



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

OCCUPATIONAL THERAPY STUDENT HANDBOOK

2022-2023

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Department of Occupational Therapy

Welcome OTD Class of 2025 and returning classes,

The University of South Dakota Occupational Therapy Program faculty, staff, and students welcome you to the occupational therapy profession and to the USD graduate program. Congratulations on your admission to the program and for choosing a very rewarding profession!

Occupational therapists are in high demand and we are proud to have educated over 539 graduates now practicing in approximately 40 states. The University of South Dakota Occupational Therapy program prepared students at the master's level since the inception of our program in 1991, and was one of the first 12 programs to be accredited at the entry-level doctorate by 2016. Our graduates have earned a 97% first-time pass rate on the board exam over the past 28 years, one of the highest rankings in the nation! You can read more about the history of our program on page 12.

We have prepared the *Occupational Therapy Student Handbook* to assist you in becoming an informed and active participant in your professional education. The handbook will orient you to the organization, standards, and expectations of the Occupational Therapy Program at The University of South Dakota.

Through your didactic and clinical education, you will learn to help the individuals and populations you serve to *live life to its fullest* through meaningful occupations. The unique and diverse life experiences that you bring to this program will enrich your education and that of your colleagues. We look forward to facilitating your learning and socialization to the profession.

Best wishes for a very successful academic career!

A handwritten signature in black ink that reads 'Ranelle Nissen'.

Ranelle Nissen, PhD, OTR/L
Associate Professor & Chair

**THE UNIVERSITY OF SOUTH DAKOTA
OCCUPATIONAL THERAPY STUDENT HANDBOOK
RESOURCES**

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THE UNIVERSITY OF SOUTH DAKOTA
Occupational Therapy Department
2022-2023 Calendar
Subject to Change

Start-End Dates – Quick Look

Occupational Therapy 2022-2023 Calendar

Semester	Class	Classes Begin	Classes End
Summer 2022	OT2 (Graduate May 2024)	Mon., May 16, 2022	Fri., August 5, 2022
Summer 2022	OT3 (Graduate May 2023)	Mon., May 16, 2022	Fri., August 19, 2022
Fall 2022	OT1 (Graduate May 2025)	Mon., July 25, 2022*	Wed., December 14, 2022
Fall 2022	OT2 (Graduate May 2024)	Mon., August 15, 2022	Wed., December 14, 2022
Fall 2022	OT3 (Graduate May 2023)	Mon., August 22, 2022	Wed., December 14, 2022
Spring 2023	OT1 (Graduate May 2025)	Wed., January 4, 2023	Fri., May 5, 2023
Spring 2023	OT2 (Graduate May 2024)	Wed., January 4, 2023	Fri., May 5, 2023
Spring 2023	OT3 (Graduate May 2023)	Mon., January 2, 2023	Fri., May 5, 2023**

*Orientation for OT1 students will be held July 18-22, 2022

**Two separate graduation activities are held for OT3 students. OT Hooding will be held on May 4 or 5th, 2023 and the USD Commencement will be held on May 6, 2023.

THE UNIVERSITY OF SOUTH DAKOTA
Occupational Therapy Department
 2022-2023 Calendar
Subject to Change

Fall Semester 2022

Orientation Begins (1 st yr.)	Monday	July 18	
Year 1 Classes Begin	Monday	July 25	
Year 2 Classes Begin	Monday	August 15	
Labor Day Holiday	Monday	September 5	No Classes
Donor Memorial Service	Friday	September 16	
National Backpack Awareness Day	Wednesday	September 21	
AOTA Hill Day		TBA	
SDOTA Fall Conference		TBA	
Native American Day	Monday	October 10	No Classes
AOTA/NBCOT Student Conclave	Fri-Sat	November TBA	
Veteran's Day Observed	Friday	November 11	No Classes
USD SHS Career Fair		November TBA	
Thanksgiving Holiday	Wed-Fri	November 23-25	No Classes
Older Driver Safety Awareness Week	Mon-Fri	December 5-9	
Semester End	Wednesday	December 14	
Final Grades Due	Monday	December 19	
Last day to drop a course with refund or a "W" varies by course – See your advisor			

