain payment. Note: Tuition and fees are subject to change without notice any time prior to the first day of instruction.

2. *Payment of Tuition and Fees:* E-Bills is a feature within UI-Pay, the student online billing and payment system, in which students may view their bills and make online payments. For more information about E-Bills, please visit: <https://paymybill.uillinois.edu/>. If your student account becomes past due, a hold will be placed on your academic records. This hold precludes you from registering for any subsequent terms. In addition, transcripts will not be released until your student account is paid in full. Charges incurred for room, board, parking, library fines, and other departmental and college charges will appear on the E-bill.

3. *Explanation of UIC Student Fees:*

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

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

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

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

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

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

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

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

Library and Information Technology Assessment:

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

TUITION AND FEE TABLE FOR MS STUDENTS ENTERING 2021-22

Current tuition & fee rates per semester and for the total program				
	Per Semester		Estimated total for total 2 yr MS program (based on 4 full-time semesters and 2 summers with a 2% estimated increase in tuition and fees for yr 2)	
	Resident of Illinois	Non-Resident of Illinois	Resident of Illinois	Non-Resident of Illinois
Graduate Base Tuition	\$5,935	\$12,369	\$30,331	\$62,213
OT Tuition Differential	\$2,483	\$2,483	\$12,690	\$12,690
General Fee	\$481	\$481	\$2,458	\$2,458
Service Fee	\$357	\$357	\$1,824	\$1,804
Health Service	\$104	\$104	\$532	\$532
HMO Insurance <i>(This can be waived with proof of insurance)</i>	\$697	\$697	\$3,562	\$3,562
Academic Facilities Maintenance Fee	\$344	\$344	\$1,758	\$1,758
Library & Information Technology Assessment	\$226	\$226	\$1,155	\$1,155
Student to Student Fee	\$3	\$3	\$15	\$15
Sustainability Fee	\$6	\$6	\$31	\$31
CTA U Pass Transportation Fee	\$163	\$163	\$833	\$833
Total	\$10,799	\$17,233	\$55,189	\$88,071

Tuition and fee rates are posted on the UIC website at www.uic.edu/depts/oar/grad/tuition_grad.html. While the University of Illinois Board Of Trustees has set these tuition and fees for the 2021-22 academic year, tuition and fees are subject to change without notice any time prior to the first day of instruction.

Transcripts

Transcripts (both hard copy and electronic) may be ordered online at the following link:
<https://registrar.uic.edu/student-records/transcripts/>

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.

Forms

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

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

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

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

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

Obtaining Photocopies of Submitted Forms

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

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

CAMPUS LIFE

Photo ID Cards

Students must have a UIC photo ID "I-card" to borrow books from the library, obtain prescription drugs from the campus pharmacies, and to use computers. The photo ID card serves as your permanent identification and is replaced for a fee if lost or stolen. For information on how to obtain your I-card, please visit the ID Center website at: <https://idcenter.uic.edu/> or email any inquiries to: idcenter@uic.edu.

CTA Ventra U-Pass

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

The U-PASS program is not optional. All full-time students are assessed the \$163 CTA Transportation Fee for each of the Fall and Spring semesters. UIC also participates in the Summer U-PASS program. This fee for the summer is less than the academic year due to the condensed schedule. The Summer U-PASS is available for the entirety of both portions of the summer term.

U-PASS Distribution

The CTA Ventra U-PASS is always valid the Wednesday prior to instruction beginning according to the through the Wednesday following finals week.

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

Housing on Campus

Housing is available for students 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:
<https://commuter.uic.edu/housing/>

Health Service

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

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

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

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

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

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

CampusCare

All registered students are enrolled in CampusCare. **There is no enrollment form to complete.** Information regarding the CampusCare Program can be viewed online at the following link: <https://campuscare.uic.edu/>. Students with equivalent health insurance coverage can opt out of the CampusCare Program by submitting the online Waiver Form within designated timeframes. Students MUST fill out a waiver at the beginning of every academic year in order for the CampusCare charge to be removed from their student account. Students who previously waived the Student Health Benefit Program, can reapply by completing the Reinstatement Application Form online.

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

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

Counseling Service

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

Student Service Building, phone 996-3490, or check via the web site listed at the end of the handbook.

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

UIC Smoking/Tobacco Ban

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

UIC Alcohol and Other Drugs (AOD) Policy

The policy and resource guide was prepared in accordance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. It describes the health risks and legal sanctions associated with alcohol and other drugs. It outlines the University's standard of conduct and disciplinary actions taken against students or employees who violate the standard. It also provides university and community resources to help with a drug or alcohol-related problem.

