



MARQUETTE
UNIVERSITY

College of Health Sciences
Occupational Therapy

OTD Student Handbook
2024-2025



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College of Health Sciences
Occupational Therapy

DEPARTMENT OF OCCUPATIONAL THERAPY

OTD Student Handbook 2024-2025

Class of 2025

Class of 2026

Class of 2027

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SECTION I
OVERVIEW



MARQUETTE
UNIVERSITY

College of Health Sciences
Occupational Therapy

Welcome Class of 2027!

We are very excited to have you here and look forward to a challenging but rewarding three years together! You have chosen to be part of the MU OTD family! We are all here to support you on your journey toward becoming an occupational therapist.

Thank you for entrusting your education to us. We will work together to make sure you gain the best experiences to enhance your learning and education. We are proud of our program, and I am confident you will find that you made the right choice in joining us.

This handbook outlines all the policies and procedures you will need to know and comply with in order to be successful in our program. Please take the time to carefully review each section and ask any questions you may have.

As you begin your educational pursuit of becoming an occupational therapist here at MU, I hope you find the drive and passion to become lifelong learners in the field, follow the mission of MU in service and commitment to the community, and continue to develop professional and personal competence both in the field of Occupational Therapy and in your community.

"I can do all things through Christ who gives me strength." Philippians 4:13

Best,

Christine O'Neill, OTD, MHMS, OTR/L, CBIS
Chair & Clinical Assistant Professor

Department of Occupational Therapy
Marquette University
(414) 288-7759
christine.oneill@marquette.edu

ACCREDITATION, CERTIFICATION, AND LICENSURE NOTICE

Accreditation Council for Occupational Therapy Education (ACOTE®)

Mission Statement

The Accreditation Council for Occupational Therapy Education (ACOTE®) ensures quality occupational therapy education by developing accreditation standards and verifying implementation to support the preparation of competent occupational therapists and occupational therapy assistants.

Vision Statement

The Accreditation Council for Occupational Therapy Education (ACOTE®) is committed to the establishment, promotion, and evaluation of standards of quality in occupational therapy education. To this end, ACOTE® will lead in the development of effective collaborative partnerships with the communities of interest, both internal and external to the profession of occupational therapy, which are affected by its activities.

The Marquette University entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status 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. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be 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 individual will be an Occupational Therapist, Registered (OTR).

In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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Academic Calendar 2024-2025

Fall Semester 2024

HESP Fall Semester Dates / August 26 – December 14, 2024
Labor Day (classes excused) / September 2, 2024
Midterm Break (classes excused) / October 17 – 20, 2024
Thanksgiving Break (classes excused) / November 27 - 30, 2024

Spring 2025

HESP Spring Semester Dates / January 13 – May 10, 2025
Martin Luther King Jr. Day: 01/20/2025
Spring Break: 03/10/2025 - 03/16/2025
Easter Break (classes excused) 04/17/2025 - 04/21/2025

Summer 2025

HESP Summer Semester Dates / May 19 – August 16, 2025
Memorial Day / May 26, 2025
Independence Day (Gift of Time) - 06/30/2025 - 07/05/2025

DEPARTMENT CONTACT INFORMATION

Department of Occupational Therapy Address	Marquette University 1700 Building, Room 140 1700 W. Wells Street Milwaukee, WI 53233	
The main office is open Monday through Friday 8:00 a.m. to 3:30 p.m.		
Christine O’Neill, OTD, MHMS, OTR/L, CBIS Department Chair and Program Director Clinical Assistant Professor Department of Occupational Therapy christine.oneill@marquette.edu	140C	(414) 288-7759
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Michele Sheehan, OTD, MS, OTR/L Clinical Assistant Professor, Doctoral Capstone Coordinator Department of Occupational Therapy michele.sheehan@marquette.edu	140D	(414) 288-8273
Samuel T. Nemanich, Ph.D., MSCI Assistant Professor Department of Occupational Therapy sam.nemanich@marquette.edu	110	(414) 288-3243
Angela Lemke, MSOT, OTD, OTR/L, CLT-LANA Clinical Assistant Professor, Academic Fieldwork Coordinator Department of Occupational Therapy angela.lemke@marquette.edu	128	(414) 288-8265

<p>Professor Brian Zamzow, MOT, OTR/L Clinical Instructor Department of Occupational Therapy brian.zamzow@marquette.edu</p>	140A	(414) 288-
<p>Dr. Erin Campbell, OTR/L, MSOT, OTD Clinical Assistant Professor Department of Occupational Therapy erin.campbell@marquette.edu</p>	140B	(414) 288- 3842
<p>Dr. Laura J. Lauck, MS, OTD, OTR/L Clinical Assistant Professor laura.lauck@marquette.edu</p>	003	(414) 288-3071
<p>Professor Christi Katz, MOT, OTR/L CLT Clinical Assistant Professor Department of Occupational Therapy sara.katz@marquette.edu</p>	006	(414) 288-7215
<p>Dr. Anagha Dewoolkar, OTD, OTR Clinical Assistant Professor Department of Occupational Therapy anagha.dewoolkar@marquette.edu</p>	004	(414) 288-3083
<p>Derek Taylor Office Administrator derek.taylor@marquette.edu</p>	140	(414) 288-6655

Other Important Contact Information

**All Emergency Calls: Call Marquette University Police Department
414-288-1911 (x8-1911)**

*Dialing 911 on a campus phone will connect you with the Milwaukee Police and Fire Departments. These agencies are not familiar with the specific campus layout. Dialing MU Police Department first will allow officers to respond immediately.

Campus Contacts – All Area codes (414): Using campus phones, dial 8 + last four digits

MU Police Department – Non-Emergency Calls	414-288-6800
Department of Campus Safety	414-288-6363
LIMO Services	414-288-6363
Environmental Health and Safety Concerns	414-288-8411
Risk Management/Liability or Claim Information	414-288-1552
Facility Services	414-288-7043
Confidential MU Resources	
MU Medical Clinic	414-288-7184
Counseling Center	414-288-7172
Campus Ministry	414-288-6873
Title IX	414-288-3151
Victim Advocate	414-288-5244
Center for Gender and Sexualities Studies	414-288-0856
Community Assistance	
Addiction Resource Council	262-524-7921
Crisis Line	414-257-7222
Food Pantries and Community Meals Healing Center https://www.marquette.edu/student-affairs/nourish.php	414-671-4325
Impact 2-1-1	414-288-8444
Keenan Sexual Health Clinic	414-286-8840
Milwaukee Behavioral Health 24-Hour Crisis Line	414-257-7222
Milwaukee LGBT Community Center	414-271-2656
Milwaukee Women’s Center	414-449-4777
Sojourner Family Peace Center	414-276-1911
Substance Abuse and Mental Health Services Administration	800-662-4357
Additional Marquette Campus Contacts	
Academic Services Coughlin Hall (Room 125)	414-288-4252
Book MARQ Bookstore 818 N. 16 th St	414-288-7317
Campus Ministry AMU (Suite 236)	414-288-6873
Career Services Center. Holthusen Hall (1 st Floor)	414-288-7423
Center for Community Service AMU (Suite 121)	414-288-7205

Center for Intercultural Engagement AMU (Suite 111)	414-288-7274
Center for Peacemaking 1616 W. Wells St.	414-288-8444
Chapel of the Holy Family 1442 W. Wisconsin Ave	414-288-6873
Church of the Gesu 1145 W. Wisconsin Ave	414-288-7101
Club Sports Helfaer Rec Center	414-288-6976
College of Health Sciences Dean's Office Schroeder Complex 244	414-288-5053
(Office of) Community Engagement 1618 W. Wells St.	414-288-3033
Department of Recreational Sports	414-288-6976
(Office of) Disability Services 707 Building (5 th Floor)	414-288-1645
Division of Student Affairs AMU (Suite 437)	414-288-7206
(Office of) Engagement and Inclusion AMU (Suite 121)	414-288-4274
Financial Aid Zilber Hall	414-288-4000
Group Fitness and Instructional Programs	414-288-7778
Haggerty Museum of Art 1234 W. Tory Hill St.	414-288-1669
Helfaer Tennis Stadium and Rec Center 525 N. 16 th St.	414-288-6976
Helfaer Theatre Box Office 525 N. 13 th St	414-288-7504
International Education Holthusen Hall (4 th Floor)	414-288-7289
Intramural Sports Helfaer Rec Center (Office)	414-288-1558
LGBTQ+ Resource Center AMU (Suite 140)	414-288-4975
Marquette Backpack Program Mashuda Hall	backpackprogram@marquette.edu
Marquette CARD Services AMU (Room 158)	414-288-CARD
Marquette Spirit Shop AMU (1 st Floor)	414-288-3050
Marquette Ticket Office Al McGuire Center	414-288-GOMU
MU Student Government AMU (Suite 133)	414-288-7416
Office of the Registrar Zilber Hall (Room 121)	414-288-4000
On Your MARQ Coughlin Hall (2 nd floor)	414-288-0212
Parking Services Office 1240 W. Wells St.	414-288-6911
Physical Therapy Clinic 604 N. 16 th St.	414-288-1400
Raynor Memorial Library 1355 W. Wisconsin Ave.	414-288-7556
REC PLEX 915 W. Wisconsin Ave.	414-288-7778
Research Consultation	414-288-7556
Residence Life M. Carpenter Tower (Room 203)	414-288-7208
St. Joan of Arc Chapel	414-288-6873
(Office of) Student Development AMU (Suite 121)	414-288-7205
Student Educational Services Coughlin Hall (Room 125)	414-288-4252
Union Station AMU (Room 158)	414-288-7250
University Information Center AMU (2 nd Floor)	414-288-7250
Wellness Center Helfaer Rec Center	414-288-5624
(Norman H. Ott Memorial) Writing Center (Raynor 240)	414-288-5542

Introduction to OTD Program Foundations

Marquette University Mission and Vision

Mission

Marquette University is a Catholic, Jesuit university dedicated to serving God by serving our students and contributing to the advancement of knowledge. **Our mission**, therefore, is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. All this we pursue for the greater glory of God and the common benefit of the human community.

Excellence

Our students, whether traditional or non-traditional, undergraduate, graduate or professional, come to Marquette University to share our commitment to the pursuit of excellence in all things as a lifelong endeavor. They come to join a community whose members — faculty, staff, students, trustees, alumni and friends alike — believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional and cultural advantages of a university located in the heart of the city. We, in turn, take seriously our responsibility to foster and support excellence in teaching and research, to keep a Marquette education accessible to a diverse population of students, and to offer personal attention and care to each member of the Marquette community.

Faith

As a Catholic university, we are committed to the unfettered pursuit of truth under the mutually illuminating powers of human intelligence and Christian faith. Our Catholic identity is expressed in our choices of curricula, our sponsorship of programs and activities devoted to the cultivation of our religious character, our ecumenical outlook, and our support of Catholic beliefs and values. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world, and we are firmly committed to academic freedom as the necessary precondition for that search. We welcome and benefit enormously from the diversity of seekers within our ranks, even as we freely choose and celebrate our own Catholic identity.

Leadership

As a Jesuit university, Marquette embodies the intellectual and religious traditions of the Society of Jesus. Through an academically rigorous, values-centered curriculum, our students receive a firm grounding in the liberal arts, preparation for work in a world of increasing complexity and diversity, and formation for life as ethical and informed leaders in their religious, cultural, professional and civic communities. They work with and learn from faculty who are true teacher-scholars, whose research not only advances the sum of human knowledge, but also informs their teaching, and whose commitment to students is fundamental to their intellectual and professional lives.

Service

Through both our academic and co-curricular programs, Marquette strives to develop men and women who will dedicate their lives to the service of others, actively entering into the struggle

for a more just society. We expect all members of the Marquette community, whatever their faith traditions, to give concrete expression to their beliefs by giving of themselves in service to those in need.

Vision

Marquette University aspires to be, and to be recognized, among the most innovative and accomplished Catholic and Jesuit universities in the world, promoting the greater glory of God and the well-being of humankind.

We must reach beyond traditional academic boundaries and embrace new and collaborative methods of teaching, learning, research and service in an inclusive environment that supports all of our members in reaching their fullest potential. Marquette graduates will be problem-solvers and agents for change in a complex world so in the spirit of St. Ignatius and Jacques Marquette, they are ready in every way "to go and set the world on fire." Endorsed Dec. 8, 2014

Marquette University Guiding Values

In accordance with the Catholic, Jesuit mission and vision of Marquette University, we hold that all people and things are created to praise, reverence and serve God in our community and throughout the world, and thus every aspect of the university's lifeblood and work holds this principle and foundation as its beginning and end. Therefore, we will enact the following values and behaviors in our lives and our work to serve the greater glory of God:

- Pledge personal and holistic development of students as our primary institutional vocation
- Pursue academic excellence and educate students who are men and women for and with others throughout the world
- Embody a spirit of interdisciplinary curiosity, research, innovation, entrepreneurship and application to change and improve ourselves, our community and our world
- Nurture an inclusive, diverse community that fosters new opportunities, partnerships, collaboration and vigorous yet respectful debate
- Live as servant leaders with a commitment to the Jesuit tradition and Catholic social teaching for all people, beliefs and faith traditions
- Create bold, ambitious plans enacted with agility, authentic accountability and a commitment to the greater good.

College of Health Sciences

Mission

The College of Health Sciences has the mission of providing outstanding preparation for careers in the health sciences and as health care providers. It is dedicated to improving health care delivery by educating excellent, caring and ethical health care professionals through a rigorous program of teaching, research and service.

Our programs of study emphasize critical thinking in the context of clinical and scientific problem solving. Students are instilled with the Jesuit ideals of concern for the physical, emotional and spiritual development of the individual, as well as a lifelong commitment to leadership and learning in the advancement of their personal skills and professions.



Mission

To provide a transformational education within the Jesuit tradition designed to prepare future leaders of a collaborative and culturally responsive workforce. In doing so, we seek to develop occupational therapists who are grounded in faith and service for and with others and committed to the utility of meaningful and purposeful occupation in the promotion of justice. Marquette occupational therapy graduates will be competent and conscientious practitioner-scholars dedicated to the human community through care for the whole person. To accomplish this mission, we embrace Ignatian values as a way to promote a culture of learning and respect, which is integral to the tradition we serve.

Philosophy

Human beings are occupational beings, interconnected with the context of their environments, and transformed through engagement in chosen occupations, or everyday life activities. The diverse nature of the human lived experience and the ability to engage in ongoing occupation, as a determinant of health, empowers individuals, communities, and societies. As such, equal opportunities to pursue participation in a variety of valued and meaningful occupations, as an innate need, is a fundamental human right. To this end, we embrace the Jesuit value of *Men and Women for and With Others* as the embodiment of service *for* and *with* the underserved, the marginalized, and those in need, in pursuit of occupational justice on behalf of all persons. Given this philosophy, and led by the Marquette Guiding Values and Jesuit values, we commit to *Academic Excellence* in the education of occupational therapists through the delivery of a curriculum that embraces occupational justice and the science of occupation as fundamental, promotes a spirit and culture of ethical and critical curiosity to espouse *cura personalis* and *Contemplatives in Action*, commits to *Unity of Heart and Mind* in fostering an appreciation for engaged, whole- person education for future whole-person practice, and instills the habit of discernment of the greater good in a given situation. We strive for this to better serve God, and ultimately, others.

Philosophy of Learning

The goal of Jesuit education is formation of the *Habit of Discerning*. The primary educational goal of Marquette University is “to graduate students who are transformed by their education, and who will transform the world in which they live.” In essence, forming graduates for whom discernment (or good decision-making) is a habit, is both transforming for the student, and transformational *for and with others*. In Jesuit education, formation and transformation is operationalized through the Ignatian Pedagogical Paradigm (IPP, informally called Ignatian pedagogy), which is considered both a philosophy of learning and an educational process. The Department of Occupational Therapy endorses the (IPP) as a philosophical framework for the education of future occupational therapy practitioners. We believe the IPP is an ideal framework for both teaching and learning in occupational therapy education, as the very academic nature of a Jesuit education is the presentation of content from a human-centered approach. Such an alignment to the holistic underpin of occupational therapy cannot be understated.

More simply stated, the Marquette Occupational Therapy espouse the following learning beliefs that align with the convictions of Lonergan and St. Ignatius as aforementioned, and are operationalized through the IPP:

- All learning is initiated by a basic desire to know
- Learners are occupational beings with a diverse set of strengths, capacities, and needs.
- Learning is an invitation to learn about the self, through the self.
- Learning is an experiential and transformational process, whereby over time, learners transcend toward the best version of self.
- Learning is a self-correcting method of discovering one's self by discriminating the shortcomings of the contents of knowledge.
- Learning is self-directed when the learner takes responsibility for his/her own learning and meaning-making.
- Learning is the gradual accumulation of insight, or awareness and reformulating assumptions which result in altering one's actions.
- Faculty value and include the learner's individual context and lived experiences related to the subject matter at hand.
- Faculty meet learners where they are, thereby increasing the potential for interest and engagement in the subject material, ultimately toward the end of self-directed learning.
- Faculty place trust in, and responsibility on the learner to engage in self-directed learning.
- Faculty serve as a guide with and for students on their formational journey.
- Faculty role shifts from content delivery to guiding the learner in encountering the content.
- Faculty engage students as self-directed learners through the employ of experience/reflection/action methodology.
- Faculty encourage learners to act upon their learning.

Educational Approach

We acknowledge the parallel between holistic, person-centered occupational therapy practice and the Jesuit educational value of *cura personalis*, or development of the whole person. Using Ignatian pedagogy as a “way of proceeding,” will transform the whole person and nurture the development of practitioners who commit to having concern for whole-person practice. This implies a dedication to promoting human dignity and care for the mind, body, and spirit of each person served as an absolute requirement. Ignatian pedagogy is a methodology aimed at this formation, which includes but goes beyond academic mastery. The primary concern being students' well-rounded growth as persons for others.

We value Ignatian pedagogical practice as a sound teaching approach to facilitate learning through the emphasis on *how to learn*, rather on *what is learned* (Newton, 1991). In doing do, we acknowledge commonalities between Ignatian pedagogy and other student- centered, transformative pedagogical models that also support experiential, active, and service- learning models of learning. Such models are generally referenced as they supplement the delivery of the occupational therapy educational curriculum outlined herein. Fink's Taxonomy of Significant Learning (Fink 2003) provides a learner-centered framework for course design that is an active-learning and focused on higher-order thinking. The newly added significant

learning domain aligns with the Ignatian pedagogical approach that promotes application of foundational knowledge and integrative thinking. We find the Ignatian Pedagogical Paradigm a compelling connection to Fink's taxonomy. Given this, Fink's Taxonomy is considered a complementary educational approach that will be used to guide the design and assessment of course learning experiences.

The goal of Ignatian pedagogy is to support and facilitate a relationship between the learner and the truth. Through this pedagogical process, teachers accompany learners in the lifelong pursuit of competence, conscience, and compassionate commitment in a manner that is both formative and academically sound.

Marquette OT embraces this cyclic and recursive nature of learning, summarized below.

Context. Educational dynamics occur in context, both within the learner and in transaction with the environment. In IPP, context is understood as two-dimensional. The background and life situation of each student is considered a precursor to learning. In addition, the larger context that envelops the student includes but is not limited to important for students to connect their own experiences to learning, in order to become more responsive to others' needs in care and community contexts.

The educator has an obligation to consider concurrent and cross-curricular relationships when situating subject content and learning material. Effective teaching preparations include consideration of the interests, needs, skills, and real-life situation of individual students, students grouped as a cohort, and given the particularities of time and place, for example.

Experience. The experience (past, present) and background of the learner is a significant affective learning domain of the paradigm, as Ignatian reflective practice provides the opportunity to make meaning of experiential learning. This is one of the many benefits of Ignatian Pedagogy for both faculty and students. This supplants an expectation that students take responsibility for and be active in the process of learning, and faculty are motivated to provide opportunities for students to make connections between content and their own interests, motivations, attitudes or other world experiences. Such dynamics can shape the course of study as the content emphasis shifts from faculty expertise, to the learning experience of the student both inside and outside of the classroom. The affective nature of this practice is key in whole-person development as the learning process, at this point, calls for an emotional engagement, which can motivate the learner toward action. To use the element of experience effectively, educators consider the potential for emotional and motivational connections that may aid learners in relating to the content, thereby increasing the potential for deep learning that moves beyond memorization.

Reflection. It is through recursive reflective opportunities that students add meaning and understanding to who they are becoming, and this promotes discerning the best course of action (*magis*, or, more for the greater good) as a result of such learning. Ignatian pedagogy emphasizes the social dimension of both teaching and learning, and through the domain of reflection, enriches the learning environment for all involved. The very nature of a deliberate reflective process requires close cooperation and reciprocity in both the sharing of experiences and engaging in reflective dialogue. Educators not only help facilitate such communication but are

each actively engaging in such dialogue. Through such interaction comes the potential for student growth in interpersonal communication and an appreciation of human relationships. Learners become habituated to the connection between knowledge, understanding, forming a perspective that results in additional questions, an appreciation, or to forming an opinion.

Personal appropriation of the topic is a necessary step in learning, that Lonergan described as a way to make an experience one's own. When a learner affectively engages with the subject, the content is reconsidered through connection to memory, one's existence, one's values. In this way, the learner is led to take a point of view on the topic in some fashion. Educators can facilitate appropriation by asking students to consider relationships and connections among subject matter to the world, sense of self, and between ideas and/or experiences. In essence, this helps the learner gain a deeper understanding of self and one's self within and for the greater world.

Action. St. Ignatius believed that love should be manifested “in deeds rather than words” (Ignatius of Loyola & Puhl, 1951, p. 101). Ignatius also taught that one's self extends through action. The domain of action in Ignatian pedagogy is multi-dimensional and may refer to the process of gaining new understanding or to some concrete activity that results from building on previous knowledge. Either process is transformational for the learner and is thought of as knowledge-in-action. Such movement from superficial to deep understanding transforms learners from being consumers of knowledge, to becoming producers of knowledge. Action is the hopeful outcome of the Ignatian pedagogical process as the learner is moved by conviction to service in promotion of the common good, which is evidence of the learners becoming persons *for and with others*.