Spring Semester 2023

OT Classes Begin (3 rd yr.)	Monday	January 2	
OT Classes Begin (1 st & 2 nd yr.)	Wednesday	January 4	
Martin Luther King Jr. Day	Monday	January 16	No Classes
Presidents Day Holiday	Monday	February 20	No Classes
Spring Break	Mon-Fri	March 13-17	No Classes
SDOTA Spring Conference		TBA	
IDEAFest	Wed-Thurs	April dates TBA	
Easter Recess	Friday	April 7	No Classes
AOTA Conference	Thurs-Sun	April 20-23	Kansas City, MO
USD OT Research Symposium		April/May TBA	
Class of 2023 Therapy Ed Course		May TBA	
Class of 2023 Capstone Presentations		May TBA	
Class of 2023 Hooding Ceremony		May TBA	
Semester End	Friday	May 5	
Commencement, OTD Class of 2023	Saturday	May 6	
Last day to drop a course with refund or a "W" varies by course – See your advisor			

Summer Session 2023

OT Classes Begin	Monday	May 15	
Memorial Day Holiday	Monday	May 29	No Classes
Independence Day Holiday	Tuesday	July 4	
Class of 2025 Classes End	Friday	August 4	
Class of 2024 Classes End	Friday	August 18	

Students completing Fieldwork during the 2022-2023 academic year have unique start and end dates and may not have USD holidays.

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1: INTRODUCTION

1.1: Purpose of the Handbook

The purpose of the *Occupational Therapy Student Handbook* is to assist you in becoming an informed and active participant in your professional education. The handbook will orient you to the expectations, standards, and organization of the Occupational Therapy Program at The University of South Dakota. The Handbook is available online on the [myUSD portal](#). This Handbook should be used in conjunction with other important published materials, such as the [American Occupational Therapy Association Code of Ethics \(2020\)](#), the *USD Occupational Therapy Fieldwork Manual* (accessed through the Occupational Therapy Resources D2L shell), the [Graduate School Catalog](#) and the [USD Student Handbook](#), excerpts of which are included in this document. Students and faculty should be familiar with the policies, and various deadlines publicized by the Department, School of Health Sciences, Graduate School, and University.

1.2: Provisions of the USD OT Student Handbook

The provisions of the USD OT Student Handbook are congruent with the provisions of the USD Student Handbook and USD Graduate School policies. The Department of Occupational Therapy publishes this handbook and reserves the right to alter the contents at any time. This publication cannot be considered an agreement or contract between individual students and the School of Health Sciences or Department of Occupational Therapy. Any changes in policy and procedures apply to all current and prospective students. The faculty reserves the right to alter the curriculum, the schedule of required courses, and regulations affecting admission, progression, and graduation requirements. Students are expected to remain well informed of any changes.

1.3: Handbook Acknowledgment Agreement

Occupational therapy students are expected to read and understand the information and policies contained in this handbook. Students are asked to sign a Handbook Acknowledgment Agreement (see Appendix D) indicating their understanding and willingness to abide by the policies contained in the Handbook. Please sign and return *the acknowledgement form* using DocuSign. OT1 students must submit the form along with all orientation forms by Monday, July 25, 2022 and OT 2/OT3 students must submit the form by Friday, May 20, 2022.

2: DEPARTMENT OF OCCUPATIONAL THERAPY

2.1: Organizational Structure

The Occupational Therapy Program is an Academic Department within the School of Health Sciences and the Graduate School of The University of South Dakota. The organizational chart for USD can be requested by emailing president@usd.edu. The organizational chart for the School of Health Sciences can be requested by emailing health@usd.edu.

The University of South Dakota

The University of South Dakota was authorized by the first territorial legislature in 1862. The University is managed by the State of South Dakota and is supported by appropriations from the state government, student tuition and fees, research grants, gifts from alumni and friends, and federal assistance.

The University is divided into the following colleges and schools: Graduate School, College of Arts & Sciences, School of Business, College of Fine Arts, School of Education, School of Law, School of Medicine, and School of Health Sciences.

Health Affairs

Health Affairs includes the Sanford School of Medicine and the School of Health Sciences. Dr. Tim Ridgway is Vice-President of Health Affairs and Dean of the School of Medicine. Basic Science faculty of the Sanford School of Medicine teaches interdisciplinary courses in human gross anatomy and human neuroscience for occupational therapy, medicine, physician assistant and physical therapy students.