Under the federal Controlled Substances Act, marijuana is classified as a Schedule 1 controlled substance and is illegal. Consistent with that Act and the federal Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, the University prohibits the unlawful or unauthorized possession, use, distribution, dispensation, sale, or manufacture of marijuana (cannabis) on University property or as part of any University activity. The passage of the Illinois Cannabis Regulation and Tax Act in 2019, which legalizes certain activities related to marijuana under Illinois state law effective January 1, 2020, does not affect federal law or the university's marijuana prohibition.

University's marijuana prohibition applies to both recreational and medical use. That means having a medical marijuana registry identification card under the Illinois Compassionate Use of Medical Cannabis Pilot Program Act does not allow you to use or possess marijuana on University property (this includes but is not limited to outdoor spaces, classrooms, and residential halls) or as part of any University activity. Compliance with these laws and acts represents the University's commitment to maintaining a healthy learning and work environment. In addition, remaining in compliance helps to protect the millions of dollars in federal funding UIC receives for student financial aid and research.

For more information on "UIC is Cannabis Free," visit: <https://go.uic.edu/cannabisfacts>

To review the UIC Alcohol and Other Drug Policy and Resource Guide, visit:

<https://wellnesscenter.uic.edu/wp-content/uploads/sites/100/2021/01/2020-2021-UIC-AOD-Policy-1.pdf>

Students should contact the Office of the Dean of Students at 312-996-4857 with any questions.

SAFETY

Campus Safety & Security

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

1. **POLICE/FIRE EMERGENCY #**

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

UIC Police offer the following security tips:

- Be aware of your surroundings. Use all your senses to be alert for danger, and when walking alone, don't wear headphones or earbuds.
- Don't display valuables in public.
- On campus, look for the location of the nearest emergency call box (there are more than 1,500 across campus.)
- To contact the UIC Police, call **312-355-5555** for emergencies or **312-996-2830** for non-emergencies.
- Report crime promptly to police.
- When a building has been locked and you are leaving, do not leave the door open so others can enter. Never prop open the front door and leave it unattended.

Safety Tools Available at UIC

UIC's Emergency Notification System (ENS) is more commonly referred to as UIC ALERT. If there is a threat to the campus community, a UIC ALERT will be sent describing the nature of the situation and instructions on immediate protective actions that you can take. In a campus emergency, the University will use several information delivery methods to reach you because, at any given time, one form of communications might be better to reach you than another. UIC ALERT will deliver messages using some or all of the following channels:

Mobile Phone Text Messages:

UIC ALERT (<https://help.uillinois.edu/TDClient/37/uic/Requests/ServiceCatalog>) is an optional free service that allows UIC officials to send text messages to your mobile phone or any text message capable device in the case of a campus emergency.

SIGN UP (<https://accountportal.uic.edu/>) with your Net ID and password to subscribe your cellphone number to **UIC ALERT**.

Digital Media

-UIC emergency information website (emergency.uic.edu)

-Emails to all **@uic.edu** accounts.

-Twitter account ([@UICReady](https://twitter.com/UICReady) and [@UICNews](https://twitter.com/UICNews))

-UIC desktop alerts

-UIC homepage (www.uic.edu)

Emergency Call Boxes and Blue Light Poles (Rath Security Emergency Blue Light Poles)

Emergency blue light call boxes on campus will provide immediate access to the UIC Police Department. Press the call button on the unit to call for assistance. Any person on the campus who feels threatened can use the system.

Sound Alerts

Campus sirens and loudspeakers: Buildings have at least one device (a receiver, transmitter, and blue strobe light for ADA compliance) which can emit a variety of sirens and pre-recorded messages.

Transit and Transportation Services can be found at the following link: <https://ready.uic.edu/digital-materials/be-safe-and-prepared/safety-tools-available-on-campus/>

Walking Safety Escort is a free walking escort service provided by trained Student Patrol officers supervised by UIC Police Department, serving university students and employees so no one has to travel alone at night on and around campus.

By walking in groups, campus community members reduce their risk of being targeted by a criminal.

Escorts should be requested 10 to 15 minutes before you want to leave to allow for proper availability of security personnel.

- Available: 24/7 (24 hours, 7 days per week)
- To schedule a Walking Safety Escort, please call: (312) 996-2830

Night Ride

On-call transportation service operating during evenings to provide a safe after-hours transit option.

- Available: 11:00 PM and 7:00 AM, 7 days per week
- Call: (312) 996-6800
- E-mail rides@uic.edu

Before riding the Night Ride, please create a TransLoc account. TransLoc is used for on-demand requests for the Night Ride and to provide real-time tracking.