Evaluation. Elemental to the paradigm is the process of evaluation, which has been described as a form of meta-cognition. In simplest terms, evaluation is the act of thinking about thinking that leads to action, which is a powerful opportunity in and of itself. Such a process goes beyond academic mastery and includes student growth as a person *for and with others*. Faculty commit to explicit evaluation of each individual student and also recognize the significant contribution of self-evaluation on the part of the student. Engaging the learner in evaluation is a way to *magis*, (more, the act of discerning the greater good in a given situation) as perspectives, attitudes, decisions are reinvestigated. As educators stimulate such reconsideration, a student may discover the need for additional learning or commitment, which can propel the learner into a new cycle of the Ignatian paradigm.

Educators commit to evaluative measures that include outcomes not only relevant to assessment of content learning but also to learners' personal growth and formation, or simply, evidence of *cura personalis* (care for the whole person that is the learner). For example, educators note changes in a learner's attitude or sensitivity toward a topic. Educators ensure that learners have opportunities to engage in self-assessment targeting learning within and across semesters.

The nature of the above paradigm, when used consistently, can be formative and transformative. The elements of the pedagogy can therefore guide the development of lifelong habits of discernment, learning, and action for the self, about the world, and about living in the world. Such a methodology operationalizes the OTD program goals by supporting the delivery of

academic and experiential education that we envision necessary to support current and future practice that is person-centered, occupation-based, and theoretically and scientifically driven.

Marquette OTD Program

Curriculum Concept

To occupational therapists, knowledge about occupation is principal and shapes the assimilation of all other knowledge needed for practice. Competent practitioners must have a strong foundation of knowledge about the science of occupation as fundamental. At the same time, occupational therapists must know more than foundational biomedical, theoretical, and practical content to be effective practitioners. People who receive occupational therapy services each come from multi-faceted sociocultural backgrounds that influence their beliefs about health and well-being, and consequently, their actions and choices (or lack of choice) about how they occupy their time. Educating students through multiple lenses will formulate responsive practitioners who are respectful, adaptive, and responsive to change.

Occupational therapy students must be exposed to diverse people across the lifespan, with various physical abilities, of different ethnicities, religions, socioeconomic backgrounds, and to the communities and contexts in which people live their lives. Factors such as education, work environment, living conditions, lifestyle factors, access to productive and instrumental community activities, and public policy all factor into one's capacity to be healthy and well. Students must establish an understanding of the interconnection between wellness, the biological need to "do" to be well, and the environment in which people carry out these patterns of activity and everyday doing.

That the environment and context can also be used to facilitate health and occupational participation is a significant underpin to the concept of occupation being transformational. Fundamentally, students must establish a systems-level understanding of the influence such factors have on their clients and patients, at the individual, community, and population levels. As such, it is important that academic preparation includes emphasis on such content so that future occupational therapists are prepared to apply this knowledge in advocating for and in the delivery of authentic person-centered care.

We recognize that knowledge in occupational therapy is grounded by and organized around knowledge about occupational form and function, occupation as situated in context, and around the desired consequence of occupation which is health-promoting occupational engagement of individuals, groups, and populations. Such integration of knowledge in OT practice is continually assembled in response to the dynamics of each practice situation.

In other words, the ontological, epistemological and axiological philosophical framework for occupational therapy practice provides the rationale for the OTD curriculum design, constructed and guided by the following questions:

- What can be known about occupation and occupational therapy?
- What is most fundamental about the nature of occupation?
- What is knowledge in occupational therapy?
- What is the right action for practice?

These underlying assumptions help shape the curricular methodology and processes we deem essential to occupational therapy education. To this framework, we propose the inclusion of additional guiding questions:

- How can we build this knowledge?
- What motivates action in occupational therapy practice?
- What is the merit of the knowledge we build and the action we choose as practitioners?

Such a reflective exercise established the platform for program and curricular development in alignment with the program's beliefs about learning. Operationalizing the teaching and learning process through Ignatian pedagogy, proved to be a markedly effective method for curricular organization.

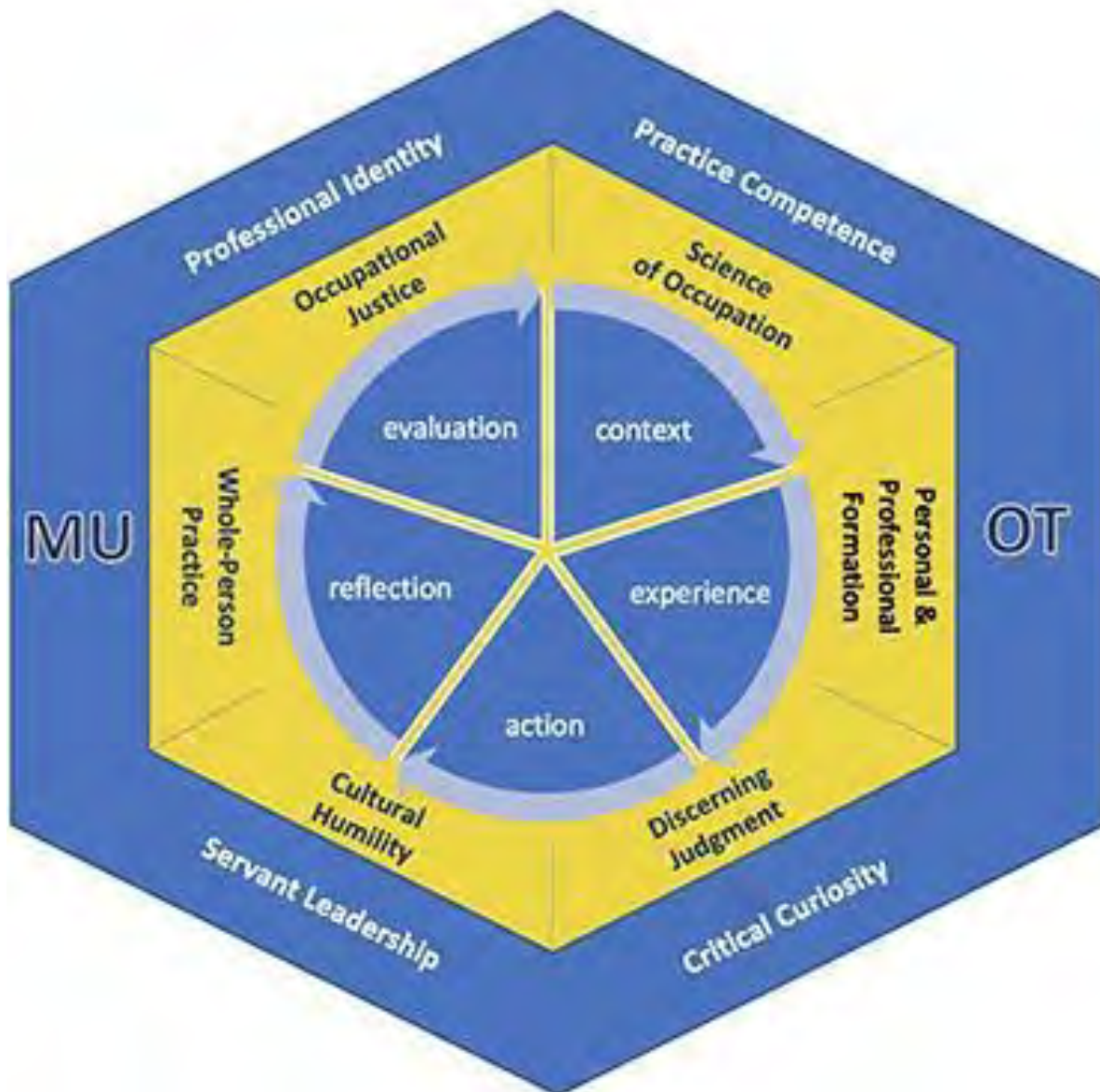
SECTION II

CLINICAL DOCTORATE OF OCCUPATIONAL THERAPY CURRICULUM

Curriculum Overview

The OTD curriculum design acknowledges the Jesuit values of *cura personalis* (care for the whole person) and *magis* (more; for the greater glory of God) that is, commitment to the “greater good,” all to fulfill the Marquette mission in educating ethical and informed leaders, who are also boldly ambitious. (Fig. 1).

Figure 1: MU OTD Curriculum Graphic



The curriculum includes inclusive didactic and real-world experiential learning opportunities that ready practitioners for practice as a generalist at minimum, through the inclusion of academic and experiential learning, while also affording students the opportunity to explore areas of interest. Students are exposed to both current and emerging practice settings and areas of practice in preparation for work with a variety of persons across the lifespan. In addition, students have the ability to graduate the MU OTD program with an emphasis in one of the following areas of practice if they choose and meet the necessary requirements: Neurology, Pediatrics, Orthopedics, Gerontology, Mental Health, Research, or Health Humanities. These emphasis tracks are unique to the MU OTD program and require additional work in the fieldwork level II and Capstone process.

OTD Program Goals

The OTD degree program goals reflect areas of identified need for a future-forward profession. Marquette's occupational therapy program will cultivate competent, ethical, visionary leader who will transform occupational therapy practice. Graduates will have a sense of professional duty and personal commitment to the advancement of current and emerging areas of occupational therapy practice, advocacy, education and research, driven by a sense of social responsibility. To this end, the education of future occupational therapists must result in future-forward professionals who have: the knowledge, skills, attitudes and abilities necessary for valued occupational therapy practice; a solid understanding of self, as a professional; a commitment to lifelong self-development in the service of others; and the capacity to imagine, reflect on and process information for sound critical thinking toward action.

- Foundational and Applied OT Practice Competence
- Professional Identity
- Critical Curiosity
- Servant Leadership

OTD Program Learning Outcomes

Practice Competence

1. Achieve entry-level competence through a combination of didactic, fieldwork and capstone educational components.
 - Define and describe the complexity of occupation and the nature of humans as occupational beings through the lens of the science of occupation
 - Conduct all activities as a professional-in-training, consistent with the professional standards and ethical guidelines of the OT profession
 - Develop occupation-based intervention plans in current practice settings: mental health, pediatrics, physical rehabilitation
2. Integrate the *Occupational Therapy Practice Framework Domain and Process*, theoretical constructs and the evidence base to inform, plan and implement safe, client-centered and occupation-based interventions for persons, groups, populations.
 - Explain the concept of client-centered care that is inclusive of cultural values, beliefs and needs.
 - Carry out an occupation-based activity analysis in the areas of occupation, client factors, performance skills and patterns, activity demands, and contexts and environments, relevant to the culture of the person; analyze and apply information to formulate an intervention plan
 - Implement professional reasoning to explain rationale for choice of therapeutic approach for intervention
3. Articulate a theoretical foundation for capstone proposal; acquire, critique, review and synthesize the breadth of the literature to support research and/or scholarship in the area(s) of clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development; disseminate knowledge in written and oral formats.
 - Articulate the process of theory development; its impact on persons and on society, and influence on the practice of occupational therapy
 - Critique and analyze the breadth of literature to support a topic of interest in an area of practice

Professional Identity

1. Relate whole-person practice to the roles and responsibilities of the occupational therapist through the integration of interprofessional perspectives on caring for the person who is the patient, with particular focus on the patient and provider as persons situated in contexts that shape their knowledge, behaviors and attitudes about health and well-being.
 - Identify strategies to manage conflict between personal and professional obligations; elucidate the methods of using strategies to create healthy coping mechanisms
 - Specify the influence of occupation and engagement in occupation to health and wellness in one's personal life

2. Explicate the influence of interprofessional and intraprofessional collaborative practice on healthcare outcomes including the patient experience of care, cost of care, health of populations and the clinician experience.
 - Demonstrate the ability to collaborate and communicate with interdisciplinary members of the healthcare team
 - Describe the relationship between interprofessional education, collaborative practice, and well-being of the clinician within the greater health system
 - Explain the connection between intra and interprofessional education and patient care outcomes and explicate connections to value-based occupational therapy
3. Perform consistent self-assessment to identify and determine strengths and areas of improvement in clinical performance and in professional behaviors; demonstrate the ability to improve skills based on feedback and the process of self-reflection.
 - Identify learning style and strengths; promote strengths
 - Demonstrate the capacity to improve behaviors through written reflection and by integrating feedback into professional development plan
 - Articulate and demonstrate ethical and legal competency-based strategies for supervision of occupational therapy personnel

Critical Curiosity

1. Apply awareness of cultural and human differences in the selection and critical appraisal of the evidence base to guide and inform occupational therapy process for persons, groups and populations in a variety of practice contexts and environments.
 - Produce a critical analysis of current evidence on a topic that informs an emerging area of occupational therapy practice
2. Synthesize theory and professional reasoning (scientific, diagnostic, procedural, narrative, pragmatic, ethical) to inform the selection of ethical action in response to occupational performance needs of persons, groups, populations.
 - Formulate a narrative question about a topic (occupation, person, environment) related to health
 - Access and choose evidence related to a topic in order to justify an intervention and inform practice
 - Critically analyze a case study and apply authentic leadership as defined in the Ignatian tradition to advocate for existing and future service delivery models, policies, and opportunities to address societal needs

Servant Leadership

1. Collect, source, and synthesize knowledge about humans as occupational beings including person, occupation, environment and contextual factors that influence occupational performance and apply knowledge to inform action in the varied roles of the occupational therapist including direct care provider, consultant, educator, manager, leader, researcher and advocate.
 - Explain the influence of public policy and systems on service delivery and management of occupational therapy practice
 - Complete a needs assessment to identify an area of disparity in the local community
 - Design, develop, implement community programming to advocate for underserved and/or those affected by identified health disparities

2. Promote the connection between occupational performance and health and wellness by evaluating occupational opportunities in local community systems; take action to address occupational disparities for persons, groups, or populations by advocating for equitable access to occupational engagement for clients who are experiencing occupational imbalance, alienation, marginalization or deprivation.
 - Promote the distinct value of occupational therapy by articulating to stakeholders, the interconnection between occupation and occupational performance, to health and well-being.
 - Elucidate issues of justice that support or hinder participation in occupation for persons in the local community.
 - Illustrate how practice influences and is influenced
 - Synthesize knowledge with experience to generate a culturally relevant adaptive tool for an identified client/patient.

Curricular Threads

The curriculum is also constructed around six curricular threads: *Occupational Justice*, *Science of Occupation*, *Personal and Professional Formation*, *Cultural Humility*, *Discerning Judgement* and *Whole-Person Practice*. These curricular threads connect course concepts concurrently, from semester to semester, as students progress through the 3-year course of study. These threads tie the Marquette-specific foundational knowledge to the development of skills, attitudes and abilities of ethical, visionary and autonomous decision-makers who are committed to the lifelong pursuit of competence and conscience. The threads tie the Marquette-specific foundational knowledge to the development of skills, attitudes, and abilities of ethical, visionary, and autonomous decision-makers who are committed to the lifelong pursuit of competence and conscience. The six threads are:

Occupational Justice
Science of Occupation
Whole-Person Practice
Personal & Professional Formation
Cultural Humility
Discerning Judgment

Occupational Justice. The thread of occupational justice supports the development of knowledge about occupation, the occupational nature of human beings, and the necessity and challenge of occupation-based practice. This thread is woven throughout every course in the sequence of study and with increasing complexity as students move through the curriculum.

Science of Occupation. This thread supports a more in-depth study and synthesis of concepts related to occupation, occupational therapy, and occupational science. The occupational nature of human beings is a complex topic, and therefore should be supported by rigorous study. More specifically, this thread supports the training of occupational therapists on a biomedical model with a curriculum that includes a solid foundation in biology, physics, and mechanics (atypical in present programs). A Marquette OTD education will train a professional capable of interacting not only with traditional colleagues in physical therapy, speech and language pathology, medicine, nursing, and psychology, but also with experts in biomechanics, robotics, orthotics/prosthetics, and adaptive engineering, that is, an occupational therapist capable of practicing at 'the top' of their profession.

Personal and Professional Formation. This thread gives a direct nod to the Marquette Guiding Value of *Unity of Heart and Mind* and the Jesuit value of *cura personalis* (*care for the whole person*) and to the necessity of forming practitioners who prioritize their personal health and well-being. Education of the whole person to care for the whole person affirms the belief that respecting and responding to the unique needs of individual persons is both formative and necessary. Competent practitioners are aware of their personal and professional responsibilities which are anchored by being actively involved with diverse communities that have real-world challenges.

Discerning Judgement. St. Ignatius described the element of discerning, as the exercise of imagination. This thread supports Lonergan's theory of intentional consciousness and the desire of humans to "know" through the exploration of experience, making meaning of that experience, and then translating such meaning into doing (action). The process of deeply reflecting on one's experience, is in actuality, the opportunity for affective engagement in revisiting one's experience. This creates a pattern of doing that enhances awareness and fosters a habit of making sound decisions.

Cultural Humility. Cultural humility is considered a process of becoming and being aware of the patient/client and provider as persons in social and cultural contexts that influence behaviors and beliefs about health. This thread helps form students' holistic lens of person-first, and that *doing* is influenced by context and culture. factors. Reflection-in-action can further open-up prospects for policy development, scholarship and research focused on equitable care and access to inclusive opportunities.

Whole-Person Practice. Whole-person care stems from the Latin phrase, *cura personalis*, meaning "care for the person." *Cura personalis* is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of each person. This thread serves a dual purpose in that it also incorporates the call of the Quadruple Aim of Health Care in addressing the well-being of the care provided.

Marquette University OTD Course Sequence (115 credits)

Year 1

1st Semester- Fall	
Course	Credits
OCTH 7375 Health Through Occupation	2
OCTH 7010 Foundations of Occupational Therapy	2
BISC 7130 Human Gross Anatomy	5
OCTH 7135 Applied Anatomy	1
OCTH 7150 Clinical and Health Conditions 1	2
OCTH 7235 Medical Humanities 1: Ignatian Values, Ethics and Advocacy	2
OCTH 7500 Evidence-Based Practice 1: Inquiry and Professional Reasoning	2
IPED 9705 Interprofessional Education Communication	0
Total	16

2nd Semester- Spring	
Course	Credits
OCTH 7195 Neuroscience	4
OCTH 7140 Kinesiology	4
OCTH 7155 Clinical and Health Conditions 2	2
OCTH 7310 Occupational Therapy Theory and Process: Mental Health	4
OCTH 7964 Level I Fieldwork: Mental Health	1
OCTH 7550 Research Methods	2
IPED 9710 Interprofessional Education Values and Ethics	0
Total	17

3rd Semester- Summer	
Course	Credits
OCTH 7200 Occupational Therapy Process: Orthopedics	4
OCTH 7315 Occupational Therapy Theory and Process: Children and Youth 1	6
OCTH 7966 Level I Fieldwork: Children and Youth	1
OCTH 7305 Therapeutic Technology, Accessibility and Environments 1	2
OCTH 7236 Medical Humanities 2: Health and Social Justice in Occupational Therapy	2
Total	15

Year 2

4th Semester- Fall	
Course	Credits
OCTH 7600 Introduction to Doctoral Capstone	2
OCTH 7380 Neurorehabilitation 1	3
OCTH 7320 Occupational Therapy Theory and Process: Adult Rehabilitation and Disability	4
OCTH 7335 Occupational Therapy Theory and Process: Children and Youth 2	4
OCTH 7968 Level I Fieldwork: Adulthood	1
IPED 9715 Interprofessional Education Teams and Teamwork	0
Total	14

Marquette University OTD Course Sequence (115 credits)

5th Semester- Spring	
Course	Credits
OCTH 7381 Neurorehabilitation 2	2
OCTH 7325 Occupational Therapy Theory and Process: Productive Aging	3
OCTH 7360 Practical Applications in Occupational Therapy	2
OCTH 7625 Leadership and Management	3
OCTH 7505 Evidence-Based Practice 2: Integration and Synthesis	2
OCTH 7605 Doctoral Capstone Project Development 1	1
OCTH 7306 Therapeutic Technology, Accessibility and Environments 2	2
OCTH 7957 Professional Seminar 1	1
IPED 9720 Interprofessional Education Roles and Responsibility	0
Total	16

6th Semester- Summer	
Course	Credits
OCTH 7980 Level II Fieldwork A (12 weeks)	6
Total	6

Year 3

7th Semester- Fall	
Course	Credits
OCTH 7982 Level II Fieldwork B (12 weeks)	8
OCTH 7960 Integrated Fieldwork Seminar	2
OCTH7650 Educational Strategies in OT (1 st 3 weeks of semester)	2
Total	12

8th Semester- Spring	
Course	Credits
OCTH 7610 Doctoral Capstone Project Development 2	3
OCTH 7997 Doctoral Capstone	4
OCTH 7237 Medical Humanities 3: Disability Justice: Building Awareness and Advocacy	2
OCTH 7958 Professional Seminar 2	1
OCTH 7660 Occupational Therapy Advanced Practice	2
OCTH 7953 Specialty Track Seminar	1
Total	13

9th Semester- Summer	
Course	Credits
OCTH 7996 Doctoral Capstone Experience (14 weeks)	5
OCTH 7997 Doctoral Capstone	1
Total	6

OCTH Course Descriptions

OCTH 7375 Health Through Occupation (2)

Establishes an understanding of occupation and, as the foundation for occupational therapy theory and practice through the examination of occupation, activity and participation. Explains the centrality of occupation in health and wellness throughout the lifespan using conceptual models and frames of reference in historical and contemporary occupational therapy practice, as well as outside the discipline of OT. Students engage in community service projects and articulate to clients and the general public the distinct value of occupation to support performance, participation, health and well-being. Employs logical thinking, critical analysis, problem solving and creativity to evaluate the dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and client factors.