The School of Health Sciences

Occupational Therapy is one of nine academic departments within the School of Health Sciences. The other eight include Addiction Counseling and Prevention, Dental Hygiene, Medical Laboratory Science, Nursing, Physical Therapy, Physician Assistant Studies, Public Health and Health Sciences, and Social Work. In addition to entry-level degrees at the baccalaureate, master's or professional doctorate in these fields, the school also offers two post-professional doctoral degrees – the post-professional Occupational Therapy Doctorate and the PhD in Health Sciences. Dr. Haifa Samra is Dean of the School of Health Sciences.

The Graduate School

The Graduate School of The University of South Dakota awards the Doctor of Occupational Therapy degree to graduates of the Occupational Therapy Program. Students admitted to the Occupational Therapy Program must meet and maintain criteria established by the Occupational Therapy Department and the Graduate School for successful completion of the degree requirements.

Within the standards and guidelines established by the graduate school, the responsibility for the development and implementation of the individual graduate programs resides with the graduate faculty of the individual academic disciplines. A student admitted to the graduate school is expected to demonstrate intellectual maturity and independence in the pursuit of advance knowledge. Devotion to the exacting demands of advanced learning while utilizing a variety of intellectual skills is expected of the graduate student. A graduate degree does not represent a mere accumulation of hours and credits in specific competencies within a major field. The student will be judged at all stages on the above grounds, and regardless of grades in courses, may be dropped from the graduate program if progress, behavior, or attitudes are found to be unsatisfactory. Students are encouraged to review the Graduate School catalog carefully, specifically the policies related to academic performance. The University of South Dakota is accredited by the Higher Learning Commission.

2.2: Mission and Vision Statements

2.2.1: University of South Dakota

Mission Statement:

The University of South Dakota offers undergraduate, graduate and professional programs within the South Dakota System of Higher Education. As the oldest university in the state, the University of South Dakota serves as the flagship and the only public liberal arts university in the state.

Our Vision and Values:

The University of South Dakota is regionally acclaimed and nationally recognized as a high-quality public liberal arts university with South Dakota's only schools of law, medicine and business. We are recognized for the quality of our faculty. Their excellent teaching, effective service and innovative research are valued at USD. Our faculty are dedicated, experts in their fields and accessible to our students. USD educates leaders of communities, states and nations.

Student Experience Focused

Our students are engaged, thoughtful, and well-prepared for a global and complex world. The experience in and out of the classroom is robust, experiential, and practical. Lives are enhanced and changed by the breadth of experiences we provide.

Responsible Stewards

We strive to make a USD education affordable to every qualified student by operating efficiently and effectively with high quality standards to minimize financial barriers to a life-changing experience.

Transparent

We communicate frequently with our stakeholders, both internal and external. Our communication processes are informative, agile, and transparent. Our brand and identity are authentic, clear, and understood by all our stakeholders. People know who we are, what we do, and the connections we make to serve the citizens of South Dakota, members of tribal nations, the region, and the world.

Value Our Community

We are community partners and neighbors who value the strength of our community. We invest in our people and strive to achieve appropriate levels of compensation and recognition. We value our employees and invest in their professional development. All employees play an important role in creating the USD experience.

Welcoming

We embrace diversity as one of our strengths and strive to make inclusive excellence a reality. We are proud of the inclusive, equitable, and caring culture we continue to create. People feel welcome here.

Resource Custodians

We have a process for modernizing and upgrading our facilities so they can be fully utilized by our students, faculty, staff, and community. We leverage our technology resources to provide a flexible and adaptable learning and research experience.

Highest Integrity

We are seen as a trusted partner by those with whom we collaborate and live up to the high expectations of South Dakota, tribal nations, and other stakeholders. We are optimistic and excited about the future we will create.

2.2.2: The Graduate School

Mission Statement:

The mission of The Graduate School is to provide high-quality graduate programs in the liberal arts and sciences, education, business, fine arts, law, and medicine; to promote excellence in teaching and learning; and to support research and creative scholarship. In partnership with individual degree programs, we accomplish this mission by providing students with excellent academic preparation and extraordinary opportunities for research, creative scholarship, clinical experiences, and internships.

2.2.3: School of Health Sciences

Mission Statement:

The mission of the School of Health Sciences is to develop exceptional practitioners, leaders, and scholars who advocate for and improve the well-being of all people, particularly those in rural and underserved communities. To meet the workforce needs of South Dakota, the region and beyond, we emphasize academic excellence, practical experience, and public service within an interprofessional, learner-centered, collaborative environment.

Diversity Statement:

The University of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and interprofessional practice through valuing diverse traditions, heritages and experiences.