UIC Virtual Police Escort

Download the UIC SAFE app and ask UIC Police to **virtually walk** with you when coming to, or from, class, home or simply walking across campus to get your car.

Provide the **cellphone number** of your device and a **personal safe word**. In case of an emergency, the one-touch button will notify the dispatchers with your **latest GPS location** and, if necessary, the calling function of your device will allow you to **call UIC Police**.

*To use this feature, you must enable **Location Services** on your phone

UIC SAFE app

UIC SAFE (<https://ready.uic.edu/digital-materials/uic-safe-app>) app is a **FREE** personal security tool that provides students, faculty and staff with added safety on the campus.

The app's user-friendly interface allows users to easily connect with friends and family to share their location in real-time as they walk. It allows direct and easy contact with dispatchers and first responders in case of emergencies and provides access to easy reporting forms, emergency guidelines and to a comprehensive list of support resources for students, faculty, and staff.

Added Safety Tools

UIC provides additional tools including bike registration, women's self-defense courses, safe exchange zones, etc. More information can be found at the following link <https://ready.uic.edu/digital-materials/be-safe-and-prepared/safety-tools-available-on-campus/>

SMS Alerts

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: <https://ready.uic.edu/>, via URGENT all-campus email, and by phone on the UIC Information Line at (312) 413-9696.

Evacuation Procedures for the Applied Health Sciences Building

Dial 5-5555 from a campus phone or 312-355-5555 from a non-campus phone. Give building and room numbers. Procedure in case of a fire is: the alarm indicating a fire is sounded over the building's P.A. System and consists of a voice and flashing light indicating that the alarm system is activated. When the fire alarm sounds, 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 exits in the areas you frequent.

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

1. If you need disability accommodations to participate in the evacuation drill or exit the building during an emergency, please contact any staff member in OT.
2. Review the locations of the two nearest exits for your area: **East and West stairwells; Central stairwell is reserved for use by emergency service personnel.**
3. Review the location of the nearest fire alarm pull station, if applicable.
4. During an emergency evacuation, please remember to take your personal belongings with you. (e.g. keys, purses, backpacks, laptops, etc.)
5. During the emergency evacuation, all building personnel shall follow the instructions of the emergency services personnel. This includes: the members of the 916 – Applied Health Sciences Building Evacuation Team, UIC Environmental Health and Safety Office personnel, the UIC Police Department, and the Chicago Fire Department.
6. Once the fire alarm is activated, all personnel shall immediately leave the building through the nearest and safest exit. **Do not** attempt to use the elevators as a means of exit—use the east or west stairwells.
7. Each floor has a room designated as an 'area of rescue'. The designated room in OT is room 350 (Wade Library). This room is equipped with a call system, fire door, and an automatic door opener. If you are unable to walk down the stairs, please notify one of the staff that you will wait in this room so we can notify emergency personnel.

8. Personnel, who work 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.
9. All room doors within the building should be closed and left “unlocked” with the exception of the Daycare Center and any area that has radioactive materials or any other area that may be designated.
10. 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). Do not stand in the driveway or in front of the parking lot entrance. Stay on the grass or sidewalk.**
 - a. In case of bad weather (e.g. rain or snow), personnel shall then proceed to northwest corner of the Wood Street Parking Structure.
11. 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 EXTINGUISHER LOCATIONS

Fire extinguisher are located outside of rooms 325(east hallway), 313 (center hallway) and 347 (west hallway).

FIRE EXTINGUISHER SERVICE

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

Accident or Injury

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

- 1) inform the University Police at **312-355-5555** for emergencies and **312-996-2830** for non-emergencies,
- 2) seek necessary medical attention, and
- 3) when possible, notify any faculty or staff member.

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

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

If a student is injured at a fieldwork site, the site may provide emergency care however the student is responsible for the expenses of such care, thus the requirement to maintain health insurance. Students must inform the Academic Fieldwork Coordinator of any injuries that occur during a fieldwork experience. Additional information regarding illness and injury while at a fieldwork sites can be found in the Fieldwork Handbook.

during the “Orientation to Fieldwork” Group Advising Session that occurs during first semester of the program.

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

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

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

Appropriate Use of Equipment & Supplies

Students and guests are expected to use classroom spaces, equipment and supplies in a respectful, professional manner. Students, faculty and guests are to adhere to safety precautions at all times. Hazardous substances (e.g., acetone used during splinting labs), are to be handled and utilized with utmost care. The MS Handbook Addendum- Infection Control provides additional information on equipment-related infection control procedures.