OCTH 7010 Foundations of Occupational Therapy (2)

Establishes an understanding of the history and philosophical domain and of occupational therapy through lecture and participatory activities. Explores professional roles of the occupational therapy practitioner including advocate, administrator, researcher, consultant, entrepreneur, educator, practitioner and policy developer. Discovers current and emerging areas of the practice of occupational therapy through grand rounds where guest faculty and practitioners share their experience and expertise. Examines the scope of and standards of practice, core documents of the profession, and professional organizations that support, guide and govern OT practice. Emphasizes professional development and wellness-oriented practice (self-care for the practitioner). Introduces skills for developing effective therapeutic relationships and basic practitioner and patient safety.

OCTH 7235 Med Humanities 1: Ignatian Values, Ethics and Advocacy (2)

Explores the complexity of authentic leadership as defined in the Ignatian tradition. Discovers the many applications of Ignatian discernment and decision-making in the workplace. Explores scope of practice, standards of practice and professional responsibilities through the lens of Ignatian tradition. Identifies, analyzes and advocates for existing and future service delivery models and policies and opportunities to address societal needs. Discusses the potential effect of such advocacy on the practice of OT.

OCTH 7236 Medical Humanities 2: Health and Social Justice in Occupational Therapy (2)

Explores the complexity of culture and the cultural formation of health and illness. Examines determinants of health with a particular focus on the patient and provider as persons in social and cultural contexts that shape knowledge, behaviors, attitudes and the potential effect on access, receipt and delivery of care. Demonstrates knowledge of the U.S. health care delivery system and examines health policy framework. Explores potential disparities related to health in the context of bioethics and ethical delivery of care. Examines cultural assumptions about the nature of health, well-being and participation on quality of life, and the implications of cultural differences for occupational therapy practice models and methods including the promotion of health and well-being. Analyzes occupational-based and patient-centered practice.

OCTH 7237 Medical Humanities 3: Disability Justice: Building Awareness and Advocacy (2)

Critically reflect on historical perspectives of disability and the influential nature of sociopolitical expectations on the construction of disability over time. Explores the reciprocal influence of contextual and demographic factors on legislation and regulations, policy-making and the implications for public health, and the practice of occupational therapy for persons, groups and populations. Applies advocacy skills to promote the concept of occupational justice and increase awareness of contributory factors that may hinder full participation in society. Analyzes the concept of disability as a misfit between the person-environment transaction.

BISC 7130 Human Gross Anatomy (5)

A human gross anatomy course including lecture and a cadaver dissection laboratory. Anatomy of the limbs, back, thorax, abdomen, pelvis, and head and neck is approached on a regional basis. Lectures emphasize regional anatomical relationships, functional aspects of the systems, and provides a guide to the dissections.

OCTH 7135 Applied Anatomy (1)

Examines the anatomical structure-function relationship through active learning methods. Clinically correlates the study of concurrent regional anatomy in BISC 7130 toward knowledge of function, dysfunction and the impact on occupational performance.

OCTH 7140 Kinesiology (4)

Establishes a basis of general biomechanical principles and detailed understanding of human movement. Identifies and examines anatomical structures in the trunk, shoulder girdle and upper extremity and assesses the function of those structures. Studies surface anatomy and the biomechanics of normal and abnormal muscle and joint action. Laboratory sessions focus on practical applications of anatomical principles including muscle origins and insertions contributing to assessment skills in analysis of joint movement, muscle strength, functional mobility and pain.

OCTH 7150 Clinical and Health Conditions 1 (2)

Explores the pathology and pathophysiology of disorders pertinent to the practice of occupational therapy across the lifespan through lecture and clinical observations. An introduction to oncology and the pathophysiological disorders of the nervous system are examined. Explores medical and psychosocial aspects of chronic illness and disability as a change from normal aging and physiobiological functioning. Pharmacological and other medical interventions are introduced and integrated with material concurrently presented in other courses. The role of the occupational therapist discussed as functional implications of pathological change from an occupational perspective is explored.

OCTH 7155 Clinical and Health Conditions 2 (2)

Demonstrate competency in the analysis of upper and lower extremity muscle movement, muscle palpation, goniometry of ROM and manual muscle testing. Perform fundamental skills required to support safe, functional mobility including physical transfers, wheelchair management and mobility devices. Correlates kinesiological principles during functional assessment.

OCTH 7195 Neuroscience (4)

Examines histology, gross anatomy, organization, and neurobiology of the central nervous system and peripheral nervous system. Determines the impact of neurological conditions and implications of neurological deficits. Evaluates these systems as a basis for human functional capacity and the impact of these systems on function and the dynamic relationship with occupation. Lecture/lab consists of clinical application of the course topics through case studies.

OCTH 7380 Neurorehabilitation 1 (3)

Demonstrates understanding of lifespan approach to evaluation and treatment of neurological conditions. Establishes an understanding of the theoretical assumptions of neurophysiological approaches to neurorehabilitation including framework and approach to assessment and intervention. Explores neuromotor and sensorimotor recovery strategies using the occupational therapy process and applies neurophysiological principles in approach to assessment and intervention for motor control dysfunction. Demonstrates understanding of developmental and motor learning theories and approaches in evaluation and treatment for neurological conditions across the lifespan.

OCTH 7381 Neurorehabilitation 2 (2)

Applies theoretical neurological approaches to neurorehabilitation in assessment and intervention of individuals of all ages with neurological dysfunction. Focuses on principles of rehabilitation to maximize participation in activities of daily living including adaptations and modifications to support participation. Explores psychological and neurobehavioral aspects of neurological deficit. Examines specific problem areas after neurological injury including, but not limited to, cognitive and perceptual issues, visual and visuospatial impairments, and speech and language deficits. Demonstrates an understanding of the role of caregiving and the support needs of the caregiver at different phases of neurological recovery.

OCTH 7310 Occupational Therapy Theory and Process: Mental Health (4)

Establishes a foundational knowledge for assessment of persons with mental health and psychosocial challenges in various contexts including the use of subjective and objective measures. Emphasizes the utilization of evaluation results to implement evidence-based, theory-driven interventions that support participation and occupational engagement for individuals and groups across the lifespan. A comprehensive introduction to occupational therapy practice in mental health, including selected theoretical perspectives and conceptual models of practice as applied across the lifespan to individual, groups and populations. Explores therapeutic approaches and communication with application of therapeutic use of self, professional reasoning, emotional intelligence, empathy and a client-centered, collaborative approach. Develops clinical reasoning and skills through experiential, self-directed and case-based learning. Designs and facilitates individual and group interventions.

OCTH 7315 Occupational Therapy Theory and Process: Children and Youth 1 (6)

Establishes a foundational knowledge for assessment of children and youth in various contexts including the use of subjective and objective measures. Relates etiology and development to models of practice utilized by an occupational therapy practitioner when working with children and youth. Identifies cognitive, motor and social-emotional developmental milestones of infants, early childhood, middle childhood and adolescents. Explores occupations typical of children and adolescents and the impact of disruption on child and family occupational performance and participation within various contexts. Examines and implements the occupational therapy process with children and youth in pediatric settings. Lab experiences focus on theoretical foundations and developmental principles used to guide standardized and non-standardized assessments and pediatric interventions, such as play, sensory integration, cognitive approaches, hand function, social skills, executive functioning and feeding.

OCTH 7320 Occupational Therapy Theory and Process: Adult Rehabilitation and Disability(4)

Establishes a foundational knowledge for assessment of adults in various contexts including the use of subjective and objective measures. Applies an understanding of the occupations of individuals in early to middle adulthood and explores conceptual models of practice, theories, frames of reference and evidence-based therapeutic techniques as a foundation for the OT process for adults with physical dysfunction across the continuum of care. Develops skills through in-depth application of physical agent modalities, durable medical and adaptive equipment selection, design and instruction, orthotic fabrication and fitting, and implementation of evidence-based interventions. Integrates principles of ergonomics in lab sessions. Biopsychosocial consideration guides professional reasoning for application of knowledge and impact of physical disability on participation in everyday life.

OCTH 7325 Occupational Therapy Theory and Process: Productive Aging (3)

Establishes a foundational knowledge for assessment of aging adults in various contexts including the use of subjective and objective measures. Prioritizes the utilization of assessment results to implement evidence-based, theory-driven interventions that support participation and occupational engagement for the aging adult. Applies an understanding of the occupations of older adults and explores conceptual models of practice, theories of aging and adaptation, and evidence-based therapeutic techniques as a foundation for practice. Develops clinical reasoning and skills through experiential, self-directed, and case-based learning. Examines contemporary practice issues related to productive aging, including inter-professional practice. Compares service delivery models and resources to support older adults and their caregivers across the continuum of care. Develops professional reasoning skills for assessment through the comparison of the concepts of the normal aging process, with biological, physiological, psychosocial, and neurological changes associated with aging and end-of-life care. Designs individual and group interventions. Explores issues that may influence geriatric practice including policy, reimbursement models and ethics.

OCTH 7335 Occupational Therapy Theory and Process: Children and Youth 2 (4):

Integrates foundational knowledge from previous course work of pediatric conditions commonly seen in community-based settings, including developmental disabilities, mental health disorders and behavioral disorders to explore clinically relevant and evidence-based best practices. Synthesizes evaluation results to implement evidence-based, theory-driven interventions that support participation and occupational engagement for children and youth in early intervention services and schools. Illustrates effective collaborative techniques and implements community education programs for infants through adolescents and their families. Studies current policies affecting practice with children and youth.

OCTH 7964 Level I Fieldwork: Mental Health (1)

Engage in service within the community as an integrated learning method. Gain deeper understanding of the needs of individuals, groups, and local populations and a broader appreciation of the occupational nature of human beings through participation in active, collaborative, and inquiry-based learning that meets identified community needs. Examine psychosocial factors and the potential effect on engagement in occupation within communities. Goals, guidelines, policies and procedures for participating in the academic program's Level I (LIFW) and Level II (LIIFW) fieldwork programs will be reviewed.

Training in confidentiality/privacy laws will be provided to support students in abiding by professional ethics and behaviors. Experiential learning varies from site to site. First course in the series of three Level I fieldwork experiences.

OCTH 7966 Level I Fieldwork: Children & Youth (1)

Engage in service within the community focused on meeting the needs of children and youth. Gain deeper understanding of the needs of individuals, groups, and local populations and a broader appreciation of the occupational nature of human beings through participation in active, collaborative, and inquiry-based learning that meets identified community needs. Training in confidentiality/privacy laws will be provided to support students in abiding by professional ethics and behaviors. Experiential learning varies from site to site. Second course in the series of three Level I fieldwork experiences.

OCTH 7968 Level I Fieldwork: Adulthood (1)

Engage in service within the community focused on meeting the needs of persons in early through middle adulthood. Gain deeper understanding of the needs of individuals, groups, and local populations and a broader appreciation of the occupational nature of human beings through participation in active, collaborative, and inquiry-based learning that meets identified community needs. Training in confidentiality/privacy laws will be provided to support students in abiding by professional ethics and behaviors. Experiential learning varies from site to site. Final course in the series of Level I fieldwork experiences.

OCTH 7980 Level II Fieldwork A (6) (12 weeks)

Full-time clinical fieldwork experiential learning under the supervision of a licensed occupational therapist. Develop entry-level competence through the delivery of occupational therapy services to clients including evaluation, planning, treatment and intervention. Entry-level exposure to occupational therapy practice in a variety of clinical or community-based settings. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. Duration is 12 weeks. First of two clinical rotations.

OCTH 7982 Level II Fieldwork B (8) (12 weeks)

Full-time clinical fieldwork experiential learning under the supervision of a licensed occupational therapist. Develop entry-level competence through the delivery of occupational therapy services to clients including evaluation, planning, treatment and intervention. Entry-level exposure to occupational therapy practice in a variety of clinical or community-based settings. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. Duration is 12 weeks. Second of two clinical rotations.

OCTH 7960 Integrated Fieldwork Seminar (2)

Concurrent with Level II fieldwork practicum. Students participate in an integrated forum intended to guide the application of didactic knowledge to current fieldwork practice. Engages in critical analysis and discussion of elements of the paradigm of the profession. Content and course section relative to lifespan and/or practice setting of concurrent Level II fieldwork practicum.

OCTH 7600 Introduction to Doctoral Capstone (2)

Examines the iterative nature of the occupational therapy doctoral capstone process to gain an in-depth understanding of the project and experience. Reflects upon the concepts of literature review, needs assessment, and program development to demonstrate an understanding of the capstone process. Applies this process and identifies resources through the creation of a literature review, needs assessment and program proposal to address identified needs of a marginalized population. Identifies determinants of health and the potential contributions of these determinants to health for marginalized populations. Analyzes epidemiological factors that impact the public health and welfare of populations and evaluate the role of occupational therapy in improving the health of populations. Explores theory-driven, evidence-based community health educational solutions and develop strategies to address occupational participation for marginalized persons.

OCTH 7610 Doctoral Capstone Project Development (3)

Identifies and analyzes social determinants and epidemiological factors of capstone population. Evaluates and analyzes interaction of occupation and activity in health promotion for capstone population. Applies clinical reasoning and analyzes and evaluates scientific evidence to inform capstone intervention and programming. Examines community practice skills, such as effective communication and teaching- learning principles. Develops program development skills, including needs assessment, negotiating community partnerships, program planning and program evaluation in support of capstone project and experience. Designs an evidence-based, theory-driven community or primary care program that is capacity building for a community partner.

OCTH 7996 Doctoral Capstone Experience (5)

A customized, 14-week (560 hours minimum) doctoral experiential component to build upon entry-level competence as a generalist practitioner. Advanced skills are achieved in one or more of the following: clinical practice, research, administration, leadership, program and policy development, advocacy, education or theory development. Students collaborate with community partners to generate specific learning objectives for the mentored practice setting. Utilizes communication with mentors and self-assessment to identify areas of improvement within the capstone experience. Integrates evidence of learning with concurrent Doctoral Capstone course culminating with dissemination.

OCTH 7997 Doctoral Capstone (1)

Organizes and manages the planning and implementation of the doctoral capstone project and experience over the course of two terms. The first term involves continued project capstone development and planning in conjunction with concurrent course, Doctoral Capstone Project Development 2. Requires collaboration with faculty mentor and peers for review of research/scholarship during the capstone process. Students take responsibility for organizing components of capstone planning and self-assessment and reflect upon feedback to refine their plan. In the second term, the focus is on the completion of the doctoral project, including data collection and analysis of data. Culminates in the dissemination of findings from research/scholarly work in a forum of peers, faculty and stakeholders. Preparatory components of the capstone project, as defined by ACOTE, must be completed prior to the second offering of the course and Doctoral Capstone Experience in the final term of the program. Culminates in dissemination of doctoral capstone project.

OCTH 7500 Evidence-Based Practice 1: Inquiry and Professional Reasoning (2)

Summarizes the concept of professional reasoning and critical inquiry as the basis for professional decision-making. Establishes an understanding of the development of scientific theory and inquiry. Demonstrates introductory research skills in accessing virtual knowledge, professional writing, critical reading and information literacy. Articulates the importance of quantification and measurement to organize, analyze and relate information both in practice and in research. Explores the framework of the International Classification of Functioning (ICF) Model as a means to evaluate and organize research. An overview of quantitative and qualitative research models is introduced, leading to the creation of a focused question on an area of interest and completion of an annotated bibliography and research report of a case study.

OCTH 7505 Evidence-Based Practice II: Integrated Seminar & Synthesis (2)

Integrates evidence with knowledge and experience to date, patient preference and values to make an informed decision. Engages in self-directed and group learning and applies knowledge to case scenarios. Explores the application of evaluation and intervention approaches for case-based persons of all ages and abilities.

OCTH 7550 Research Methods (2)

Establishes a foundational understanding of the research process. Compares and contrasts types of research including qualitative and quantitative models. Examines the concept of statistical analyses in the health sciences. Group learning demonstration of understanding of research methods in critique and appraisal of evidence and completion of a Critically Appraised Topic (CAT) on policy and disability theory related to OT practice in concurrent content area of mental health.

OCTH 7305 Therapeutic Technology, Accessibility and Environments 1 (2)

Demonstrates an understanding of assistive technology (AT) and adaptive equipment as an environmental intervention to preserve, augment or improve social, emotional, physical and academic well-being for persons in the early stages of the lifespan. Explores the use of equipment, assistive devices and therapeutic technology as a means to augment and/or adapt the environment to support occupational performance. Explores strategies that maximize participation in daily activities for young persons with varying limitations and disabilities and in multiple settings. Examines aspects of environment and person-environment interface in the selection, assessment and design/intervention to support occupational performance and participation in the early years of life.

OCTH 7306 Therapeutic Technology, Accessibility and Environments 2 (2)

Introduction to the use of assistive technology (AT) and adaptive equipment as an intervention to preserve, augment or improve well-being for persons in early to middle adulthood. Explores the use of equipment, assistive devices and therapeutic technology as a means to augment and/or adapt the environment to support occupational performance. Examines intervention strategies that maximize participation in daily activities for adults with varying limitations and disabilities in home, school, work and community environments. Assessment and intervention strategies developed in the context of home, school, work and community settings using technology to enhance occupational performance.

OCTH 7200 Occupational Therapy Process: Orthopedics (4)

Examines and differentiates orthopedic conditions of the upper and lower extremities. Evaluates the biomechanical means of injury through the observations of everyday activity and special testing skills. Integrates knowledge of musculoskeletal injuries including common acute and cumulative trauma conditions and their effects on occupational performance. Applies theories and frames of references in orthopedic rehabilitation to guide evaluation, assessment and intervention. Critically analyzes evidence supporting evaluation and treatment methodologies used with individuals with orthopedic impairments. Demonstrates competency in upper extremity static splinting skills as well as the use of physical agent modalities through experiential learning.

OCTH 7932 Advanced Topics in Occupational Therapy (2)

Opportunity for students to become involved in a course of study under the direction and guidance of a faculty member. Students may choose to pursue, in depth, an area covered more generally in the curriculum. Section assigned specific to pursuit.

OCTH 7650 Educational Strategies in OT (2)

Analyzes innovative teaching methods and learning theories underlying occupational therapy practice, teaching tools, resources and strategies to be recognized as engaged, contemporary professionals. Establishes the foundation required to create and prepare educational tools for classroom instruction, clinical and community-based in-services and professional presentations. Improves interview skills; discusses contract negotiations. Explores and compares the roles of practitioner-educator in various contexts including clinical practice and academia.

OCTH 7625 Leadership and Management (3)

Explores and evaluates business strategies to advocate for, promote, develop, manage, market, and expand services related to occupational therapy practice and the delivery of occupational therapy services that includes case management, care coordination, consultation, and transition of services. Budget development and financial management, strategic planning, marketing, and funding procurement through grant writing, will be applied through the process of program development and evaluation of outcomes. Describes and discusses major leadership philosophies, theories, and strategies for conflict resolution, negotiation, and personnel supervision and management. Explores the business complexities of a dynamic health care environment including regulations and compliance issues, reimbursement systems, funding mechanisms, coding and documentation requirements and quality improvement.

OCTH 7957 Professional Seminar 1 (1)

Continue work on professional development plan. Complete a competency exam prior to clinical rotations and use results to develop individual learning goals at the initiation of Level II fieldwork. Demonstrate professionalism in round-table discussions and group activities in preparation for Level II fieldwork.

OCTH 7958 Professional Seminar 2 (2)

Integrates occupational therapy knowledge, concepts and skills in preparation for participation in the Doctoral Experiential Component, completion of the NBCOT licensure exam and autonomous clinical practice. Transfer didactic and clinical knowledge to complete a comprehensive examination designed to capture competency in all content areas and detect safe decision-making skills to identify readiness to proceed as an independent practitioner. Synthesis of information tested with a comprehensive examination allows students to determine areas of strength and need and develop appropriate study plans. Designed to transition the student to the professional level of accountability.

OCTH 7360 Practical Applications in Occupational Therapy (2)

Emphasizes application of clinical skills and knowledge acquired to date related to occupational therapy practice. Demonstrates competency in basic clinical practice skills for Level II Fieldwork experiences and professional practice. Engages in experiential learning through group, case-based, and self-directed learning activities.

OCTH 7660 Occupational Therapy Advanced Practice (2)

Examines clinical skills and use of evidence to guide practice in specific areas of occupational therapy beyond that of an entry-level practitioner.

OCTH 7953 Specialty Track Seminar (1)

Exploration of a specific area of practice with analysis to develop a deeper understanding of the role of the occupational therapy practitioner. Examines the various ways in which the occupational therapist is integrated within the specialized area of choice and the impact on the population or field of occupational therapy. Identifies and plans appropriate occupational therapy interventions, approaches to interventions, and outcome measures to gain deeper understanding and practical application skills to the area of choice.

IPED 9705 Interprofessional Education Communication (0)

Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provides opportunity to practice in interprofessional communication on a health care team.

IPED 9710 Interprofessional Education Values & Ethics (0)

Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provides practice in interprofessional values and ethics on a health care team.

IPED 9715 Interprofessional Education Teams & Teamwork (0)

Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provide practice in interprofessional teams and teamwork on a health care team.

IPED 9720 Interprofessional Education Roles and Responsibilities (0)

Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provides practice in interprofessional roles and responsibilities on a health care team.

Fieldwork

Accreditation Council for Occupational Therapy Education (ACOTE) Standards for Fieldwork

The educational standards for accreditation (ACOTE, 2018) of a doctoral-degree-level educational program require a minimum of two levels of fieldwork at the entry-level, identified as Level I and Level II Fieldwork. Marquette University's integrative fieldwork program links clinical and community service-learning experiences that reflect the mission of the university, college, and OT program, to the scope and content of the curriculum. OT program faculty work collaboratively to ensure that fundamental tenets of the curriculum are reflected in and supported by the fieldwork program which in turn, supports the students during their fieldwork experiences.