2.2.4: Occupational Therapy Purpose, Mission & Vision Statement

Occupational Therapy: Living Life to Its Fullest™

Occupational therapy helps people live life to its fullest. It does this by assisting people of all ages participate in the things they want and need to do through the therapeutic use occupations or everyday activities. Occupational therapists have a holistic perspective that considers the physical, psychological, and social needs of its clients and the context in which they live, work, and play. Adapting the environment to fit the person is an important aspect of service.

The Doctor of Occupational Therapy degree is designed to support the institution's mission of offering graduate and professional education; promoting excellence in teaching and learning; supporting research, scholarly activity, and creative activities; and providing service to the State of South Dakota.

Mission Statement:

The mission of the Department of Occupational Therapy, USD School of Health Sciences is to prepare occupational therapists who value: (1) the use of meaningful occupation to influence health; (2) the unique attributes of the clients they serve; (3) critically using and creating evidence which supports their practice and contributes to the advancement of the profession and society; and (4) innovative services for diverse communities and cultures.

Vision:

The Department of Occupational Therapy at the University of South Dakota shall be renowned for the preparation of occupational therapists with exceptional expertise in interprofessional practice and healthcare leadership; faculty with significant scholarship; and a contemporary teaching and learning environment.

2.3: History of the Occupational Therapy Program

The Occupational Therapy Program at the University of South is the first and only graduate occupational therapy program in the state of South Dakota. Since its inception in 1991, the USD Program has graduated 565 occupational therapists, with a pass-rate of 100% on the national board exam. Graduates are living and working in approximately 40 states, in all realms of practice.

In the late 1980s, a shortage of occupational therapists in the state prompted the director of the University Affiliated Program (now the Center for Disabilities) at USD to propose the development of an occupational therapy educational program at USD. Feasibility studies conducted by the SD UAP and the Board of Regents supported the program proposal. USD's President delegated the planning tasks to the Vice-President for Health Affairs. A five-person committee, which included the program's current chair, Dr. Barb Brockevelt, was formed to develop a preliminary curriculum plan and budget. Representatives from the American Occupational Therapy Association (AOTA) visited the campus to provide additional consultation in Program development. In 1990, the Legislature appropriated funds to proceed with development of an Occupational Therapy Program at USD housed administratively in the USD School of Medicine. In fall 1991, the first class of M.S. students was admitted. The founding chair of the program, Dr. Dorothy Anne Elsberry, was hired in 1991 and served in that capacity until her death in May 1997. Family and friends established a scholarship in her honor; each spring the scholarship is awarded to a 2nd year student. In 2016, the USD OT Program transitioned to awarding the Doctor of Occupational Therapy degree (OTD) and was granted accreditation for 7 years, the maximum number of years available to a new program.

Biographical sketches of core faculty of the Occupational Therapy Program are included in this handbook. Additional adjunct clinical faculty and faculty members of the Sanford School of Medicine's Basic Biomedical Science Department and the School of Health Science's Physical Therapy Department also teach in the occupational therapy program.

2.4: Program Accreditation

The University of South Dakota Doctor of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, Bethesda, MD 20852-4929. The phone number for AOTA is (301) 652-6611 and its web address is <http://www.acoteonline.org/>.

The USD Occupational Therapy Doctorate was one of the first entry-level doctoral degree programs accredited by ACOTE.

Graduates are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination.

2.5: Occupational Therapy Philosophy of Learning

Consistent with the School of Health Sciences and the Occupational Therapy Program mission statements at the University of South Dakota, one of the occupational therapy department's goals is to use active learning strategies that are designed to ensure graduation of occupational therapists who are skilled in the use of occupation to foster health and well-being. In line with the articulated program mission statement, our philosophy of learning is based on the basic principle of active learning, grounded on the notion of "free will". This philosophical principle denotes that human beings learn by engaging in meaningful activities that facilitate exploration, problem solving, reflection, discovery of personal strengths and limitations, behavior change, and participation in co-construction of discourse on significant issues affecting society (Dewey, 1938; Ginsburg, 2009). This engaged learning approach is what has been referred to as "learning by doing" and is associated with Dewey's (1938) version of the philosophy of pragmatism. It is a philosophy of learning that is consistent with the fundamental principles of occupational therapy.