Health Insurance Portability and Accountability (HIPAA) Training

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

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

Program Health and General Requirements

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

Exxat Documentation Vendor

Students are required to submit all healthcare requirements, forms and general requirements to an outside vendor called *Exxat*. 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 ten-panel drug test which are completed via Exxat and their partner, Universal Background. 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 are required to provide evidence of either immunization or immunity via titer lab reports for a variety of conditions including, Measles, Mumps & Rubella (MMR), Tetanus/Diphtheria/Pertussis (TDAP), Varicella (Chicken Pox), Hepatitis B, COVID-19, and Influenza.

PROFESSIONAL AND CAMPUS ORGANIZATIONS

Illinois Occupational Therapy Association

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

Illinois Occupational Therapy Association
P.O. Box 4520
Lisle, IL 60532
708-452-7640
www.ilota.org

American Occupational Therapy Association

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

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

The Illinois Student Occupational Therapy Association (ILLI-SOTA)

The Illinois Student Occupational Therapy Association (ILLI-SOTA) is a recognized student organization that serves to promote professional development through education, leadership opportunities, networking, volunteer activities, social and philanthropic activities. Student representatives are elected from each class of graduate students. ILLI-SOTA creates a professional culture that is member-driven and facilitates communication between first and second year students, allowing all members to have the opportunity to contribute to the organization's yearly objectives.

ILLI-SOTA Faculty Liaison: Jenica Lee

Student Council, College of Applied Health Sciences

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

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

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

Graduate Student Council Representation

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

STUDENT SUPPORT SERVICES AND INTERNET RESOURCES

<https://www.uic.edu/>

For an additional listing student resources, please visit the [Current Student Resources webpage](#) for a one-stop shop with information and resources for current students including, including student life, mental health financial aid, health and safety, and getting around campus.

Academic Center for Excellence

<https://ace.uic.edu/>

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

<https://acc.uic.edu/>

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://oae.uic.edu/>

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

<https://admissions.uic.edu/>

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)

<https://aaan.uic.edu/>

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

<https://today.uic.edu/category/announcements>

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

Applied Health Sciences, College of

<http://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

<https://apastyle.apa.org/6th-edition-resources/basics-tutorial>

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

<https://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

<https://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://involvement.uic.edu/>

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

Career Services, Office of

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

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.

Counseling Center

<https://counseling.uic.edu/>

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://drc.uic.edu/>

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

<https://financialaid.uic.edu/>

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/>

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://lares.uic.edu/>

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

Native American Support Program
<https://nasp.uic.edu/>

2700 Student Services Building, (312) 996-4518

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

Occupational Therapy Department
<http://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.

Parking Services, Office of
<https://parking.uic.edu/>

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.

Retail Operations, UIC
<https://cas.uic.edu/retail/>

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

Sports Events, UIC
<http://uicflames.com>

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

Student Assistance Request
<https://dos.uic.edu/student-assistance/>

Student Assistance can support with issues including, but not limited to, personal and family emergencies, academics, interpersonal conflicts, personal safety, transition issues, and physical and mental health concerns.

Student Health Services
<https://studenthealth.uic.edu/>

Explore health services offered by the campus. For Health & Personal Concerns, please visit the following website: <https://dos.uic.edu/student-assistance/health-personal-concerns/>

Student Legal Service
<https://dos.uic.edu/studentlegalservices.shtml>

2100 Student Services Building, 1200 W. Harrison Street, Chicago, IL 60607; 996-9214
Provides legal consultation and advising to students

Student Life, UIC

<https://sa.uic.edu/student-life/>

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.

Student Support, UIC

<https://www.uic.edu/academics/student-support/>

1200 W. Harrison St., 312-996-7000

Our goal is to give students a wide range of experiences that build skills for school and life. The University of Illinois at Chicago helps students succeed in a challenging, exciting and diverse global community of scholars.

The Wellness Center

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

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

<https://writingcenter.uic.edu/>

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 their 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

<https://uhp.uic.edu/>

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.

UNIVERSITY OF ILLINOIS AT CHICAGO
College of Applied Health Sciences
Department of Occupational Therapy

Policy & procedure for obtaining consent to use recorded images for educational purposes

Photographs, videotapes, and audiotapes of persons with disabilities can be powerful teaching tools. At UIC, we have a strong case-based approach so that such case portrayal is common. In all cases, it is necessary to respect an individual's right to privacy. Therefore, identifying materials can be used only with the permission of the individual whose identity is revealed or, where appropriate, with the permission of the person's legal guardian/parent.