ACOTE Requirements for Fieldwork

The educational standards for accreditation of a doctoral-degree-level educational program requires that students successfully complete both Level I and Level II Fieldwork (ACOTE, 2018). Marquette University's integrative fieldwork program links clinical and community service-learning experiences reflective of the culture of an OT education grounded in Ignatian values, and in alignment with content in the curriculum. As such, fundamental tenets of the curriculum are mirrored in and supported by the fieldwork program which in turn, supports our students as professionals in training.

Overview of Fieldwork Education

The Marquette University entry-level OTD Fieldwork program is designed to link education to practice in order to foster the advancement of student skills and experiences in traditional and non-traditional practice settings.

Marquette University is uniquely located in the heart of the greater Milwaukee area, an extremely diverse community with a large population of underserved individuals. Our Fieldwork educational program integrates the mission of the university and college, as well as the program mission and philosophy, in the development of experiential learning partnerships with community and clinical affiliates. We are committed to partnerships that are diverse, inclusive, and that align with our beliefs and values. In doing so, the OTD program promotes learning opportunities that will strengthen the ties between didactic and fieldwork education and support the program's educational aim of formational and transformational development from student to Jesuit-trained occupational therapy practitioner-scholar. In addition, fieldwork

education offers an additional opportunity to work for, alongside, and with others for the greater glory of God.

MUOTD fieldwork partnerships are established through a structured and collaborative process between program faculty and Fieldwork educators. The fieldwork educators we partner with are considered the primary educators of our students in the clinical component of our program. Such support provides the crucial link between our academic program and OT practice.

Level I Fieldwork

Level I practicums are designed as immersive learning opportunities where students engage in service within underserved and underrepresented populations in the local community. Three introductory Level I fieldwork experiences (30 to 40-hours each in semesters two, three and four) afford students the opportunity for collaborative, reflective, and inquiry-based learning. These community-based learning experiences are designed to introduce opportunities for students to apply critical thinking and clinical reasoning skills to situations and activities where traditional occupational therapy services are not offered. With such experiences being integrated alongside concurrent course content, students begin building the facets of clinical wisdom and begin to recognize their role of ownership and responsibility, both in the community, and in the profession of occupational therapy.

Level I fieldwork experiences are based on various models of service learning that also seeks to meet the needs of community partners. Students will be exposed to health disparities in populations and settings that focus on physical, psychological and social factors of life participation. In addition, students will be exposed to populations that are greatly influenced and shifted by intrinsic and extrinsic factors that serve to enable or deter participation, such as disparities that may hinder access to resources, acceptance of, and/or provision of care. Services will be provided to a variety of populations across the lifespan. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific populations of individuals.

Through exposure to culturally diverse populations, students will identify how the potential influence of bias affects delivery and receipt of care as well as develop an awareness and recognition of, and critically reflect upon, one's own cultural biases, both explicit and implicit. Students will have real-world practice in employing person-centered approach to care, viewing illness and disability through the client/patient lens. Through doing this, students will be challenged to initiate the OT process with the (cultural) context of the patient in mind and develop intervention options that are culturally relevant. Students will also be given the opportunities to promote the distinct value of occupational therapy and develop activities to advocate for and promote the value of occupational therapy within the community partnerships.

Level II Fieldwork

Level II fieldwork consists of two, 12-week clinical rotations in which students build upon the knowledge and skills acquired both in the classroom and through Level I fieldwork rotations. Level II fieldwork experiences are equivalent to full-time work where students learn under the supervision of a licensed occupational therapy practitioner, carrying out professional duties and responsibilities while addressing the various needs of clients seeking occupational therapy services. Each Level II fieldwork rotation will take place in a diverse practice setting, ensuring students have exposure in caring for individuals across the lifespan.

The overarching goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Learning opportunities are designed to promote advocacy for interprofessional, client-centered, culturally appropriate and collaborative care that continue to nurture students' personal and professional growth through self-reflection and self-awareness. Students will continue to expand capacity for scholarship which will supplement skill acquisition and application of best practice methodologies.

Students learn to operationalize the OT process to provide service delivery using foundational, systematic and scientific knowledge gained to date. Through increased exposure to client care, students will link the relationship between occupational therapy and occupational science, keeping in mind the goal of whole person care. Clinical rotations most often occur at placement sites away from campus and thus may necessitate additional housing, living expenses, and relocation costs. Such additional expenses are the student's responsibility. The location of clinical sites cannot be guaranteed, however, decisions regarding rotation locations will be collaborative and will take into account students' preferences, the program's resources and needs, and site availability.

The National Board for Certification in Occupational Therapy (NBCOT) requires successful completion of Level II Fieldwork in order to sit for the board certification examination. Per NBCOT, students must sit for the certification examination within two years of completion of coursework and fieldwork.

Typical Timeline for Level II Fieldwork

Marquette OT targets the following AOTA-suggested FWII time frame and acknowledges that flexibility with dates may be necessary to meet student and site-specific needs.

Summer

Level II Fieldwork A (12 weeks) **Dates:** May –August

Fall

Level II Fieldwork B (12 weeks) **Dates:** September –December

Fieldwork Placement

Level I Fieldwork experiences are designed to tie the didactic portion of the curriculum with hands-on participation. Students are placed on three Introductory Level I Fieldwork rotations and are evaluated on a satisfactory/unsatisfactory basis. Each Intro to Level I Fieldwork placement rotation is the *duration of one semester*, and consists of **30-40 hours** of *supervised* participation.

For each Level II experience (two clinical affiliations are required per ACOTE standards), the student will be assigned to a fieldwork site at the discretion of the Academic Fieldwork Coordinator using a collaborative process. Specific Level II evaluation procedures and fieldwork placement information can be found in the *Marquette University OTD Student Fieldwork Manual* which will be reviewed in the second semester.

Fieldwork Policies

Specific detailed information regarding Introductory Level I Fieldwork and Level II Fieldwork policies and procedures can be found in the *Marquette University OTD Student Fieldwork Manual*, which will be distributed and reviewed the first week of the second semester of Year 1. Policies and Procedures in the Student Fieldwork Manual pertaining to Level II Fieldwork will be reviewed again at the beginning of the second semester of Year 2, and before the student's first day at the assigned clinical site.

Doctoral Capstone

Overview of Doctoral Capstone

The transformative curriculum of Marquette University's entry-level occupational therapy doctoral program is designed to develop professional, practice competent, critically curious servant leaders. The university lies in the heart of Milwaukee county where documented disparities in health are long-standing. The diversity of the Milwaukee area will provide opportunities for students to interact with communities of people across the lifespan, with various physical and mental abilities, of different ethnicities, religions, socioeconomic backgrounds. As such, the justice-oriented and service-focused nature of a Jesuit institution certainly supports community outreach and working alongside others the spirit of occupational justice provides the ideal learning context for occupational therapy students. Guided by the Ignatian pedagogical method as a *way of proceeding*, the learner focuses on the meaning of new information as a way to organize knowledge. The acquisition of knowledge can be optimized through such opportunities as students prepare for meaningful application of in-depth learning in their doctoral capstone experience.

ACOTE Requirements for Doctoral Capstone

The completion of the doctoral capstone is an essential component of the occupational therapy terminal degree. The educational standards for accreditation (ACOTE, 2018) of a doctoral-degree-level educational program require that the doctoral capstone be an integral part of the program's curriculum. The goal of the doctoral capstone is to provide an in-depth exposure

to one or more of the following: *clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.*

Preparatory components of the capstone project must be completed prior to progressing to the final phase of the capstone, which is the Doctoral Capstone Experience in the final semester of the program.

Doctoral Capstone Project and Doctoral Capstone Experience Descriptions

The doctoral capstone is a collaborative, student-driven undertaking. Completion of the doctoral capstone provides an opportunity for the student to develop skills beyond that of a general practitioner.

Doctoral Capstone Experience: The doctoral capstone experience (DCE) will consist of a customized 14-week (560-hour minimum) experiential component with a community partner to build upon entry-level competence as a generalist practitioner. Student-driven course objectives will be developed in collaboration with a faculty mentor in order to meet a community or clinical partner's site-specific needs.

Doctoral Capstone Project: Each student will implement a capstone project to demonstrate synthesis and application of knowledge gained during the capstone experience. This is a culminating project of all coursework throughout the entry-level doctoral program. Completion of the project will include data collection and analysis of data in collaboration with a faculty mentor and community partner. The capstone project will be presented in a forum of peers, faculty members and stakeholders.

Collaboration Process

The doctoral capstone will be designed through collaboration of the student, faculty, content expert and community/clinical partner. Overall, this team collaboration is crucial to ensure the completion of the capstone project and DCE is consistent with the program's curriculum design. Although the capstone project and DCE are separate components of the doctoral capstone, both aspects provide in-depth exposure to a specific area of focus. The student will meet individualized objectives for each portion of the doctoral capstone (capstone project and DCE). Along with the student, the following professionals will play a role in the doctoral capstone collaborative process (successful completion of the capstone project and DCE): Academic Faculty Advisor, Doctoral Capstone Coordinator, Faculty Capstone Mentor, Content Expert and Community/Clinical Mentor.

Doctoral Capstone Experience Placement

The Doctoral Capstone Experience (DCE) is a unique experience that students will begin planning for early in the program. The curriculum is sequenced in a way to allow students to form a deeper understanding of and increased competency in their functional knowledge and skills, applied knowledge and skills, capacity for whole-person practice as servant leaders, toward forming professional identity as a practitioner-scholar.

Throughout the curriculum, students gain exposure and knowledge of various areas of practice, including traditional, non-traditional, and emerging practice areas, as well as experience working with individuals across the lifespan. Through relationships with community partners established in Level I Fieldwork, students may decide to continue their doctoral focus on community-based practice for underserved individuals. As students grow in their knowledge and skills through studies and experiential learning, so, too, do their interests. Students will pursue an in-depth focus area for their capstone project early in the course of study and will continue to track this emphasis toward the collaborative design and placement for their DCE. Each student will successfully complete an individual 14-week capstone experience in the final semester of the OTD program following completion of all preparatory components.

DCE Policies

Specific detailed information regarding the Doctoral Capstone Experience policies and procedures can be found in the *Doctoral Capstone Manual*.

Section III

DEPARTMENT OF OCCUPATIONAL THERAPY

ACADEMIC & ADMINISTRATIVE REGULATIONS

ACADEMIC & ADMINISTRATIVE REGULATIONS

Graduation Requirements

Health Sciences Professional Graduation Requirements

Candidates for a professional degree must meet the following graduation requirements:

1. Student must attend any course of lectures, or any other exercises which have been or may be required, even though such courses receive no recognition in terms of credit hours.
2. Students' records must be cleared of all grades that are not permanent, i.e., grades of I, IC, IE and NG.
3. Students must file a formal application for a degree by the deadline published in the Academic Calendar; however, because students are required to graduate at the end of the term in which all degree requirements are complete, the university reserves the right to graduate students without a graduation application on file.
4. Commencement is held in May, after the spring term. Participation in commencement does not mean students have graduated. See the [Commencement Policy](#) in this bulletin for further details.
5. All exceptions to this Graduation Requirements policy must be approved by the Office of the Provost, except:
 - the course and bulletin year exceptions listed in paragraph 1 (as approved by the college)
 - number 2 (as approved by the college)

OTD Program Graduation Requirements

Alongside Health Sciences Professional requirements for graduation, graduation from the entry-level OTD program is predicated on student fulfillment of satisfactory grade point average, professional conduct, successful completion of Fieldwork and successful completion of the 2-part Doctoral Capstone. Specific graduation requirements include:

1. Doctor of Occupational Therapy degree candidates must earn a minimum of 115 credits with a minimum GPA of 3.000.
2. Successful completion of all didactic and Level I Fieldwork course credits before progression to Level II Fieldwork.
3. Successful completion of the minimum 24-weeks, full-time Level II Fieldwork (A and B) before progression prior to starting the Doctoral Capstone Experience
4. Successful completion of all coursework and Level II Fieldwork, and completion of preparatory activities (as defined by ACOTE standard D.1.3) before progression to the 14-week Doctoral Capstone Experience.
5. Successful completion of the 2-part Doctoral Capstone (capstone project and capstone experience).
6. Receive no final grade of less than a C, S or SNC for courses required for the OTD degree.

Students are allowed a maximum of 3 total attempts to complete Fieldwork Level II.

Students have a maximum time frame of 5 years from date of matriculation to complete the didactic, fieldwork, and doctoral experiential components of the program.

Technical Standards Overview

Successful participation in the OTD Program requires that a student in the Program must independently, with or without reasonable accommodation, meet and maintain the technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program.

If a student has a change in health status while enrolled in the program, the student is required to inform the Chair/Program Director and his/her program advisor and provide an updated technical standards form. Where applicable, the program may require submission of supporting documentation from appropriate providers qualified to judge the student's ability to meet or exceed the aforementioned requirements. Significant health status changes may include surgery, time missed > two days, or decreased ability to perform critical functional demands associated with courses, including clinical education.

Any evidence of a possible violation of the safety and technical standards may be cause for further evaluation at the university's discretion and/or dismissal from the OTD Program. Evidence of possible violation may be obtained from the application materials, interviews or visual observations. Further evaluation may entail an interview or a physical examination by a physician or other provider of the university's choice.

Technical Standards for Marquette University Occupational Therapy Students

Marquette University's Department of Occupational Therapy prepares students to be competent and professional general practitioners. The technical standards identified herein are functional abilities fundamental to the provision of safe and effective care. Therefore, preparation for a professional role as an Occupational Therapist includes the expectation that an applicant/student must independently demonstrate competence in such abilities, with or without reasonable accommodation, and must meet and maintain such technical standards in order to progress in the program.

Sensorimotor Skills

A student is expected to have functional use of sensory systems (tactile, visual, auditory, olfactory, proprioception, vestibular) in order to accurately observe, perceive, process, synthesize, and exchange sensory information within their environment. A student must be able to recognize pressure, temperature, position in space, vibration, pain and movement in order to discriminate between safe and unsafe environments and between therapeutic and non-therapeutic contexts.

Psychomotor Skills

A student is expected to demonstrate adequate fine and gross motor movements, neuromuscular control, motor planning, strength, eye-hand/foot coordination and endurance necessary for the safe learning and practice of Occupational Therapy. Examples of examination and treatment interventions using psychomotor skills include, but are not limited to: obtaining and monitoring client vitals, assessing range of motion, manual muscle testing, functional mobility and transfers, work hardening, client and caregiver education, splint fabrication, use of adaptive equipment, manipulation of objects/materials, computer usage, environmental modification, application of physical agent modalities, and performing CPR when necessary. A student must be able to appropriately navigate the environment, which may require periods of physical and mental exertion needed to move, balance, stand, sit, bend, squat, kneel and reach in the provision of safe client care. A student is expected to lift up to 50 pounds, including loads from the floor and overhead. A student should be able to maintain equilibrium and move consciously and satisfactorily in urgent situations.

Communication Skills

A student must be able to effectively and professionally communicate with clients, patients, caregivers, clinical supervisors, faculty members and other health care team members. Such communication ability includes verbal, non-verbal, written, using sign language and/or using communication devices to obtain factual information and relay factual information to others. Each student is expected to have the ability to hear, comprehend, speak, and write the English language when facilitating and producing accurate communication including written information related to education, professional documentation, record maintenance, instruction and presentation of information.

Cognitive Skills

A student must be able to demonstrate problem solving and critical thinking abilities in order to effectively and safely perform observations, administer evaluations, carry out interventions and develop programming for clients and other stakeholders. The critical skill of problem solving includes the capability to identify the problem, comprehend, measure, analyze, reason, synthesize and conduct outcome evaluation that is timely and clinically sound. Higher-level cognitive functions, including sound judgement, flexibility and shift are essential to Occupational Therapy practice. A student is expected to retain, retrieve, apply and integrate previously learned information with new knowledge in order to make appropriate decisions in classroom, laboratory, fieldwork settings, practice and scholarship.

Behavioral and Social Skills

A student must demonstrate self-awareness, be emotionally stable and able to effectively utilize intellectual capacity in attending to all responsibilities associated with the safe and effective practice of Occupational Therapy. A student must manage internal and external stressors and balance commitments. A student is expected to adapt to dynamic practice environments and demonstrate flexibility in managing change. A student must be an effectual member of a

team that may include patients, clients, caregivers, clinical supervisors, health care team members, faculty and fellow students, and must be able to develop effective collaborative, working relationships with such team members as appropriate. A student must be able to provide, accept and integrate constructive feedback. A student must utilize intellectual skills to successfully complete classroom and clinical responsibilities within given timelines. A student is expected to dress appropriately per context and maintain acceptable personal hygiene. Compassion, maturity, cultural sensitivity, motivation, integrity and respect in interactions with others are abilities expected of a care provider and are assessed during the admissions process and throughout the course of study.

Evaluation

An applicant/candidate with a handicap shall not, on the basis of his or her handicap, except those which would preclude the essential skills outlined above, be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the program. Marquette University, in accordance with its Jesuit tradition and Guiding Values, is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, age, disability, sex, gender identity/expression, sexual orientation, marital status, pregnancy, predisposing genetic characteristic, or military status.

All OT students must be able to perform the essential functions of a student occupational therapist. Reasonable accommodations will be afforded to students with disabilities as required under the Americans with Disabilities Act of 1990, Sec. 504 of the Rehabilitation Act of 1973, and applicable state laws. Marquette University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation. A student who can no longer perform the essential functions of a student occupational therapist must report this to his or her program advisor. If reasonable accommodations cannot be made, the student will not be able to remain in the OT program.

These standards are expected to be adequately met in the classroom, lab, community and fieldwork settings. Inability to meet these standards could result in dismissal from the program.

TECHNICAL STANDARDS AND PROGRESSION IN THE OTD PROGRAM

Successful participation in the Occupational Therapy Doctoral Program requires that a student must independently, with or without reasonable accommodation, meet and maintain the technical standards for progression throughout the program. Students unable to meet these technical standards are not able to complete the program.

If a student has a change in health status while enrolled in the program, the student is required to inform the department chairperson and their program adviser and provide an updated technical standards form. Where applicable, the program may require submission of supporting documentation from appropriate providers qualified to judge the student's ability to meet or exceed the aforementioned requirements. Significant health status changes may include surgery,

time missed greater than two days, or decreased ability to perform critical functional demands associated with courses, including clinical education.

Any evidence of a possible violation of the safety and technical standards may be cause for further evaluation at the university's discretion and/or dismissal from the O.T.D. program. Evidence of possible violation may be obtained from the application materials, interviews or visual observations. Further evaluation may entail an interview or a physical examination by a physician or other provider of the university's choice.

HEALTH AND SAFETY REGULATIONS

Students are responsible for maintaining current immunization/immunity status and are required to follow program health and clinical guidelines based on the *Center for Disease Control (CDC) Guidelines for Healthcare Workers*. Designated requirements must be completed (or initiated in certain cases) prior to the beginning matriculation and must remain current to continue clinical rotations. Tuberculosis screening and influenza vaccination is required annually by designated deadlines. It is the student's responsibility to update all health information and health-related requirements annually, or more frequently if necessary and as required by clinical sites. Failure to provide updated documentation of immunization and screening requirements may result in withdrawal from courses and may affect the student's ability to graduate on time. The student is responsible for costs of vaccines, yearly screenings, and other related health requirements. Any medical treatment needed by an occupational therapy student during academic preparation or clinical education experience is the responsibility of the student. The student is responsible for the cost of any related procedures.

- **Students will not be able to participate in the Spring Semester's Fieldwork course unless all Health & Clinical Requirements are complete before classes commence.**

Emergency Care and Safety

All clinical sites provide the students with safety information including emergency procedures. There may be potential health risks at a clinical site. Students are required to complete yearly OSHA training through Castlebranch. Students are not employees of the facility and are not covered by workman's compensation. Students provide proof of health insurance, but should also be aware that they are responsible for the cost of any emergency care, unless the injury or illness was due to negligence on the part of the facility. In non-emergency situations, students should expect to be responsible for their own medical care while off campus.

All OTD students are required to attend and provide documentation of completion of yearly OSHA training sessions, which assure that they have received training on OSHA guidelines for blood borne pathogens and universal precautions. Failure to complete or maintain such requirements as indicated may prevent student participation in clinical or other experiential learning programming, possibly impacting progression in a course and thus in the program.

Annual HIPAA training and certification is required of all students through Castlebranch. Students may also be required to complete HIPAA training as requested/needed by clinical or community partners.

Marquette University Criminal Background Check

Wisconsin Department of Health and Family Services mandates that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check. OTD students are required to complete a background and criminal history check prior to matriculation and must abide by the university and state regulations pertaining to the findings. Background results may not prevent admission to the OTD program however, some findings may limit options for placement in fieldwork rotations and/or restrict options for other experiential learning. Failure to successfully complete this state-mandated requirement will render the student unable to fulfill requirements for graduation from the OTD program.

Background checks will be completed through the CastleBranch document management system. Students gain system access after seat confirmation is received. Failure to complete the background checks according to the program's timeline may result in meeting with the Progress and Promotion Committee and could result in a delay in the program, a delay in graduation, or dismissal.

Health Insurance

Students are required to carry personal health insurance throughout the duration of their studies. Students are not covered by MU or a rotation site's employee health in the case of injury, needle stick or illness during your fieldwork or capstone experiences. If you do not have health insurance, you will not be eligible for placement at clinical rotation sites, as this is a condition of your placement. Students can purchase health insurance through multiple avenues, or from the insurance provider of their choice.

Professional Liability Insurance

Professional liability insurance is required for all students in the professional phase. This insurance coverage is provided by Marquette University. Even though the university has liability insurance on students while they are in clinical practice situations, some facilities require the student to have an additional liability policy. This type of insurance can be obtained through the insurance company used by the American Occupational Therapy Association by student members of the association.

Health and Clinical Requirements

Students are responsible for maintaining current immunization/immunity status and are required to follow program guidelines based on the *Center for Disease Control (CDC) Guidelines for Healthcare Workers*. Designated requirements must be completed (or initiated in certain cases) prior to the beginning matriculation and must remain current to continue clinical rotations. Failure to provide updated documentation of immunization and screening requirements may result in withdrawal from courses and may affect the student's ability to graduate on time. The student is responsible for costs of vaccines, yearly screenings and other related health requirements.