Based on the above described philosophy of learning, we see human beings as active learners collaborating with each other to explore and develop knowledge that benefits all humanity. We share the constructivist perspective where knowledge is perceived to be actively generated by a community of scholars within meaningful contexts. This denotes that human beings learn best by doing, being involved in their environments, engaging in service activities, and participating in the construction of knowledge through collaborative scholarly activities. In other words, we agree with those who believe that the goal of education is to teach students how to search and discover knowledge, communicate with peers, and solve problems in partnership with occupational therapy educators (Bitner & Bitner, 2002).

2.6: Philosophy of the Program

In line with the philosophy of learning, the occupational therapy program at The University of South Dakota propounds a vision that is consistent with the American Occupational Therapy Association's Philosophy of Occupational Therapy Education (2014). We emphasize the proposition that humans are complex beings who are in dynamic, active interaction with their environment through occupation. This interaction facilitates growth, change, and/or adaptation leading to further participation in meaningful occupations that support survival, self-actualization, balance, and well-being. Consequently, we see occupation as a learning tool whose skilled use helps students learn experientially and actively, resulting in development of insight regarding the importance of occupation in human growth, adaptation, self-actualization, and sense of well-being. Collaboration between students and occupational therapy educators is crucial in facilitating this process of learning.

Occupational therapy educators are committed to the development of meaningful activities and learning experiences, preferably occupation-based, in addition to didactic instruction. They act as role models to help students internalize the collaborative process of learning. This facilitates building upon prior knowledge, integration of academic knowledge, clinical reasoning, and self-reflection. The ideal outcome of the process is a graduate who is able to synthesize knowledge and experiences acquired in the curriculum, and apply learned skills to help improve the quality of life of individuals and populations, with or without impairments in a diverse and multicultural society. The graduates will maintain high ethical standards of practice based in evidence and grounded in interprofessional practice for the benefit of the individuals and populations they serve. Furthermore, we see such a graduate as a critical thinker who engages in lifelong

learning in order to be informed, to improve skills, and to contribute positively to the growth of the profession, both regionally and nationally.

2.7: Essential Functions

A Doctorate in Occupational Therapy signifies that the holder is eligible to sit for the National Board for Certification in Occupational Therapy Examination, that the holder is prepared for entry into the profession of occupational therapy, and that the holder has advanced practice skills in the area of the capstone experience. Therefore, it follows that graduates must have knowledge and skills to function in a wide variety of clinical, community, or school environments and to render a broad spectrum of occupational therapy services. All students admitted to the Occupational Therapy Program at The University of South Dakota must meet the abilities and expectations outlined below.

In adopting these standards, the University believes it must keep in mind the ultimate safety of the clients whom its students and graduates serve. The standards reflect what the occupational therapy program believes are reasonable expectations required of students and practitioners in performing essential functions of the profession.

The list below is intended to reflect the essential functions in a comprehensive manner. It is not all-inclusive and is not a contract, expressed or implied. The description also attempts to illustrate functions in multiple contexts from the didactic experience to the fieldwork and capstone experiences. Keeping this in mind, some essential functions may increase or decrease depending on the context. Fieldwork and capstone sites may have additional technical standards beyond those pertaining to the OT curriculum. Accommodations that are given during Level I and Level II Fieldwork and Capstone Experience are determined by the Fieldwork and Capstone site in collaboration with the student and the Office of Disability Services.

The occupational therapy student must be able to:

1. Perceive and interpret sensory information accurately to provide quality client care.
2. Measure, calculate, reason, analyze, synthesize, integrate, remember, organize, and apply information.
3. Maintain a high level of alertness and responsiveness during classroom, fieldwork, and capstone experiences and possess the ability to focus on a task for a prolonged period to allow for successful learning to take place.
4. Acquire, retain, and prioritize informational data, conceptualize and integrate abstract information, apply theoretical knowledge to specific client populations and justify a rationale for therapeutic interventions, and problem-solve to create innovative and practical solutions.
5. Conduct assessments and provide therapeutic interventions.
6. Demonstrate quick reactions, not only for safety but for one to respond therapeutically in most clinical situations.
7. Demonstrate ability to complete therapeutic interventions on all types of surfaces.
8. Demonstrate the ability to manipulate large and small objects.
9. Demonstrate the ability to move 100-pound objects.
10. Display emotional maturity to interact with a variety of individuals with diverse age, diagnoses, culture, and socioeconomic backgrounds.
11. Address multiple, demanding tasks simultaneously and meeting impending deadlines, and therefore needs to have established coping skills and strategies for stress management.