Many case anecdotes and materials can be fictionalized so that the client's identity is not revealed. This approach should be used whenever possible, provided that it does not affect the effectiveness of the teaching materials.

However, whenever photographs, video-recording or audio-recording are used as part of a case presentation, privacy cannot be assured. Therefore, it is always necessary to obtain the written consent of an individual prior to the photographic or electronic recording of their image/voice.

Individuals should be told the following:

- that no reimbursement will be given and that the person relinquishes any future financial claim
- the type of audience who will typically see the materials (ordinarily students and professionals and sometimes other persons with disabilities)
- the purpose for which they will be used (teaching, enhancing knowledge of professionals, bettering the care that persons receive, etc.)
- once they give permission (which they cannot revoke) the materials become UIC property and might be edited, copied and organized into videotape or other presentations at significant cost.
- [in some cases] the materials will be distributed outside UIC and commercially sold to other educational institutions or to institutions providing care to persons with disabilities.

These conditions are all laid out in the consent forms.

A signed copy of the consent form should be kept by the faculty member, student or staff who was involved in recording the image, a copy should be given to the person (and/or parent/guardian), and a copy should be given to the department head for filing.

The difference between informed consent for recording voice/image and informed consent for research

Informed consent for research is very different than the informed consent to record and use a visual/voice image of someone. First of all, informed consent for research requires approval of

the proposed research protocol and process of achieving informed consent by the university's designated Institutional Review Board. A number of specific ethical principles guide informed consent in research. Informed consent in research is aimed at protecting the person who agrees to be a subject.

Informed consent for recording visual/voice images involves privacy and ownership. In part, obtaining consent serves to protect the university from claims by the person who was recorded, which is why the consent assigns ownership to the university, is irrevocable and releases any financial claims. However, obtaining written consent also insures that an individual's privacy is respected and protected. Principles guiding this process are:

- Honesty (let the person know what is being recorded, for what purpose, who will likely see it, how it will be used, etc.)
- Integrity (allow the person to stipulate any personal information which he/she would like omitted. Allowing oneself to be recorded to the benefit of others is an act of generosity that needs to be respected)
- Participation (allow the person to have a voice in what gets presented, whenever appropriate. Often the best case materials result from the person being able to tell his or her own story)
- Credit (respecting the person's wishes; always acknowledge the contribution of time, personal information, etc. made by the individual)

Revised May 1, 2006

Adult Consent to be Photographed/Audio-recorded/ Video-recorded for Educational Purposes by the University of Illinois at Chicago

I hereby consent to and authorize the reproduction and use of my recorded image and/or voice, via photograph, audiotape, and /or videotape, by the Board of Trustees of the University of Illinois (the "Board") and its designees. I authorize the use and reproduction by the Board for any educational purpose, publication, instructional situation or similar endeavors, and commercial distribution to other educational institutions, without compensation to me. I acknowledge that this consent cannot be revoked and that the recorded images shall become the property solely of the Board or its assigns. I acknowledge that this permission does not include a time limit or restriction on the type of use.

Name: _____ Age: _____ (must be 18 years of age or over)

Signature: _____ Date: _____

Witnessed by: _____

Date: _____

(Signature of Authorized University Personnel)

MS HANDBOOK RESPONSIBILITY FORM

I have read the UIC Department of Occupational Therapy MS Student Handbook 2021-2023, which includes:

- The UIC Student Disciplinary Policy, which includes the Standards of Conduct(
https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf) ;
- the UIC Student Academic Grievance Policy (<https://policies.uic.edu/educational-policy/student-academic-grievance-policy/>); and
The NBCOT Code of Conduct (<https://www.nbcot.org/>).

I understand that:

- I am responsible for the information contained within the Handbook;
- I am expected to refer to the Handbook routinely before seeking information from my advisor or instructors to be better informed and best prepared to plan for my participation and success in the OT program;
- failure to adhere to the policies, procedures and guidelines included in the student handbook could negatively impact on my ability to graduate from the MS program.

Signature of Student

Date

Printed Name

SUBMISSION INSTRUCTIONS

Please upload this form to the Department of Occupational Therapy Learning Blackboard Site by noon on Friday, 9.2.21

- 1, Save this form on your computer for your records as “(Insert Your Last Name) Handbook Form”.
2. Log on into uic.blackboard.com using your UIC Net ID and password.
3. Click on Department of Occupational Therapy Learning Resources >> MS Orientation 2021 >> Handbook Responsibility Form.
4. Attach the file and click “Save”.