Immunization and Vaccination Requirements

Hepatitis B

Both of the following are required:

- Lab documentation **with positive antibody titer**** showing proof of immunity
- Completed 3-vaccine series. Vaccine #1 must be administered prior to matriculation. Dose #2 and #3 can be pending upon matriculation as long as 1st dose is documented.

Required prior to matriculation. Signed documentation that includes titer date and results AND dates for the three (3) doses of HepB vaccine must be uploaded to CastleBranch.

****Hepatitis B Titer**

There are several HepB titer tests – the required test is a **Hepatitis B Surface Antibody** test. Be sure to order this test. If the titer is negative, a booster of HBV vaccine should be given, and the HBV titer repeated 4 weeks later. If the titer is still negative, the student should receive the *second* two doses of vaccine.

Influenza Vaccination

- Upload documentation of a flu shot administered between September 1st and November 15th. Documentation must indicate date administered.

One dose of vaccine required annually. Noncompliance with this policy may result in withdrawal of a student from clinical rotation(s) which may limit the student's ability to graduate on time.

Polio

You must provide the complete dates (mm/dd/yy) for your childhood immunizations, as a titer is not available. The record for a completed primary series would include at least 3 vaccinations. Required prior to matriculation. Signed documentation with administered date and dose must be uploaded to CastleBranch.

Tetanus, Diphtheria, & Pertussis (Tdap)

One adult dose of Tdap is required.

- Regardless of the interval since your last tetanus or diphtheria vaccine, persons who have never received a dose of Tdap should receive 1 dose of Tdap.
- If you have never been vaccinated against pertussis, tetanus, or diphtheria, you should receive a series of three tetanus and diphtheria toxoid-containing vaccines, which includes at least 1 Tdap dose. The preferred schedule is 1 dose of Tdap, followed by 1 dose of

- either Td or Tdap at least 4 weeks afterward, and 1 dose of either Td or Tdap 6–12 months later. Persons aged ≥ 19 years who are not fully immunized against tetanus and diphtheria should receive 1 dose of Tdap, preferably as the first dose in the catch-up series; if additional tetanus toxoid–containing doses are required, either Td or Tdap may be used.
- If you have received Tdap previously, documentation of adult Tdap given within 10 years prior to beginning the OT program is required. If over 10 years, submit documentation along with documentation of a Td booster given within 10 years.

Documentation including date and type of vaccination administered must be uploaded to CastleBranch. To ensure continued protection against tetanus and diphtheria, CDC recommends booster doses of either Td or Tdap be administered every 10 years throughout life.

Tuberculosis

One of the following is required:

- Tuberculin skin test (TST), OR
- QuantiFERON blood test

Required prior to matriculation AND annually. Results, interpretation, renewal date, date test was administered must be included in documentation uploaded to CastleBranch.

If you have had a baseline TB test within the past 6 months, renewal guidelines are:

Documentation of a one-step TB test; or QuantiFERON Gold blood test must be provided. Renewal date will be set for one year.

If the PPD/TST is positive OR a student has a history of a positive TST test, a chest x-ray is **required**. X-ray date, a copy of the physician's report and recommendations is required. An x-ray older than one year will be accepted as long as you have completed the full INH treatment and have been symptom free for one year. Those treated for LTBI (Latent TB Infection) must provide medication treatment dates and signed documentation. Signed results/interpretation of chest x-ray and date must be included in documentation uploaded to CastleBranch.

MMR

Measles, mumps, and rubella (as indicated) required prior to matriculation. Dates of vaccinations and titers/proof of immunity must be documented and uploaded to CastleBranch.

Measles (Rubeola)

Both of the following are required:

- 2 vaccinations (1st dose after age 1 and 2nd dose administered at least 28 days apart), AND
- Lab documentation of positive antibody titer for Measles

If titer is negative or equivocal, you will be required to get the booster and provide lab documentation of a 2nd titer.

Mumps

Both of the following are required:

- 2 vaccinations (1st dose after age 1 and 2nd dose administered at least 28 days apart), AND
- Lab documentation of positive antibody titer for Mumps

If titer is negative or equivocal, you will be required to get the booster and provide lab documentation of a 2nd titer.

Rubella

Both of the following are required:

- 1 vaccination (at least 1 dose of live rubella vaccine), AND
- Lab documentation of positive antibody titer for Rubella

If titer is negative or equivocal, you will be required to get the booster and provide lab documentation of a 2nd titer.

Varicella (Chicken Pox)

One of the following is required:

- 2 vaccinations AND lab documentation of positive antibody titer

If you have had 2 vaccinations and titer is negative or equivocal, you will be required to get the booster and provide lab documentation of a 2nd titer, OR

- History of the disease AND a lab documentation of positive antibody titer

If you have a history of the disease and the titer is negative or equivocal, you will be required to complete 2 vaccinations and provide lab documentation of a 2nd titer. Dates of vaccinations and titers/proof of immunity must be documented and uploaded to CastleBranch.

Other Health-Related Requirements

Physical Examination

- Students must download (from CastleBranch portal), print, and complete the *Health History and Physical Exam Form*. Once completed and signed, upload to your CastleBranch portal.
- Note that a completed document must be signed by a healthcare professional.

Health Insurance

- Upload a copy of your current health insurance card (front and back) or proof of coverage.

10-Panel Drug Screen (arranged through your CastleBranch portal)

- Screen includes amphetamines, opiates, tetrahydrocannabinol (THC), Phencyclidine (PCP), cocaine, benzodiazepines, barbiturates, methaqualone, propoxyphene, and methadone.

Note: Marijuana-derived Cannabidiol (CBD) oil is identified as a Schedule 1 drug by the U.S. Department of Justice Drug Enforcement Administration. While CBD-containing products may be marked as “hemp-derived” without THC, such products are not regulated and may contain traces of THC. Thus, the program will consider any THC-confirmed positive drug test result to be accurate, regardless of claims of use of CBD.

COVID-19 Vaccination

The university requires students to be vaccinated, including booster against COVID-19 and upload proof to the MU Medical Clinic patient portal. A student can request a vaccine exemption. The Department of Occupational Therapy follows university guidelines, which are subject to change. Community and clinical partners may require this vaccination prior to any fieldwork placement.

Certification in Basic Life Support (BLS)

American Heart Association (AHA) Basic Life Support for Health Care Providers certification is required prior to matriculation and must be maintained by each student for the duration of the professional program. Certification in basic life support includes child, infant and both one- and two-person adult CPR along with AED (automatic external defibrillator) training. Failure to maintain and/or present current certification may jeopardize enrollment in OCH courses including any experiential learning courses. Note that BLS certification must be completed through the AHA and not through a provider offering the “equivalent” or one that follows AHA “guidelines.” American Red Cross certification is NOT acceptable.

OTD students are expected to use all handbooks and manuals aforementioned in combination to gain an understanding and knowledge of program and university policies, procedures, and expectations.

ACADEMIC and PROGRESSION STANDARDS

Academic Standards

OT Department Grading System

In reporting grades for OTD students, the Department of Occupational Therapy uses the following grading systems.

Letter Grade	Numerical Grade (%)
A	94 - 100
A-	90 – 93.99
B+	86 – 89.99
B	82 - 85.99
B-	78 – 81.99
C+	74 – 77.99
C	70 – 73.99
C-	66 – 69.99
D+	62 – 65.99
D	58 - 61.99
F	<58

Grade	Defined
S	Satisfactory completion; equivalent work of C or better in a credit bearing, competency-based course

U	Unsatisfactory completion; equivalent work of less than C in a credit bearing, competency-based course
SNC	(IPED courses only)

Academic Progression in the OTD Program

A student is expected to maintain full-time student status and complete the OTD program in 3 years (9 successive semesters). If extenuating circumstances occur, a student may be allowed to extend their studies with permission of the department chairperson.

All required coursework must be completed within 5 years of matriculation. Failure to complete the OTD program requirements within the 5-year time limit will result in dismissal from the program.

To achieve satisfactory academic progress leading to promotion in the OTD Program, the student must:

- Achieve a GPA of at least 2.8 after the end of the first term of attendance, and maintain a cumulative GPA of 3.0 after the second term of attendance and throughout the program
- Receive no final grade of less than a C, S, (or SNC) for courses required for the OTD degree
- Demonstrate appropriate professional behaviors per the **Core Values, Principles, and Standards of Conduct**, delineated in the Ethics Code of the American Occupational Therapy Association. All OT students in the OTD program are expected to abide by the standards of conduct as delineated in the Occupational Therapy Code of Ethics

The OTD program considers a grade below C to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in conditional promotion, student-initiated withdrawal from the program, or dismissal from the program. Students earning a final grade of C-, D or F in any OETH course may be dismissed from the program. This may also lead to withdrawal of financial aid for Health Science Professional Students (HESP) in the OTD program. To remain in good standing at the university, and thus the OTD program, HESP students must maintain a cumulative G.P.A. of 3.0 by the end of the second semester in the program, and each semester thereafter. HESP students are those who currently hold an undergraduate degree.

OTD courses are sequential and offered once a year. The sequence of courses is fixed, and all classes must be passed (C or above, S, or SNC) in a semester in order to progress to the next semester. Unsatisfactory academic progress may result in conditional promotion, student-initiated withdrawal from the program, or dismissal from the program. Students earning a final grade of C-, D or F in any course may be dismissed from the program. This may also lead to withdrawal of financial aid for Health Science Professional Students (HESP) in the OTD program.

When repeating an OTD course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student must wait and repeat the course during the next appropriate semester. Due to course sequencing within the program, this will delay the student's graduation date. Students may decelerate to the next cohort only one time. OTD courses may be repeated only one time.

A student is considered in good academic standing if he/she complies with the program's academic standards and standards for professional behavior. Failure to meet the progression requirements will result in dismissal from the program.

Warning Letter

A warning is a written letter to students for unacceptable academic or professional behavior progress during the term. A warning may come from the course instructor or department chair on behalf of the course instructor and/or the Progress and Promotion Committee. The purpose of the warning letter is to make students aware of impending academic or professional behavior jeopardy. Warnings are reported to the chair/program director and student academic advisor. Students may also be placed on College Academic Alert (CAA) upon receipt of the warning letter.

Evaluation of Academic Standing

The OT Department Progress and Promotion Committee (P & P) will conduct evaluation of academic progression at the end of each semester to determine if each student meets program progression standards.

Academic Policies

Attendance Expectation

Students in the Department of Occupational Therapy are participants in a professional training program whose graduates assume positions of high responsibility as providers of health care. Students must have academic and clinical skills but also must demonstrate interpersonal skills, reliability, professional appearance and conduct. Deficiencies in any of these areas will be brought to the students' attention. Continued deficiencies may result in disciplinary actions including dismissal.

OTD Program Attendance Policy

The OTD Program follows the Attendance Policy in the HESP Bulletin and has adopted such regulations for professional OOTH courses, with some exceptions identified herein. A WA (withdrawal for excessive absences) from a course may result if too many absences/tardies are accrued. Any withdrawal from a course in any year of the OTD curriculum may result in automatic dismissal from the program. There is not sufficient time to repeat coursework as makeup. If *coursework is missed for two weeks or more for any one course (i.e. two classes for a course that meets one time/week etc.)* the student will come before the Department of

Occupational Therapy Progress and Promotion Committee (P&P) for review. The Progress and Promotion Committee will review any student who has surpassed the threshold of absences in any single course to determine if a WA will be enforced. The P&P Committee may choose not to enforce the policy if the threshold of absences is surpassed, given the student circumstances. This determination is made on a case-by-case basis. The Committee will also work with students who may be affected with illness due to COVID-19.

Mandatory attendance is required in all OCHT didactic as well as fieldwork/clinical and doctoral experiential course activities in order to meet competencies necessary for the practice of occupational therapy. Attendance is counted both in-person and in the remote setting for didactic courses. *Like the work environment where attendance and timeliness are expected, we have modeled an identical expectation for the classroom.* Due to the rigor of coursework and clinical activities in the professional program, all students are held to this attendance standard.

All students are expected to be in every class for the entire duration of each class. If a student is more than 10 minutes late to a class without an excused absence, it will be counted as an unexcused absence. **Attendance beyond the scheduled end of class time does occur with some frequency.** Students are expected to remain and participate during these occurrences. Coming late to class because of meeting with another faculty member is not permitted, as student should be in class. *Be aware that there will be occasions where a course or learning activity falls on a weekend. The OTD program will notify students of such an occurrence as soon as possible.*

The following circumstances are considered appropriate grounds for absences in the OTD program:

1. Severe personal or immediate family illness
2. Death of an immediate family member
3. Military leave (documented through the Office of the Registrar)
4. Legal obligations (if documented in advance)
5. Religious observances (if documented in advance)
6. Post-graduate employment interviews that cannot be rescheduled

The following circumstances are considered unexcused absences in the OTD program:

1. Leaving early for breaks (e.g. flights)
2. Weddings
3. Family Gatherings
4. Doctor Appointments (including yearly physical appointments)
5. Immunizations
6. Transportation Issues

The first unexcused absence will result in a 1% - 5% reduction at the discretion of the course instructor in the overall final grade for the course in which the unexcused absence occurred. The second unexcused absence in a semester (not necessarily in the same course as the first unexcused absence) may result in the student going before the Progress and Promotion Committee.

Procedures for Requesting an Absence

As a student in the OTD program, attendance is a required component. **An absence does not release the student from responsibility to make-up work, nor does it render consequences of that absence negotiable.** Each student is responsible for material assigned and presented in class, whether the student is present or absent.

Each student needing to arrange time off from any scheduled class time is to notify the Course Instructor and cc' Department Chair. This must be done via email request and does not guarantee an excused absence. Notification of each instructor for classes excused/unexcused must be done by the student to inquire about makeup work.

Make up Work from a Missed Class

Students should consult the course syllabus and faculty for policies regarding make-up work. It is at the discretion of the instructor as to how work missed, will be made up. **In some cases, it may be impossible to make up classwork in courses with clinical or experiential learning, or when the context of certain learning opportunities cannot be replicated or simulated.**

Written exams and practical exams cannot be made up except under extraordinary circumstances and as approved PRIOR to the absence by the course Instructor (when possible). In the case of an unexpected absence (such as a medical emergency) written documentation (such as an explanation from the attending physician) will be required to sit for the exam. The scheduling of and format for any make-up exams will be at the discretion of the Course Coordinator.

OTD students are required to complete all defined Student Learning Objectives and Program Learning Outcomes as a component of progression and as required for graduation.

Extended Absences

The following is taken from the HESP bulletin: In the event that students are gone for an extended period, where two weeks or more classes are missed, students or family members, if students are unable, should communicate with the college office as soon as possible. Students may explore options, such as incomplete grades, withdrawing from the class or seeking a medical withdrawal. These options may not be available in every case and should be pursued before students are withdrawn for excessive absences. Once a WA is entered for a course, these options are no longer available. The university deadline for withdrawal is published in the Academic Calendar.

Medical Excuses

Consistent with the current attendance policy and **medical excuse policy**, the Marquette University Medical Clinic does not provide medical excuses for short-term absences that result in missed classes, exams, or assignments due to illness or injury. Requiring medical excuses places an additional burden on healthcare systems and diverts resources from patient care. Isolation does not require formal certification by the healthcare provider.

Note: consistent with the current attendance policy and medical excuse policy (<https://www.marquette.edu/medical-clinic/rights-policies.php>), the Marquette University Medical Clinic does not provide medical excuses for short-term absences that result in missed classes, exams, or assignments due to illness or injury. Requiring medical excuses places an additional burden on healthcare systems and diverts resources from patient care.

Quarantine/isolation does not require formal certification by healthcare provider. **As such, the university supports a flexible and compassionate response to students during the Covid-19 pandemic.**

Clinical Fieldwork and Internship Attendance

Promptness and attendance are mandatory during clinical internships. Absences for communicable illness, health emergencies, family emergencies and presentations at program-approved professional conferences may be allowed during clinical internships, however, the student's site Fieldwork Educator, Academic Fieldwork Coordinator and/or DCC must be notified immediately. In the event of any absence, the clinical facility must be notified in a timely manner and the absence must be accounted for and made up. Make-up time is dependent upon clinical faculty and facility/clinical instructor availability. The student will not be allowed to progress or graduate until the make-up time has been satisfactorily completed. Absences are not acceptable and subject to disciplinary action as determined by the Department Chair. Please see your *MU OTD Student Fieldwork Manual* and *MU OTD Doctoral Capstone Manual* for additional information.

Academic Regulations

Marquette University: For detailed information on College of Health Sciences regulations, see the College Academic Regulations section of the Health Sciences Professional bulletin <https://bulletin.marquette.edu/healthscienceprofessional/academicregulations/>

Occupational Therapy Probation and College Academic Alert (CAA)

Academic performance, integrity and professionalism are carefully monitored by the Occupational Therapy Department's Progress and Promotion Committee. Failure to meet the requirements of probation may lead to College Academic Alert (CAA).

- Automatic probation based on GPA – A student in the Occupational Therapy program is allowed one instance of automatic probation for a **single term grade point average (GPA) between 2.800 and 3.000** if all required courses are completed with a grade of C or above. To return to good academic standing, the average GPA of the term resulting in automatic probation and the next graded term must be equal to or greater than 3.000.
- Conditions of probation are outlined by the Progress and Promotion Committee. Conditions of probation may be prescribed in writing at the time of the student's hearing. Conditions may also be prescribed in writing in the case of a student whose course performance or failure to follow academic advice warrants such action at any time during the program. All students where conditions of probation have been established is subject to committee review and possible CAA action should they fail to fulfill the specific terms.

Students should refer to the OTD Student Handbook for further information on departmental remediation policies. Students placed on College Academic Alert cannot register for subsequent

courses in the OTD Program and are removed from any such classes for future terms in which they are registered. Students are notified of the Progression and Promotion Committee's decision by letter or email and of the appeal process.

It is possible that a student is barred from registration for academic reasons even though the student's cumulative GPA exceeds 3.000.

Academic Dismissal – Professional Integrity

Students may be dismissed from the Occupational Therapy program for failure to maintain professional integrity standards, which may include, but are not limited to:

1. Failure to comply with the American Occupational Therapy Association Code of Ethics (www.aota.org/Practice/Ethics)
2. Failure to comply with learning objectives set forth in a professional behavior learning contract between the student and the program.
3. Professional misconduct, including, but not limited to:
 - a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
 - b. Provision of Occupational therapy services, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.
 - c. Breach of patient/client confidentiality.
 - d. Failure to comply with the policies and procedures of the clinical facility during a clinical fieldwork experience.
 - e. Failure to comply with the Occupational Therapy Act for the state in which an internship experience is located.
 - f. Multiple infractions of the MU OTD professional behavior policies.

Violations of the professional integrity requirements results in a hearing with the Progress & Promotion Committee. Findings of misconduct to self, faculty, the university clinical placements and/or patient may result in failure in the assignment, failure in the course or dismissal from the program. For instances of dismissal from the program, a notation of "Required to Withdraw for Professional Integrity Reasons" appears on the student's permanent academic record and transcript.

Academic Dismissal – Academic Misconduct

Dismissal for academic misconduct (RWAM) is determined per the Academic Integrity policy found in the Academic Regulations section of the Health Sciences Professional bulletin, and below. Once this determination has been made, students are dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for students who are dismissed, if applicable, are outlined in the dismissal notice. If students are allowed to return to the university, a permanent notation of 'Reinstated to the University' appears on the academic record and Marquette's official transcript.

Academic Integrity

Statement on Academic Integrity

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

Students are asked to commit to academic integrity through the following honor pledge. Faculty may require students to sign the pledge in their courses or for any individual assignment.

Honor Pledge

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Honor Code

The honor code obliges students:

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

Academic integrity is a matter of great importance to the entire Marquette community and as such the honor code obliges others on campus as well.

The honor code obliges instructors:

1. To monitor and design exams and assignments so that honest students will not be disadvantaged by other students who might choose to cheat if given the opportunity.
2. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
3. To follow all published procedures regarding cases of academic misconduct.
4. To report any observed breaches of this honor code and academic honesty.

The honor code obliges researchers:

1. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to research.
2. To conduct research experiments according to professional standards of objectivity conscientiousness, reliability and transparency.
3. To conduct all experiments according to professional ethical standards, and, when applicable, to submit all proposed investigations to the relevant oversight bodies.
4. To provide sufficient documentation of research methodology so that other researchers in the field may replicate work.
5. To observe all duties required by copyright and patent regulations.
6. To follow all published procedures regarding cases of personal and academic misconduct.
7. To report any observed breaches of this honor code and academic honesty.

The honor code obliges staff:

1. To interpret procedures and regulations in the spirit of furthering the highest standards of personal and academic integrity.
2. To conduct research experiments according to professional standards of objectivity conscientiousness, reliability and transparency.
3. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
4. To follow through on reporting, punishment, and record-keeping on all incidents of personal and academic misconduct.
5. To follow all published procedures regarding cases of personal and academic misconduct.
6. To report any observed breaches of this honor code and academic honesty.

In addition to the honor code, members of the Marquette University community commit to the following set of best practices.

As students we strive to come to class on time and to be prepared for the material at hand. This includes all readings and assignments. We strive to devote our full attention to the class proceedings and to be fully engaged in class discussions and activities. We recognize the importance of asking questions about material we don't understand, as it helps other students who may not have thought of the question but need to hear the answer, and it gives the instructor valuable feedback. We respect the views of classmates and instructors, and we avoid distracting the class and instructor with irrelevant conversations or behavior. We strive to prepare for exams in a timely manner, and to seek help from the instructor when necessary

during the preparation. We start preparing papers, projects, and homework assignments early enough to have sufficient time to do the best we can.

As instructors we strive to be prepared and current with respect to the content and conduct of our courses, and to plan the course and class sessions to achieve the course objectives effectively. We strive to answer questions honestly and completely, and to acknowledge when we do not have an answer. We strive to give all students equal opportunity to participate in class discussions and activities. We respect students' views on issues of judgment, and we clearly distinguish between our personal opinions and our professional expertise. We are available during office hours or at arranged times to work with students individually to help them to master course material. We strive to develop and update exams and assignments so that they are meaningful tests of understanding and progress toward achieving course objectives. Finally, we give due and careful consideration to students' answers and submissions when evaluating them and assigning grades.

As researchers we strive to be honest, accurate, efficient, objective, and accountable in conducting and reporting our research efforts. Where applicable, we aim to publish in outlets accessible to other professionals in the field for the greatest possible dissemination of creative scholarly research.

As staff we strive to serve all faculty and students within the confines of Marquette University policy and procedure. We recognize the importance of serving all faculty and students fairly and on a timely basis, while maintaining confidentiality. We respect teaching and learning, and support faculty and students in this endeavor every day

Academic Misconduct

Taken from MU's Academic Misconduct Policy:

<https://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy>

Academic misconduct includes, but is not limited to, individual violations, helping another student with any form of academic misconduct, failing to report any form of academic misconduct, or intentionally interfering with the educational process in any manner. Faculty, staff or students who are aware of academic misconduct and fail to report it are considered complicit in these actions. The following sections provide representative examples of academic misconduct. If students are in doubt as to whether an action or behavior is subject to the academic misconduct policy, they should consult an appropriate member of the Academic Integrity Council, faculty or staff.

CHEATING

1. Copying from others for an assignment and/or during an examination, test or quiz.
2. Obtaining, or attempting to obtain, an assignment, examination, test, quiz or answer key without authorization.
3. Using unauthorized electronic devices or materials for an assignment, during an examination, test or quiz.

4. Communicating answers or providing unauthorized assistance for an assignment, examination, test or quiz.
5. Using unauthorized answers or assistance for an assignment, examination, test or quiz.
6. Offering one's own work to another person, or presenting another person's work as one's own.
7. Completing an assignment and/or taking an examination, test or quiz for another student, or having someone complete an assignment, take an examination, test or quiz for oneself.
8. Tampering with an assignment, examination, test or quiz after it has been graded and then returning it for additional credit.
9. Outsourcing assignments, papers, examinations, tests, quizzes to fellow students or third parties.

PLAGIARISM

Plagiarism is intellectual theft by the unethical use of sources. It means use of another's creations or ideas without proper attribution. Credit must be given for every direct quotation, for paraphrasing or summarizing any part of a work and for any information that is not common knowledge. Plagiarism is disciplined within individual departments within the University and College of Health Sciences. The Occupational Therapy department has determined that the first offense will be dealt with by the individual instructor who identified the plagiarism and may lead to further action by the P&P Committee. Plagiarism is further addressed in the Academic Integrity Tutorial.

Unintentional Plagiarism:

Definition: from https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_faq.html

- Writers may *unintentionally* plagiarize. This usually happens for a few common reasons:
 - The writer doesn't fully understand the citation system they are using and ends up missing key elements of the source attribution.
 - The writer thinks they are paraphrasing (restating a source's point in their own words) and ends up accidentally directly quoting words or phrases without realizing; in this case there is usually some attribution to the source, but not the right kind (paraphrasing vs quoting).
 - The writer misattributes a quote or idea to the wrong source; this is especially common in larger research projects where the writer is dealing with a lot of source material.

Consequence:

- Remediation with resubmission of assignment
- Deduction of 1-2 letter grades for assignment as per instructor and possible P&P Committee action

- Potential Student Success Plan

Intentional Plagiarism:

Definition: from https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_faq.html

There are instances when something is clearly *intentional* plagiarism: buying, stealing, or borrowing a paper from someone else. This includes:

- Copying a blog post or stealing an article from online.
- Hiring someone to write your paper for you/use of AI.
- Copying a large section of text from a source without making it clear it comes from somewhere else through quotation marks or proper citation.
- Intentionally failing to cite someone else's work, to claim that the ideas and words belong to you.
- *It is possible to plagiarize from yourself.* In academia, if you repurpose a paper from previous class or write one paper for two classes without the instructor's permission *this is plagiarism.*

Consequence:

- Remediation with resubmission of assignment
- Score of zero on assignment
- Student Success Plan
- Hearing with Progress and Promotion Committee
- Determination of further consequences based on Progress and Promotion Committee decision

Reference:

Lab, P. W. (n.d.). Plagiarism FAQs // Purdue Writing Lab. Purdue Writing Lab.
https://owl.purdue.edu/owl/avoiding_plagiarism/plagiarism_faq.html

ARTIFICIAL INTELLIGENCE (A.I.)

Artificial intelligence (AI) technologies have rapidly been developed and have large ranging implications for our society, including both positive and negative consequences for teaching and learning. To ensure the work you submit is your own original thoughts and ideas, as a student in this course, you should never use any AI or similar technology to complete any assignment or graded work in a course. This would mainly apply to written assignments when AI could produce large volumes of text very quickly. To model this expectation, I as an instructor will not be using AI to generate any learning materials in this course. Instructors are able to use software to detect the use of AI for assignments. To further understand the policy MU has adopted regarding AI, please visit this website and read “What is Marquette's Policy?” and watch the video on academic integrity.

ACADEMIC FRAUD

1. Altering or forging documents including forms, letters, grade reports, medical reports, transcripts and verifications.
2. Submitting substantial portions of the same work for credit in more than one course, or from previous institutions, without receiving permission from all instructors involved.
3. Using purchased answers, or selling answers to assignments, examinations, quizzes or papers.
4. Attending class for another, or having others attend class for oneself.
5. Falsifying the records of clients or patients.
6. Falsifying one’s own clinical, co-op, field placement or internship records.
7. Misrepresenting oneself, degree(s), areas of study, course work and/or grade point average.

Withdrawal from the OTD Program

Students who find it necessary to request a temporary or complete withdrawal must submit a written request to the Chair/Program Director. Students considering withdrawing from the program are encouraged to meet with the Chair and their faculty advisor prior to making a final decision. A temporary withdrawal may be granted under unique circumstances but shall not extend longer than one calendar year. If the withdrawal is for medical reasons, then the request must also be submitted through the University Medical Committee and the Committee's process will be followed. Please see the Health Sciences Professional Bulletin for an outline of steps in this process. The P&P Committee may also recommend a temporary withdrawal.

Normally, a student will be readmitted to the program at the end of his/her temporary withdrawal if the P&P Committee believes the purpose of that temporary withdrawal has been successfully achieved. The Committee may require the student to repeat course work before reentry after a prolonged leave. The entire OTD program must be completed in no more than 5 years. Therefore, if a second temporary withdrawal is requested, the student may be dismissed from the program or required to reapply to the program.

Re-Entry Policy

Students who find it necessary to withdraw from the OTD program may initiate a process to reenter at that level only with concurrence of the Progression and Promotion Committee and the OT Department Chair, on a space-available and case-by-case basis. Re-entry is not guaranteed. A formal letter to the Department Chair/Program Director petitioning to return to the OTD program is required.

If applicable, the student may be asked to verify that s/he has complied with the occupational therapy technical standards previously imposed and with conditions for the leave. In addition, remediation or course repetition may be required of the student dependent on the length of the absence or curriculum revisions approved during the leave. Any course, laboratory, outside learning experience or full-time clinical internship make-up or remediation is dependent upon academic and clinical faculty and facility availability.

If requirements or conditions set forth by the OT Department and university, associated with a medical or personal leave request are not met, the student will be dismissed from the OTD Program.

DEPARTMENT OF OCCUPATIONAL THERAPY POLICIES FOR OCTH COURSES

Course Content and Syllabi

OTD Program course syllabi contain program-specific requirements and expectations as well as university-required items. Course syllabi can be modified at any time at the discretion of the instructor and Department Chair. The course instructor will directly notify students of any modifications made.

Examinations/Assessments

Course instructors reserve the right to give unannounced quizzes. Such quizzes cannot be made up for any reason. Practical exams may only be made up if missed due to an emergency or otherwise rare event resulting in the need for a student to be absent. The nature of making up any practical exam is at the discretion of the course instructor and the Department Chair.

Prior to testing, students are required to place backpacks and ALL personal items including water bottles against the walls of the classroom. Hats and/or caps are not allowed to be worn during an exam. Any student caught with a cell phone on his/her person during an exam will not be allowed to finish the exam and will be asked to leave. Should a student need to leave the exam for a bathroom break, the student is required to leave all personal testing items with the proctor at the front of the room upon exiting.

Final Examinations

A student who misses a final examination risks the loss of credit and the possibility of not being able to enroll in subsequent OCH courses. All such cases are judged by the department chairperson.

Assignments

- The due dates for papers, projects, and assignments during the term are listed in the course schedules in the course syllabi. Papers, projects, and assignments must be submitted when due unless otherwise indicated or arranged with the course instructor. Late papers, projects, and assignments will be assessed a grade reduction determined by the course instructor OR may be returned ungraded at the instructor's discretion. Grade reductions will be published in each syllabus.
- When submitting an assignment, students MUST submit in the format of the instructor's choice. Documents that are Word-formatted are much easier to edit and grade electronically than PDF-formatted documents. Any electronically submitted assignment must be saved as, "Student's Name_course number_assignment." For example, Smith_OCH7500_Group Project. Electronically submitted assignments that do not include the student's name in title, will be returned ungraded.
- Students are not allowed to submit an electronic assignment in JPEG or picture format.
- When submitting journal articles or resources required alongside written work, students MUST submit the article/resource in PDF format AND titled by first author's name of that article. Any PDF submitted with an alternate title (title of article, abbreviation of any title or author name) will NOT be accepted. For example, article written by John

Smith and Jane Jones must be submitted, *Smith.pdf*

- Course instructors and/or faculty DO NOT pre-edit. This means that students' work will not be "reviewed" or "vetted" prior to handing in an assignment. Do not ask.

In general, students should come prepared for each class period by; 1) having reviewed the previous information from each unit and, 2) having read assigned articles and reviewed any materials provided. Each student is responsible for material assigned and presented in class, whether the student is present or absent.

Grading Policy and Process for Groups of Students

Papers and case studies may be graded according to assigned groups. Refer to course syllabus for instructor grading policy.

Individual work on assignments

Students are expected to complete assignments individually unless noted by the instructor as a group assignment/project. Students are subject to disciplinary action if they turn in an assignment that was obviously completed in a group when it was assigned as an individual assignment. Disciplinary action includes meeting with P&P committee to determine consequence.

Graded Assessment Return

Graded work in paper form (assignments, papers, etc.) returned outside of class time occurs on a weekly or on an as needed basis. Announcements will be made in class, by D2L News item and/or by email when the materials will be available for review and where the return will take place. Date and location of return may be specific to cohorts. Note that a majority of assessments will be kept by the instructors.

Upon return of exams, a short review period is permitted as determined by the instructor. During this review time, students are not allowed to discuss the exam with classmates. *The program requires a 24-hour wait period to pose questions related to the exam, at which point students make an appointment with the instructor on record to discuss the exam.*

Grade Queries

Once a grade has been posted/returned, a 24-hour waiting period is required before a student can inquire about a grade on any assignment or exam. This policy is designed to promote self-reflection and foster personal growth and personal responsibility.

Student Writing Guidelines

All written work must be typed, proofread and follow APA (American Psychological Association) style (7th edition). Written work submitted in a format other than APA will be

returned ungraded. It is required that students purchase the *Publication Manual of the American Psychological Association, 7th Edition*. Copies are also available at the Raynor Library and in the student library in the 1700 Building. In addition, numerous resources both at the library and online can be used to help with writing and formatting papers. If using an online source other than what has been published by the APA, it is the student's responsibility to double-check online sources as they align with the APA style 7th edition.

Students will be required to complete a learning module at cost to them related to APA formatting in their first semester. Details will be provided as part of course OCTH 7010.

The OTD Program gives students access to Turn It In via D2L for the first year of the program. Any additional plagiarism checkers are the responsibility of the student.

Remediation Policy for OTD Students

Within a course, an instructor may use several evaluation tools to determine a course grade. Within this framework, a student may perform below the required academic standards in certain content areas. In such circumstances, specific content areas may require remediation.

Remediation will occur whenever a student achieves less than a "C" grade on any summative assessment, or any assessment that is reflective of mastery of material. Assignments that meet this criteria will be listed in the course syllabus and highlighted in yellow. The student **MUST** contact the course instructor and their advisor to inquire about remediation within 48 hours of release of the exam grade if a grade of less than C is achieved, as stated in the course syllabus and OTD student handbook. **Failure to contact the professor or instructor within this time frame will result in the student going before the Progress and Promotion Committee.**

A remediation assignment is most often due within 2 weeks of contacting the course instructor, however, the instructor reserves the right to provide an alternative timeline. The remediation results indicating the assessment as "successful" or "unsuccessful" will be routed to the OTD Program for the student's permanent file. Remediation content, format and timeline will be determined by the course instructor. This may entail re-taking a comparable evaluation assessment (i.e. new D2L test or written exam), or redoing assignments.

Remediation of assessments **does not change the original grade, nor does it improve the semester grade.** Remediation is required to ensure that the course objectives and general content knowledge are demonstrated by the student prior to beginning the clinical year. In some instances, a student may receive a final grade for a course but may be required to complete a remediation (i.e. practical exam, final exam) for successful progression in the program. All remediation outcomes will also be reported to the student's advisor and the Progress and Promotion Committee if required. The remediation process may also require completion of a Student Success Plan (SSP).

Remediation Within OCTH Courses

Total Remediation within the semester

A student is allowed to remediate up to two assessments within all OCTH courses in the same semester. If a third remediation occurs, the student will be required to meet with the Progress and Promotion Committee and will be placed on College Academic Alert (CAA). See conditions of academic probation. At the conclusion of the semester, the student may be dismissed, decelerated, or promoted on conditional academic probation. (See conditions of probation below).

Conditions of Promotion on Academic Probation

- Must pass any pending remediation. Remediation content, format and timeline will be determined by the course instructor. If the remediation is not successful (70% or greater) the student could be dismissed from the program.
- Must maintain a term and cumulative GPA of 3.0 or higher at the conclusion of the semester.
- Must pass all courses with grade of C or better.

If conditionally promoted to the following semester

1. Students on academic probation will be allowed one remediation in each OCTH course, not to exceed two total remediations within the semester. If any additional assessment grade earned is less than 70%, beyond the two allowed in the semester, or one per each course, the student will be immediately dismissed.
2. All remediations must be successful, and if not the student will be immediately dismissed.

Total Remediation within one OCTH course

Within each didactic OCTH course, a student is allowed to remediate up to two assessments, however the initial earned grade is not replaced. Any additional assessments that score <70% in that same course will require the student to meet with the OT Department Progress and Promotion Committee. The student risks being placed on College Academic Alert (CAA) and at the conclusion of the semester, or may be dismissed, decelerated, or placed on conditional academic probation. (See conditions of academic probation).

Late Remediation

Any remediation that is submitted past the deadline will result in the student going before the Progress and Promotion Committee.

Failed Remediation

If a student fails a first remediation assignment (<70%), the earned grade will not change, s/he will be required to meet with the Progress and Promotion Committee and the student will be placed on College Academic Alert (CAA). (See conditions of academic probation below). Students must pass a second remediation assessment of the failed material or will be given a zero for the grade on the initial assessment. Subsequent failed remediations (<70%) of future assessments in that course will result in a zero for each assessment. Any student who fails to

complete a remediation assignment will receive a zero regardless if it is the first remediation of the course or semester.

Once remediation is required for an assessment, it is encouraged that the student discuss study strategies with the course director and academic advisor. Additional academic resources are available in the Office of Student Educational Services (<http://www.marquette.edu/oses/contactus.shtml>).

Course Grievance Procedure

If an OTD student has a grievance regarding a course, he or she must first discuss the grievance with the course instructor. Documentation by the student and course instructor regarding the grievance discussion is encouraged. Students appealing grades assume the burden of proof.

If, after detailed discussion with the course instructor, the grievance still exists, the student should bring the grievance to his or her faculty advisor. If, after the appointment with the student's advisor, the grievance still exists, the student should bring the grievance to the Department Chair. If, after the appointment with the Chair, the grievance still exists, the student can consult with the Associate Dean of the College of Health Sciences and then the Dean of the College of Health Sciences.

Grade Appeals

Students and faculty should make every effort to resolve questions about grades without seeking a formal grade appeal. All students who seek to appeal the assignment of a grade should understand that the evaluation of the extent of course mastery is normally within the scope of the instructor for a particular course. Absent extraordinary circumstances, no grade adjustments or changes will be initiated.

Students may seek to appeal final course grades only if there is a valid basis to do so, supported by compelling documentation to show that the assignment of a grade was incorrect or was contrary to established Marquette University academic policies and procedures. Accordingly, appropriate grounds for grade appeals may include:

- A clerical error in the assignment of a final grade.
- The assignment of a grade on some basis other than the student's performance and participation in the course.
- The evaluation of the student's work by using criteria that is unnecessarily different from that used to evaluate other students in the same class.
- The assignment of a grade that reflects a significant departure from the instructor's published or announced standards for assigning grades.

The Health Sciences Professional programs grade appeal policy and procedures can be found in the Health Sciences Bulletin and are listed below.

<https://bulletin.marquette.edu/healthscienceprofessional/academicregulations/#gradeappeals>
and

Grade Appeal Procedures

Health Science Professional students may appeal any final course grade that they believe to be in significant violation of clearly established written policies, a result of improper procedures or discriminatory. Before initiating a formal grade appeal, the students must consult with the instructor assigning the grade and present evidence why they believe the grade to be in error. If this does not lead to resolution, the students may initiate, in writing, a formal grade appeal. To be considered, the written appeal must be submitted no later than the deadline for the removal of incompletes, as noted in the Academic Calendar. However, it may be in students' best interest to appeal sooner than this deadline if their academic progress is dependent on the outcome of the appeal. In addition, students should consult with the college or school offering the course for which the grade is being appealed to determine if other requirements for the written appeal are in force.

The written appeal must be submitted to the chair of the department offering the course or, in schools or colleges with no departmental structure, to the associate dean. The written appeal must provide the reason(s) the student believes the recorded grade is incorrect. Students may present evidence of their performance and may also request that all other pertinent materials be supplied by the instructor. The chair, or associate dean, collects and analyzes the evidence in a timely manner. Evidence is gathered through consultations with the instructor, the student and any witnesses. These consultations may be in person, by phone or by electronic means. Hard copies of relevant documents may also be requested. The chair, or associate dean, evaluates the appeal or chooses to designate an ad hoc committee for this purpose. The chair, associate dean, or ad hoc committee considers the appeal and evidence and makes one of the following decisions: the assigned grade should remain, the course instructor is asked to reconsider the grade in light of information collected and the reconsidered grade stands, or a grade change is warranted. The decision is communicated in writing within thirty days to the student and the instructor with copies of the formal response placed in the student's file and forwarded to the dean and any indicated grade changes filed with the registrar.

Students have the right to appeal the decision of the chair, associate dean, or ad hoc committee, to the dean. This appeal must be submitted in writing no later than fourteen days from the date of the formal response. The dean reviews the procedural evidence, which now includes all the evidence previously gathered, the student's appeal letters and the formal response from the chair, associate dean or ad hoc committee, and renders the final decision on the grade appeal. The decision is communicated in writing within thirty days to the student and the instructor with copies of the formal response placed in the student's file and any indicated grade changes filed with the registrar.

Non-academic Complaints

Contact the offices of Student Development (414-288-1412, Alumni Memorial Union, Room 329); Residence Life (414-288-7208, Carpenter Tower, Room 203); or Student Affairs, (414-288-7206, Alumni Memorial Union, Room 437).

PROFESSIONAL BEHAVIOR AND STANDARDS OF CONDUCT FOR OT STUDENTS

Professional Behavior

It is the expectation of Marquette OT as a whole that students behave according to the standards of the profession. Such standards include the *Occupational Therapy Code of Ethics, Core Values and Attitudes of OT Practice, Standards or Practice for OT* and the *Standard for Continuing Competence*. Professional behavior is required throughout clinical practice and must be modeled during the academic, fieldwork and capstone phases of the program.

Core Values, Principles, and Standards of Conduct

All OT students in the OTD program are expected to abide by the standards of conduct as delineated in the Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA). The Code is an AOTA Official Document and a public statement that outlines Standards of Conduct the public can expect from those in the profession. The Code is applicable to all areas of occupational therapy, including education. The code is freely accessible to the public at <https://ajot.aota.org/article.aspx?articleid=2442685>

Professional Behavior Evaluation

OTD students will be evaluated on professionalism by faculty starting in the Spring semester of their first year. The work of an occupational therapist requires a high level of interpersonal skills, reliability, professional appearance, and conduct. These behaviors are required not only for clinical practice but also must be modeled during the academic, fieldwork and capstone phases of the program. It is also critical for students to be able to reflect upon their own experiences throughout their course of study.

Yearly, or as needed, students will complete the *Student Self-Assessment of Interpersonal Skills and Professional Behaviors* form, while faculty will complete the *Instructor Evaluation of Individual Student Professionalism* form. Students are evaluated by the requirements outlined by the OTD Program Handbook and Technical Standards. These forms will be reviewed with a faculty member at least once a year.

Students found to not meet expectations will be given the opportunity to improve. The first offense for violation of professional behavior requirements set forth by the OTD program will result in a verbal warning. The second offense will result in the student going before the P&P Committee where a written warning will be issued. In addition, the P&P Committee may decide that the student needs to complete a Student Success Plan, be placed on probation, prevent the student from entering the fieldwork phase and/or may lead to dismissal from the program.

Non-Academic Dismissal – Professional Integrity

Students may be dismissed from the OTD program for failure to maintain professional integrity standards, which may include, but are not limited to:

1. Failure to comply with the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics (aota.org) and other core documents of the profession.
2. Failure to comply with learning objectives set forth in a professional behavior learning contract between the student and the program
3. Professional misconduct, including, but not limited to:
 - a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
 - b. Provision of services at any point in the OTD program while under the influence of an illegal substance and/or alcohol.
 - c. Breach of patient/client confidentiality.
 - d. Failure, during a fieldwork experience, to comply with the policies and procedures of the clinical facility.
 - e. Failure to comply with the Occupational Therapy Practice Guidelines for the state in which a fieldwork experience is located.
 - f. Failure to comply with the OTD program departmental Policies and Procedures outlined in the student handbook.

Violation of the professional integrity requirements results in a hearing with the Progression and Promotion Committee. Findings of misconduct to self, faculty, the program, the University clinical placements and/or patients may result in failure in the assignment, failure in the course or dismissal from the program. For instances of dismissal from the program, a notation of “Required to Withdraw for Professional Integrity Reasons” appears on the permanent academic record and transcript.

Additional Expectations for Professionalism

Etiquette

Policy for Addressing Faculty, Staff, Educators, and Community Partners

Students are expected to demonstrate respect by addressing both the OTD faculty and University faculty members and staff by title (Dr. Professor, Mrs. Ms. Mr., etc.) followed by last name. This policy also applies to student interaction with clinical educators and community partners. Students will use appropriate titles when addressing all faculty and staff in verbal and written communication. Informal communication will not be acknowledged.

Communication

E-mail is an appropriate and preferred method for official communication by Marquette with students unless otherwise prohibited by law. The university has the right to send official communication to students by e-mail with the assumption that students will receive, read and, if necessary, act in a timely manner based upon these e-mails.

Expectations for Email Communication. Professional behavior and standard etiquette are requested when emailing professors/classmates. Initial emails should contain (minimally) a subject, greeting and closing. Prior to emailing, consider the following: a respectful subject line and greeting. What is the tone of the email? It is clearly written and reflective of your intent? What do you want the recipient to know? Is language respectful to the recipient? Did you thank the recipient for his/her time?

OT faculty will respond within 24 hours of receipt of student emails. If email communication falls on a weekend, faculty will respond by the following Monday, unless emergent.

OTD students are expected to check their MU email on a frequent and consistent basis to monitor program and university-related communications. It is the students' responsibility to stay up-to-date with receiving and responding to communications as some program correspondence may be time-sensitive. It is suggested that email is checked at least once per weekday while classes are in session.

Technology Use In/Outside the Classroom

- **Cell Phone Use:** Cell phones are to be turned off during all classes, class-related activities, and during all program-related meetings. This includes meetings related to group projects with classmates. Students observed to be using a cell phone during class or as described, will be excused from class. Cell Phones are not to be used during Level I and Level II Fieldwork experiences, doctoral experience components and/or during community-based outreach and learning experiences. Any student using a cell phone during fieldwork or community partnership events will be subject to disciplinary action. Please also refer to the Cell Phone Use Policy in your Fieldwork Manual.
- **Computer Use:** If a laptop computer is used in class it must be used **ONLY** for taking notes **UNLESS** specifically given permission otherwise. Any student reported to be or caught using a computer for any non-school related purpose will promptly be excused from the classroom and the student will permanently lose computer use privileges while in the program.

Learning Expectations and Proper Attire

Professionals in-training are always expected to dress professionally. As representatives of Marquette, students should be aware that outward appearances can be reflective and influence perceptions by others as competent health care professionals, cast the OT profession in a positive light, and promote Marquette University's positive image.

Classroom Attire

Although casual dress is accepted in the classroom, attire should be neat, clean and properly fitting. The following examples of inappropriate clothing are not deemed acceptable attire.

- revealing clothing (any sleeveless shirts, see-through shirts/clothing, tank tops, visible chest, short skirt/shorts, tight-fitting tops, or skin showing between the shirt and pants).
 - hats
 - clothes/tattoos displaying inappropriate language or graphics or political views or jargon
 - low-riding pants that potentially expose underwear or skin in the midriff area
 - bare feet
 - leggings as pants
- Leggings are acceptable **ONLY** if they are worn with a longer garment, such as a dress
 - Skirts and shorts must extend past fingers when arms are placed at side. **These cannot be tight fitting.**
 - Additional piercings that are for religious or cultural reasons must be discussed with the Department Chair.

Students are required to dress professionally for ALL presentations and guest lectures, unless otherwise stated by the course instructor. The brown bag schedule will indicate dress code per event. This includes business casual attire AND student ID badges placed at appropriate height and in full view. All additional facial/oral piercings other than a single ear piercing must be removed for all professional related activities in and outside the classroom.

Students are required to wear professional attire for all clinical education experiences and community-based learning experiences. Please see *Student Fieldwork Manual* for specific information outlining this requirement. All additional piercings must be removed for fieldwork.

Failure to comply with these expectations will result in a violation of professional behavior policy.

Community/Department Service

Each student will be required to participate in community/department service beginning in their first year of the OTD program. Credit for service will need to be documented by each student and will be subject to audit. Each year of the program requires a different number of service hours. Please see the list below:

First Year: Must complete five hours by end of Spring (first year-two semesters)

Second Year: Must complete an additional 20 hours by end of next Spring (second year-three semesters)

Third Year: Must complete an additional ten hours by end of Summer (third year)

Additional Costs/Supplies

Beginning with your enrollment in the OTD Program, you will need to have a Windows – based **PC laptop computer** with internet access, audio connection (microphone) and video capabilities (webcam) as most course information is available online through our D2L program and Marquette email correspondence is required. Mac computers may be used for personal use, but all students must have access to a Windows-based PC laptop computer for all program testing and specific assignments. Wireless access is available in the 1700/OT Building and in most campus structures. Details on laptop computer specifications and minimum requirements can be found on Marquette IT website: <http://www.mu.edu/its/help/getting/studentpc.shtml>.

Academic Advising

Overview

Each student is assigned to a full-time OT faculty member in the program for advisement during tenure in the OTD program. Advising sessions are designed to provide a consistent means through which students and faculty can communicate in a timely fashion on matters related to the student's academic and professional progress while in the program. Per ACOTE standards, occupational therapy faculty are responsible for advising OT students on matters related to professional coursework, professional behaviors, fieldwork education, and the doctoral capstone. The academic advisor serves in both a formal and informal capacity.

OT department faculty members will meet with an OTD student advisee twice per semester, or as needed. The first session of the semester (fall and spring) will be a group advising session, while the second will be individual. Students will meet with advisors individually one time during the summer semester. Advisors or students can request additional meetings as needed.

Advising Process

Prior to matriculation into the occupational therapy program, students will be assigned an academic advisor. One informal group advising session and one formal 1:1 advising session are required per semester. Faculty advisors will notify advisees of their process to sign up for sessions. Students are expected to follow guidelines regarding setting up appointments and be aware of these advisement periods and ensure they do not schedule any conflicting appointments.

Under the Family Educational Rights and Privacy Act (FERPA) of 1974, academic information (grades, GPA, etc.) cannot legally be shared with the student's parents or other parties (i.e., employers) without the written consent of the student.

It is the responsibility of the **academic advisor** to:

1. Notify advisees of advising timeline early each semester. Publish/post advisement schedule of availability one week prior to the advisement period.
2. Orient students to the advisement process, and procedures including advising and professional behaviors forms, as well students' rights and responsibilities in the advising relationship.
3. Maintain a record of all advising session and significant discussions with the student which will be placed in the student's personal academic folder.
4. Explain academic policies and procedures, as well as curriculum requirements, to students
5. Offer availability for advising outside of scheduled advising hours should a student request/need an additional advising meeting
6. Provide the student with feedback regarding their professional behavior development.

It is the responsibility of the **student advisee** to:

1. Seek advice/counsel from the academic advisor as necessary, when academic problems or difficulties are experienced.
2. Adhere to advisor's posted advisement schedule. If additional times are needed, schedule a mutually agreeable time.
3. Notify the advisor of withdrawal from the program.
4. If either party, the student or faculty advisor, feel that a change in advisors is in the best interest of the student, there should first be a discussion between the student and advisor. The advisor shall present such a request in written form to the Department Chair to identify an alternate advisor. The Chair will notify both the advisor and advisee, of the approved alternative arrangement.

For the scheduled advisement sessions each semester, it is the responsibility of the student to:

1. Schedule advisement session with advisor during the advisement periods at least 2 days in advance of the advising session.
2. *Prior to the final semester's advisement session*, the student should: prepare by completing the following:
 - a. Complete the professional behaviors self-assessment form, identifying 2 professional goals and completing reflections on goal status. It is important that the student complete this form realistically and accurately, referring to the descriptions provided within the *Self-Assessment of Professional Behavior* forms.
 - b. Send an *electronic copy* of their Professional Behavior rating, goal and reflections, to the faculty advisor *PRIOR* to the advising session or bring to the advising session depending upon the preference of the advisor.
3. On the day of the student advisement session, the student shall bring a signed paper copy of the above to the advisement session for signature. This document will be kept in the student's academic file in the OT office. The students' academic advisor may ask the student to send a follow up email noting details for the advisement session as well as need for follow up. Documentation of this email is subject to inclusion in the student's personal academic record. Faculty feedback given during the session will be documented as appropriate with student signatures.

Note: Students who the faculty and faculty advisor have identified as not making sufficient progress in their professional behaviors (by the Spring semester of the first year and subsequent semesters) will be placed on a Professional Behavior Student Success Plan (SSP). This professional development plan is completed in collaboration between advisor/advisee, and may include input from a course instructor(s). Failure to meet the goals outlined within the professional development plan may result in delayed progression in the OTD program and/or dismissal from the program.

Copies of any student learning or professional behavior plan are stored in the student's secured file as appropriate.

Student Guidance and Counseling Services

If additional guidance and counseling is needed beyond what faculty can offer, advisors may refer student advisees to the (Office of) Student Educational Services, Student Counseling Services and/or (Norman H. Ott Memorial) Writing Center as appropriate for counseling, group tutoring, writing assistance, help with study skills or academic strategies and/or group study sessions.

Policy for Students Requesting Accommodations

It is the responsibility of the student to contact the Office of Disability Services to identify and request reasonable accommodations for the classroom or laboratory. Students are encouraged to be proactive in addressing their learning needs and to discuss their needs with their instructors as early as possible at the beginning of each term. Additional information can be found at <https://www.marquette.edu/disability-services/accommodations.php>.

Graduate Research Assistantships

A Graduate Research Assistantship, or GRA, is a form of merit-based financial aid for students who have a strong interest in and commitment to engaging in research and other scholarly activities during their course of study in the OTD program. Students with a GRA will work directly under the supervision of a faculty member. GRA recipients are expected to work 5-10 hours outside of class time toward research or other scholarly activities. Specific duties and responsibilities will be identified by the faculty advisor.

Students who remain in good academic and professional behavior standing, who are not engaged in other work outside the program (i.e. part-time jobs), and who are not engaged in more than 20 hours of outside fieldwork as part of their course of study are eligible for to apply for and maintain GRA positions.

Applications for GRA positions will be reviewed in the spring of each year. Awards and positions begin at the start of the fall semester. The timing and amount of the award will depend on what phase of the curriculum the student in which the student is currently enrolled as well as the availability of funding. Awards will typically begin at the start of an academic year and will last through the fall and spring semesters. Students may also apply for an award for the summer term. Students are eligible to reapply for positions after their award has expired.

General Policies and Guidelines

Non-Discrimination Policy

Marquette University, in accordance with its Jesuit tradition and Guiding Values, is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, age, disability, sex, gender identity/expression, sexual orientation, marital status, pregnancy, predisposing genetic characteristic, or military status. Employees, students, applicants or other members of the

University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The University's policy as well as federal and state laws and regulations prohibit unlawful discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence. Please refer to the Office of Student Development for information on the grievance/complaint process for non-academics, disability status, veteran's status or affirmative action at <https://www.marquette.edu/student-development/policies/grievance.php>.

If you feel that you have been subjected to sexual harassment, discrimination or sexual misconduct, please contact Kristen Kreple, Title IX Coordinator: Alumni Memorial Union, Room 437, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3151, kristen.kreple@marquette.edu, or Office for Civil Rights: 500 W. Madison, Street, Suite 1475, Chicago, IL 60661-4544, (312) 730-1560.

FERPA Policy

The Department recognizes and abides by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. FERPA controls the confidentiality of, and access to, student education records. The entire policy is found in the University Student Handbook. The Department hereby adopts FERPA policy with respect to the maintenance, inspection, review, and disclosure of student "education records."

Policy on Privacy

The Department complies with the Health Insurance Portability and Accountability Act (HIPAA). The Department protects client health information that employees and students have access to during classroom experiences, clinical site visits, and internships is provided on a need to know basis as stipulated by HIPAA privacy rules and compliant health care institutional policies. Students participating in clinical education may sign institutional forms that state in various terms that they will have access to private health information and this information cannot be disclosed to anyone who is not involved in the care of the patient. Likewise, proprietary/copyrighted information, future organizational plans, marketing strategies, reports, meeting minutes, and other organizational communications are confidential. As such, this information is not to be disclosed to persons outside of the organization.

The program complies with all HIPAA requirements for all students participating in all clinical site visits and internship experiences.

Photo Release

There are instances in the program where photos are taken of students in the classroom, during labs or experiential activities. Students have the option of completing a photo release form to allow use of these photos for social media, website and/or class distribution. It is required for a student who does not want their picture taken, to formally notify Derek Taylor via email.

Incident Reports

It is required by Marquette University and the Department of Occupational Therapy to report and document any and all injuries despite how minor in nature. Please report any injuries to the professor in charge of the course if the injury occurred in class. If the injury occurred outside a scheduled class but inside the Occupational Therapy building, please report that to the Chair of the Department. All reports of injuries must be made and documented within 24 hours of occurrence.

Lab Fees

Each semester, students will be charged lab fees. These fees will vary from semester to semester and will even occur during semesters when students do not technically have labs (e.g. fieldwork level II semesters). Lab fees include many items such as equipment, technology, licensing fees, etc. that are accumulated throughout the entire nine semesters of the program and then divided up for payment over each semester enrolled in the program. In this way, no one semester is assigned an extravagant lab fee.

Brown Bag Sessions

Students are required to attend learning sessions outside of their regular class schedule and usually occur 1-2 times per month. These “brown bag sessions” are scheduled in advance and provided to students via email/hard copy. Attendance guidelines are the same as for a class and all policies regarding an absence for a session are followed. Student attire will be noted on the schedule for each session.

Health and Safety Policies

Alcohol and Illicit Drug Use Policy

The Marquette University Occupational Therapy Department is committed to protecting the health, safety, and welfare of students, staff, and patients that are involved in the education of OTD students. We must assure that a drug-free workplace is maintained and that University students perform their duties unimpaired by the effects of drugs or alcohol.

Signs and symptoms of possible substance-related impairment include but are not limited to: odor of alcohol or cannabis (marijuana) on the student, slurred or incoherent speech, a change in personality, and a decline in academic performance. If, in the judgment of the instructor or supervisor, it is determined that the student is impaired, he/she will be asked to be tested immediately (alcohol and illicit drug screen). In addition, testing may include a breathalyzer

test. The student will then be asked to obtain transportation to leave the clinical site or classroom. Possession of alcohol or drugs are not allowed on any Marquette Academic facility. Any positive result or suspected use will result in a mandated meeting with department faculty for professional misconduct.

Students must obtain a drug screen according to the program's outlined guidelines prior to starting the clinical year. Any positive drug screen, whether random or for cause, or conviction of a substance related infraction, or a positive Blood Alcohol Concentration (BAC) or equivalent in a clinical scenario or classroom setting, results in immediate dismissal from the program without academic review.

The student may petition for re-admission ONLY upon documentation of a diagnosis of substance dependence, successfully treated, in remission and with the specific recommendation of the attending physician. Such readmission is conditional on the student's acceptance that a relapse/recurrence/re-offense will again result in automatic and immediate dismissal. In this instance, there will be no possibility of re-admission under any circumstances. Any student refusing to be tested (an alcohol breath test or a blood/urine drug test) will be per se, considered positive on that test. Sanctions will be applied to that student consistent with a positive alcohol or drug result as described in this policy.

Marijuana-derived Cannabidiol (CBD)

Marijuana-derived Cannabidiol (CBD) oil is identified as a Schedule I drug by the U.S. Department of Justice Drug Enforcement Administration. While CBD-containing products may be marked as "hemp-derived" without THC, such products are not regulated and may contain traces of THC. Thus, the program will consider any THC-confirmed positive drug test result to be accurate, regardless of claims of use of CBD.

Exposure Policy

Anytime a student is exposed to any health hazard that might compromise or put them at risk (eg. blood contamination, infectious diseases) a report needs to be filed in the student's record in the program department. This is an OSHA requirement. A student must report any possible exposure to the supervisor/clinical instructor/fieldwork educator, however insignificant the student might think it is. The Chair/Program Director or Academic Fieldwork Coordinator must also be contacted as soon as possible.

All students who have been exposed MUST go to employee health/occupational health or the Emergency Room if after hours and follow instructions. The CDC has published recommendations regarding Bloodborne Infectious Diseases: HIV/AIDS, Hepatitis B, and Hepatitis C (<http://www.cdc.gov/niosh/topics/bbp/>). The Student Health Clinic on Marquette's campus has offered to be a resource for questions.

Patient Right to Refuse

Clinical contracts state that patients have the risk-free-right to refuse to participate in clinical education and patients/clients provide informed consent to being involved in the clinical education experience.

Latex Allergy

Latex products are extremely common in the medical environment. Students with a history of latex allergy are at risk for future severe reactions upon exposure to latex products. These include: local reaction, eye/nose itching or watering eyes, gastrointestinal symptoms (pain, nausea, vomiting, diarrhea), constricted sensation in the throat, dyspnea (difficulty breathing), generalized urticaria with angioedema (tissue swelling) and/or anaphylaxis (cardiovascular collapse). Any student with a known latex allergy, or having or describing symptoms consistent with latex allergy, is advised to consult a qualified allergist for evaluation. Such evaluation is at the student's expense. Any student found to be latex allergic must determine whether or not to continue with clinical training, acknowledging the risk of becoming ill even if after reasonable precautions are taken and accommodations are made. If such a student elects to continue in training, the student must realize that he/she assumes any responsibility and risk posed by allergic reactions, which can range from mild symptoms to anaphylaxis and death. In the event such an allergy is present, either intentional or inadvertent exposure to latex and related products may lead to these consequences.

Religious Observance Policy

Students who wish to observe their religious holidays must notify the course coordinator of potential absence prior to or within the first week of each semester. Such an absence does not release student from making up the work. *Please see additional policies regarding absences and attendance aforementioned.* Because you are in a professional graduate program and a professional in-training, please note that some learning activities and contexts cannot be recreated and therefore cannot be made up. This may reflect on student's grade.

Pregnancy Policy

Students who become pregnant while enrolled in the OTD program should notify the Program Director as soon as possible. A student wishing to continue in the program must submit a note to the OTD Program Director from their health care provider stating she is able to continue in the didactic/clinical phase of the program, need a leave of absence, or has restrictions. Time off due to pregnancy and post-partum recovery will need to be made up and depending on the duration of the absence, may result in deceleration to the next cohort or may delay graduation. All program requirements must be completed successfully in order to graduate.

Name Change

A Name Change form is available in the Office of the Registrar in Zilber Hall if you should change your name during or after your Marquette education.

Program Clothing Orders

OTD classes must follow the university's policies regarding program clothing orders. Class officers must contact the Occupational Therapy Department Administrative Assistant, the university's Purchasing Agent and the Business Office before any clothing orders can be placed. The Chair should "sign off" on all clothing orders. Second year students will initiate the clothing order and will retain all profit for their white coat ceremony for that cycle of orders.

Access to Student Lists

The program does not release lists of students and graduates to prospective employers or other interested parties. The program will provide students and graduates with information on behalf of correspondents, prospective employers, scholarships, etc.

Credentialing and Licensure

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist, administered by NBCOT. After successful completion of this exam, the graduate will be an occupational therapist, registered (OTR). In addition, 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 graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students are responsible for determining the requirements of the state in which they expect to be licensed. After students have met the requirements for graduation, the program will facilitate students in acquiring university documentation as needed.

Employment during the program

The program does not limit or in any way interfere with a student who wishes to work outside of the program and classroom requirements. Students should understand that attendance is required in all classroom and program activities. Missed classes can hinder progression in the OTD program, which could delay graduation and/or lead to dismissal from the program.

Policy and Procedure on Social Media

Health care providers must recognize that actions online and content posted via social media avenues may negatively affect their reputations among mentors, instructors, patients and colleagues, and may have consequences for their medical careers (particularly for those in training), and can undermine educational and public trust in the medical profession.

Students who communicate unprofessionally or disclose protected medical information on any of the social media sites will be brought before the Progress and Promotion Committee for review and disciplinary action which may include remediation, delayed graduation, or other appropriate sanctions up to, and including, dismissal from the program.

1700 Building Policies

Building Access

During the Fall, Spring, and Summer Semesters, the 1700 Building is open as published and updated regularly. The 1700 building can only be accessed via MUID card swipe or by ringing the reception desk using the outside communication system.

When accessing buildings by swipe access, the following rules apply:

- One entry per person, per swipe. No dual entry (two persons entering per one swipe) or passbacks (one person enters upon swipe, then passes his/her MUID card back to person who also enters by swiping with that card). Only authorized users are permitted to use and gain access to the building using assigned MUID.
- Upon entry, take pause to ensure the door has closed and locked behind you

Entrance and Exit Door Safety and Security

A door that is propped open, is a door that can be accessed by anyone. It now becomes a second, third, fourth, etc. access point into the building.

Protocol and Procedure When you leave the building from an alternative door, be certain that the door closes (and locks) behind you. In addition, when you see a door that has been propped open, please remove the prop and close the door. Propping open doors in the 1700 building is never allowed for safety reasons.

***Any OT student found propping open a door for any reason may be subject to disciplinary action.**

Access to academic and nonacademic buildings is limited to hours of operation of the building, unless otherwise indicated by program faculty, or per authorized swipe access.

It is the students' responsibility to maintain a clean and safe environment in all buildings. All student possessions must be removed from all rooms within 24 hours following the conclusion of final exams each semester.

1700 Building Main Office Suite (Room 140)

Staff and student workers are assigned to work in the main office suite. Students, faculty, and staff are asked not to congregate in this area.

Designated Study Areas

Dedicated OTD Program space at the 1700 building is marked with signage. All study areas are to be kept clean. Students are to push chairs under tables, wipe off desks or tables, keep the 3-hole punch area free of debris, etc. Students should remind each other of related policies prior to reporting individual incidents to staff or student fellows.

Student Lounge

The student lounge is a common space reserved for OTD students. It is both a privilege and responsibility to keep the student lounge clean and welcoming. Student lounge protocols will be developed and regulated by the leadership of each student cohort. Any disrespect to such protocols or may result in revocation of access to the lounge.

Equipment and/or Materials (Resources/Supplies) Sign-out/Sign-In and Safety

In order to maintain a professional, safe, and accessible learning environment for users of facilities, spaces, and equipment, the Department of Occupational Therapy requires the following procedures be followed.

Learning materials and equipment can be checked out on a sign-out/sign-in basis. This is your privilege as a student of the OTD program and will continue to be so unless there is a reason to think otherwise. Students are permitted to check out equipment and materials from classrooms and laboratories, if the equipment has been made available by program or course instructor for check out. Some equipment may be limited to check-out during regular business hours. It is the student's responsibility to confirm timing of identified equipment. Students interested in checking out specific equipment and materials aligned with a course/laboratory, must first get approval of the course instructor to check out equipment.

Equipment and materials are to be used for educational purposes only. The student assumes responsibility of the proper use of the equipment with signature at sign-out. All equipment and materials must be returned in the same condition as was prior to check out. Removal of equipment from the designated area without proper permission will result in disciplinary action. Equipment such as walkers, gait belts, adaptive equipment, etc. may be checked out for a maximum of 4 hours; or until 1 hour prior to building close.

Students are required to notify a course director/instructor of any issue or malfunction noted or encountered when using the equipment. If the course director/instructor is not on the premises, the student must email the course director/instructor immediately. If the equipment and/or resource is not returned (upon sign-in) in working order, or is returned damaged, the student should expect to incur costs to repair or replace the resource.

It is expected that students will take care of the equipment and materials and follow all safety precautions during use. It is expected that a student will use sound judgment when using any equipment or learning resource such as maintaining a clean room/piece of equipment and disconnecting all electrical appliances if appropriate.

Faculty Mailboxes

Faculty mailboxes are located in two places: outside of each faculty member's office and inside the main faculty suite. Students may place written communication and student work for a faculty member in either faculty member's mailbox. Students and faculty members can also communicate by electronic mail and phone. It is the responsibility of the student to notify a

faculty member via email, when placing any document in a faculty mailbox, including the mailbox location.

Student Mailboxes

Student mailboxes are located on the 2nd floor of the 1700 Building, just at the top of the front stairwell. Student mailboxes are used as a mode of communication between students and faculty. Faculty may return student work in this way, and will notify students of this occurrence beforehand. It is recommended that you check your mailbox 2-3 times per week while on campus.

Lockers and Locks

Lockers are available in the 1700 Building for student use. Students are responsible for purchasing locks. Locks must be removed after each academic year. Unremoved locks will be cut and removed prior to each fall semester.

Committees – In order to sit on a committee and maintain membership in one, students must remain in good academic and professional behavior standing. Distribution of content/materials from clubs and/or organizations must be approved by each club/organization faculty advisor prior to distribution.

White Coat - It is tradition that students will celebrate the transition from the majority of their didactic learning to their Level II Fieldwork with a white coat ceremony. Each cohort will designate a committee to plan the ceremony with funds earned by the cohort. Faculty and students will choose a date each year in May. The faculty advisor for this committee is Dr. Millard.

Graduation - It is tradition that students will celebrate the completion of the program with a graduation ceremony. Each cohort will designate a committee to plan the ceremony with funds earned by the cohort. Faculty and students will choose a date each year in August. The faculty advisor for this committee is Dr. O'Neill.

Pi Theta Epsilon

Pi Theta Epsilon is an honor society specifically designed for occupational therapy students and alumni. Its mission is to provide opportunities for occupational therapy students to advance skills in research and scholarship. The faculty advisor for this society is Prof. Katz.

“To be eligible to join Pi Theta Epsilon, a student must have:

- A ranking within the highest 35% of their class in scholarship;
- A GPA of at least 3.5 on a scale of 4.0 since entering the occupational therapy program;
- Completed the number of credit hours used by the institution to designate one full academic term equivalency in an entry-level baccalaureate or post -baccalaureate program in occupational therapy.
- At least one entire semester remaining after initiation before leaving for a fieldwork placement. (An eligible student need not apply for membership in the semester in which she or he becomes eligible, but may apply any time until the beginning of the final academic semester/quarter prior to beginning fieldwork).”

The American Occupational Therapy Foundation. Retrieved June 27, 2023 from <https://www.aotf.org/Portals/0/3.%20Membership%20Eligibility.pdf?ver=2018-10-19-181257-913>

Restrooms

Please keep the restrooms clean. Notify staff or student fellows or supervisors of any malfunctions or issues immediately. Please wipe off sink counters of dripped water and pick up pieces of hand towel that do not cleanly separate from the dispenser.

Student Resource Room/Print and Copier Use

The student resource room is available to students whenever the 1700 building is open. This room houses a printer/copier. The PrintWise machine in the student resource room (041) is designated for student use. The MFD in the main office suite is for faculty and staff use only. PrintWise software installation directions can be located at <https://www.marquette.edu/its/help/printing/printwise.shtml>

Student Library

The student resource room is available to students whenever the 1700 building is open. This room houses textbooks and resource books for check out and some assessments. All books and assessments must be checked out and kept on campus during check out. *These books and assessments cannot go home.*

Professional Development and Professional Occupational Therapy Organizations

Rules and Guidelines

Marquette University Student Occupational Therapy Association (MUSOTA)

Marquette University OTD program will form a chapter as part of the larger OT student association of the AOTA. Organized by students for all students (both OT graduate students and undergrad students who are interested in OT), this organization will aim to promote the profession of occupational therapy to all stakeholders through community activities, social opportunities, and professional and education arenas. Opportunities for leadership and professional growth are plentiful as student board members will be elected in the first semester of the course of study.

AOTA supports the creation and continuation of student OT associations. See more at <http://www.aota.org/Education-Careers/Students/sotas.aspx>

MUSOTA elections will be held during the first semester of the course of study. MUSOTA board members' representatives must be appointed by majority vote of the cohort. Board members will be responsible for roles as outlined in the AOTA SOTA Handbook. Both cohorts will have a full board of MUSOTA representatives which will enhance communication and collaboration between cohorts.

It is assumed that elected MUSOTA board members will carry forward their representation through the second year of the program. Cohorts may appeal to change representatives of the board at any time however, alternative representatives must be appointed by majority vote of the cohort.

The leadership structure of MUSOTA includes the following positions. A detailed list of duties and responsibilities for each position can be found at https://www.aota.org/Education-Careers/Students/SOTAs/Officer_Positions.aspx

President
Vice President
Secretary
Treasurer
AOTA Liaison
WI OT Association Liaison
Fundraising Chairperson
Professional Development
Community Service Chairperson
Social Activities

State and National Professional Organizations

Wisconsin Occupational Therapy Association

The Wisconsin Occupational Therapy Association is a professional organization which models and focuses on promoting the profession & the professional services of Occupational Therapists and Occupational Therapy Assistants as well as the education of Occupational Therapy students in Wisconsin. www.wota.net

Student Membership Fees

Student - 1st Year OT/OTA \$20.00 Student – 2nd Year OT/OTA Waived

Membership renewal is on January 1st of every year.

The Marquette University Occupational Therapy program and faculty value membership in the Wisconsin Occupation Therapy Association (WOTA). To support and encourage professionalism, the program pays 100% of student dues during year I of the professional phase of the program. **Membership is mandatory for students in the OTD program.

American Occupational Therapy Association

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services. Current AOTA members reside in all 50 states, the District of Columbia, Puerto Rico, and internationally.

AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services; improving consumer access to health care services, and promoting the professional development of members. AOTA educates the public and advances the profession by providing resources and advocacy, establishes professional standards, and serves to improve health care through education and advocacy. AOTA has many resources and opportunities to support you as a student and soon-to- be new practitioner. Browse this section to find all the resources you need to support your student projects, get involved, stay updated on the latest research, prepare for fieldwork, study for the NBCOT, and find a job that is right for you. - See more at: <https://www.aota.org/Education-careers/Students.aspx#sthash.2XknN7Sh.dpuf>

Student Membership Fees

Open to students enrolled in OT or OTA educational programs that are accredited or pending accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE®). **\$75 per year.**

The Marquette University Occupational Therapy program and faculty value membership in the American Occupation Therapy Association (AOTA). To support and encourage professionalism, the program pays 100% of student national dues during year I of the professional phase of the program. The program contributes 50% of student national dues for year 2 in the program. **Membership is mandatory for students in the OTD program.

SAFETY INFORMATION AND PROCEDURES

Contacts

- All emergencies: Public Safety Emergency Response: 414-288-1911 (x8-1911)
- Non-emergency: 414-288-6800 (x8-6800)
- Environmental Health and Safety Concerns: 414-288-8411
- Facilities Services: 414-288-7043

Marquette University Police Department

With the Marquette community located in downtown Milwaukee, students need to be aware of the realities of city living. Recognizing this, the university strives to educate students about personal safety and crime prevention through a wide variety of safety programs and services. Marquette operates its own **commissioned police department**, which works closely with the Milwaukee Police Department to ensure the security and safety of the university community. Located on the first floor of the 16th Street Parking Structure, 749 N. 16th St. (between Wisconsin Avenue and Wells Street), the department houses its administration, officer operations, the Command Information Center, preventive services and Student Safety Programs. MUPD operates 24 hours a day, every day. Services can be obtained by calling (414) 288-6800. In cases of emergency, students and employees should contact MUPD's emergency line by dialing (414) 288-1911 from any campus extension or (414) 288-1911 from any off-campus phone.

MUPD employs police, public safety and university service officers. The police officers' primary role is to prevent crime and the breach of public order. Primary responsibilities include protecting students, faculty, staff, campus visitors, property and facilities from accidents, bodily harm, fire, theft, vandalism and illegal entry; enforcing laws and traffic and parking regulations; apprehending violators; providing general information and assistance to the public; conducting criminal investigations; and participating in community-oriented policing efforts. Public safety officers are responsible for preventing and suppressing crime, protecting life and property, and preserving peace throughout the Marquette community. University service officers are responsible for protecting the Marquette community and securing Marquette's property. They conduct walking patrols of campus buildings and grounds, provide authorized after-hours access to buildings, and assist public safety officers, as well as campus community members, who have locked keys in cars, need jump-starts or require other assistance.

To provide members of the Marquette and surrounding community with a direct means of contacting MUPD, the university maintains Blue Light and Service Phones. Blue Light Phones, most frequently recognized by blue lights on the top of the phones, and Service Phones, most frequently recognized by red labels, are placed in university buildings, apartments, parking areas and near-off-campus areas. Video cameras are located throughout campus and in the near-campus neighborhood. They are linked to the Command Information Center in MUPD and are used to help monitor suspicious behavior and document activity in a given area.

New this year, MUPD now offers a free safety app, EagleEye, as an added layer of security. Available for download from the Apple App Store and Google Play for Android, the EagleEye

app features a mobile Blue Light feature, which allows users to press a button in the app that connects them directly to MUPD; a Friend Walk feature, which allows students to track their friends' locations from point A to point B; and a variety of other safety and security features.

Severe Weather

Familiarize yourself with the location of the nearest emergency shelter. Check with your facility manager or supervisor for the location of emergency shelters on campus.

Severe Thunderstorm Watch

This means conditions are right for a severe thunderstorm. You should continue with normal activities, but monitor the situation.

Severe Thunderstorm Warning

This means severe thunderstorms are occurring. Be prepared to move to a place of shelter if threatening weather approaches.

- Remain indoors and away from windows until the severe storm passes. If large hail begins to fall, seek immediate shelter.
- Report any injuries and damage to Public Safety by dialing x8-1911 (288-1911 off campus).
- Be prepared to give the following information:
 1. Your name
 2. Building name
 3. Type of injury or damage
 4. The location of any injured person(s) or building damage
 5. Room number you are calling from

Tornado Watch

This means conditions are right for a tornado. You should continue with normal activities, but monitor the situation.

Tornado Warning

This means that a tornado has been identified in the area. The emergency siren will sound a steady tone for three minutes or longer if there is danger in the immediate area.

Do the following:

- **SEEK IMMEDIATE SHELTER.** When warning sirens sound, seek shelter, preferably in a basement or below-ground evacuation location. In a multi-story building, seek shelter in an interior hallway or a lower floor.
- Stay away from outside walls, exterior doors and glass windows or partitions. **Do not open windows.**
- Basements and interior hallways or rooms on lower floors offer shelter.
- If you are in a vehicle, seek shelter in a nearby, well-built structure. If you cannot find shelter nearby, seek out a ditch or ravine, which can offer some protection. Lay prone, face down, with your hands covering your head.
- After the all clear has been issued, leave damaged buildings, if it is safe to do so. Elevators may not work in damaged buildings.
- If you are surrounded by debris, be aware that removing some of it can cause other debris to shift. If it is not safe or possible to leave the area, stay there until assistance arrives.
- Do not attempt to return to a building unless directed to do so by Public Safety. Do not attempt to turn on or off any utilities.
- Report all injuries and damage to Public Safety at x8-1911 (288-1911 off campus).
- Be prepared to give the following information: Your name, Building name, Type of injury or damage, The location of any injured person(s) or building damage, Room number you are calling from.

Fire

- Upon discovering a fire, explosion or smoke in the building, activate the fire alarm system by pulling the nearest fire alarm.

- Dial 414-288-1911 or x8-1911 and be prepared to provide: Building name, Location of fire/smoke, Type of incident (chemicals present, etc.)
- Do not use elevators during a fire emergency.
- When a fire alarm sounds, evacuation is required. Walk, do not run, to the nearest stairway exit and proceed to the ground level. If a stairway contains smoke, use an alternate stairway exit. If possible, close doors and windows as you leave. ***The alarm may not sound continuously in your building.*** If the alarm stops, continue the evacuation and keep others from entering.
- After exiting move at least 100 feet from the building, leaving the drives and walkways open for emergency personnel. Do not return to the building until directed to do so by Public Safety officers or fire department personnel. Persons with disabilities who are unable to move away from the building should request assistance from emergency personnel.
- Notify firefighters on the scene if you suspect someone may be trapped inside the building.
- Public Safety officers will work with the responding fire department personnel to provide access to any affected areas.
- Report potential hazards or refer fire prevention questions to Marquette's Office of Environmental Health and Safety at x8-8411 (288-8411 off campus).

Copies of the evacuation routes for the 1700 Building are in the main office and posted throughout the building.

Criminal Activity or Suspicious Activity

- Dial 414-288-1911 or x8-1911
- Do not approach or attempt to apprehend those involved. Stay on the phone if possible.
- Be prepared to answer: What is happening? Where is this occurring? Who is involved, Are there vehicles? Has anyone been injured?

Weapon on Campus

If you observe a suspicious person with a firearm or other weapon, whether actively shooting or not, call 911 and contact the Department of Public Safety immediately at x8-1911 or 288-1911 from off campus. Be prepared to provide information about the location and description of the suspicious individual, as well as the type of weapon.

If someone is actively shooting, quickly assess the situation and consider one of the following options:

- **Escape:** Can you get out of the building and away from the shooter? If taking this option, remember that there might be more than one shooter. Once you get to an exterior door, assess the scene outside before going through the door. Once you do exit, keep running until you are well away from the building, and try to get behind some type of cover (something that will offer protection from bullets).

• **Hide in place:** Are you somewhere where you can possibly hide from the shooter and wait until law enforcement personnel rescue you? This may involve locking yourself in a classroom, closet or office. Try to find a room that does not have glass in the door. If the door does have glass, stay out of sight of someone looking in. Lock the door; if that is not possible, barricade the door with furniture to keep an intruder out.

• **DO NOT ATTEMPT TO CONFRONT ANYONE WITH A WEAPON.**

When Department of Public Safety, Milwaukee Police Department or other law enforcement personnel arrive on the scene, follow their instructions exactly. Remember that in these situations, the responding police officers do not know who the shooter(s) are, and they do not know who you are. They have to take certain precautions for everyone's safety. If the shooter is still active, be prepared to have the officers leave you where you are. The officers' first concern is to make contact with the shooter(s) and prevent that person from causing any more harm.

Provide officers with any information you have on the situation, such as description of the shooter, last place you saw them, direction of travel, location of injured/ hiding people, or anything else pertinent.

Medical Emergencies

- Do not move a seriously injured person unless he/she is in a life-threatening situation.
- Dial 414-288-1911 or x8-1911
- Be prepared to answer: Where is the emergency? What happened? Information about the condition of the individual(s). What is currently being done?
- Do not hang up until instructed by the dispatcher.
- Stay with victim until help arrives.
- Remember universal precautions.
- Perform rescue breathing and/or CPR if necessary and to your level of training.
- Stop severe bleeding with direct pressure.
- Keep the victim warm.

Standard Precautions

Standard Precautions have been developed by the U.S. Department of Health and Human Services Center for Disease Control and Prevention (www.cdc.gov). Standard Precautions are the minimum infection prevention practices that apply to all patient care, regardless of suspected or confirmed infection status of the patient, in any setting where healthcare is delivered. These practices are designed to both protect HCP and prevent HCP from spreading infections among patients. Standard Precautions include: 1) hand hygiene, 2) use of personal protective equipment (e.g., gloves, gowns, masks), 3) safe injection practices, 4) safe handling of potentially contaminated equipment or surfaces in the patient environment, and 5) respiratory hygiene/cough etiquette.

Students in the OTD Program are expected to apply standard precautions during all classes,

including lecture, laboratory and clinical experiences as appropriate.

Infectious Disease

Notify Public Safety at x8-6800 (288-6800 off campus) if you have or have been in contact with someone who has an infectious disease. Public Safety will promptly notify Student Health Service and other offices as appropriate.

Policies specific to each infectious disease (including, but not limited to, tuberculosis, meningitis, mumps, pertussis, varicella, influenza and pandemic influenza, SARS, food borne illness) are in place.

Any infectious disease outbreak requires a coordinated response between the university and the Milwaukee Health Department. The health department will direct the university response, including case isolation and treatment, student and staff notification, screening, access to clinical care and follow-up investigation.

**Department of Occupational Therapy
COLLEGE OF HEALTH SCIENCES**

Policies and Guidelines Agreement Statement

I have read the Occupational Therapy Doctoral Program Student Handbook Policies and related Marquette University policies. *I understand that it is a privilege to be a graduate student in Marquette's OTD program, not an entitlement.* Therefore, as a student of such program, I understand that I am expected to adhere to all policies and procedures contained herein, when revised, and/or when created.

I agree to adhere to all policies and understand the aforementioned consequences of my failure to oblige to each. I also understand that lack of awareness of a policy does not negate said policy or the consequences of nonadherence to a policy.

Student: _____

(print name)

Signature of Student: _____

Date: _____

Signature of Witness: _____

Date: _____

**Department of Occupational Therapy
COLLEGE OF HEALTH SCIENCES**

Confidentiality Statement for Students

Under the Family Educational Rights and Privacy Act, all academic information is confidential. Information cannot be released to a third party without the student's written permission.

Under Federal and Wisconsin State Law, medical records created or received by a university are confidential and may not be used, disclosed, or released in writing, orally or otherwise, to any person other than the patient or the patient's legal guardian without the patient's or guardian's prior written permission.

If a medical record was created for research purposes, adhering to the Belmont Report which sets forth ethical guidelines and principles for the protection of human subjects participating in research, students' identity and the confidentiality of data collected must be safeguarded.

I understand that all student academic information, patient information, and a research subject's identity and the data collected are confidential. I agree not to discuss or share this information with anyone.

Student: _____

(print name)

Signature of Student: _____

Date: _____

Signature of Witness: _____

Date: _____

OTD students are expected to use all handbooks and manuals aforementioned in combination to gain an understanding and knowledge of program and university policies, procedures, and expectations.

**Department of Occupational Therapy
COLLEGE OF HEALTH SCIENCES**

Photo Release Form

I grant the Occupational Therapy Department Marquette University the absolute and irrevocable right and unrestricted permission in respect of photographic portraits or pictures that Marquette University has taken of me or in which I may be included with others, to copyright the same, in Marquette University's name or otherwise; to use re-use, publish, and re-publish the same in whole or in part, individually or in any and all media now or hereafter known, and for any purpose whatsoever, for illustration, promotion, art, editorial, advertising and trade, or any other purpose whatsoever without restriction as to alteration; and to use my name in connection therewith if Marquette University so chooses.

I hereby release and discharge Marquette University from any and all claims and demands arising out of or in connection with the use of the photographs, including without limitation any and all claims for libel or invasion of privacy.

This authorization and release shall also ensure to the benefit of the legal representatives, licensees, and assigns of Marquette University, as well as the person(s) who took the photographs.

I am at least 18 years old and have the right to contract in my own name. No payment has been promised or is anticipated. I have read the foregoing and fully understand the contents thereof.

This release shall be binding upon me and my heirs, legal representatives, and assigns.

Student: _____

(print name)

Signature of Student: _____

Date: _____

Signature of Witness: _____

Date: _____