12. Effectively communicate in written English. The format can range from a brief note with appropriate use of abbreviations to a manuscript-ready research paper.
13. Communicate and interpret factual information along with nonverbal cues of mood, temperament, and social responses from clients, family members, care providers, members of the health care or educational team, supervisors, and peers.
14. Effectively communicate on an individual or group basis.
15. Respond to emergencies/crises, as well as more routine communication, in a manner that is appropriate to the situation.
16. Communicate in a manner that is accurate, sensitive, and effective.
17. Comprehend information in English from a variety of written sources (e.g., textbooks, professional journals, medical/school records, and government regulations).
18. Negotiate and successfully achieve access to multiple environmental situations. These environmental situations may be physical, social, or cultural.
 - a. The physical environment would consist of nonhuman aspects. The student is occasionally exposed to wet or humid conditions (non-weather); work near moving mechanical parts, fumes or airborne particles, hazardous materials, bloodborne pathogens, outdoor weather conditions, risk of electrical shock, risk of radiation, and vibration following all safety precautions. The noise level in the work environment will range from a classroom situation in which the noise level is low to an industrial or clinical environment where then noise level may be high.
 - b. The social environment would consist of norms, expectations, and routines of different environments. The occupational therapy student will be exposed to multiple treatment environments, which have implicit and explicit rules for behavior.
 - c. The cultural environment would consist of customs, beliefs, activity patterns, behavioral standards, and expectations. The occupational therapy student will be exposed to multiple cultural environments and will need to navigate these environments with cultural humility.
19. Demonstrate cultural humility to interact with multiple client populations.
 - a. Cultural competency, as outlined by the American Occupational Therapy Association, includes awareness of one's culture, willingness to explore and become knowledgeable about another culture, being respectful to individual diversities, and being able to select culturally sensitive therapeutic interventions.
20. The student is expected to demonstrate professional behaviors and attitudes during his/her participation in the classroom, clinical, and community settings. These behaviors include, but are not limited to a commitment to learning, dependability, communication, interpersonal skills, professionalism, adherence to professional ethics and the student code of conduct, cooperation and positive attitude, and clinical reasoning. Faculty will assess and mentor the development of each student's professional behavior.
21. Students must be able to give and receive constructive criticism. Responsiveness to constructive criticism from faculty, clinical instructors, and peers is essential for success.

The University and its programs strive to provide equal access to students with disabilities. All applicants and students who are otherwise qualified are expected to meet specific minimal technical standards (essential functions) as set forth herein, with or without reasonable accommodation. A reasonable accommodation is intended to reduce the effects that a disability may have on a student's performance. Accommodations do not lower course standards or alter degree requirements but give students a better opportunity to demonstrate their abilities.

Disability Services
North Complex Commons 116
414 E. Clark St.
Vermillion SD 57069
Office:605-658-3745
Fax:605-677-3172
disabilityservices@usd.edu
<https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services>

2.8: Curriculum Design

In designing the curriculum, we used the narrative meta-model (Berg et al., 2009) in which knowledge is considered to be evolving and dependent on the context. Based on this conceptual framework, regular course reviews are conducted and course content is revised according to the faculty and student experiences in the previous semester, and with consideration for what is happening in the wider social context that may affect prioritization of content in the coursework going forward (e.g. new legislation in health care). In this sense, knowledge is considered to be continuously evolving and is based on the on-going visions and experiences of both faculty and students. The guiding principle in this continuously evolving curriculum content is our shared vision, which is to graduate occupational therapists with exceptional expertise in interprofessional practice and healthcare leadership; support faculty so that they are successful and renowned for significant scholarship; and ensure that the teaching and learning environment is contemporary. In line with this vision, five themes are integrated in all courses and therefore tie the curricular content into a tightly woven whole in this meta-model where knowledge is considered to be continuous. The five themes are: valuing of meaningful occupation as the goal and means in therapy; competency in theory-based practice; emphasis on innovative scholarship; competency in providing services to individuals from diverse communities and cultural backgrounds; and leadership in professional practice. In the narrative curriculum meta-model, we conceptualize a recursive design (Berg, 2009) in which at every level of development, the student is guided to loop back and revisit concepts/constructs learned earlier in the curriculum and to explore them afresh critically and in more depth. At the same time, elements of the traditional curricula meta-model are incorporated in which the student is challenged and presented with problem-solving situations to ensure that he/she learns specific content that is essential for competent practice in today's highly technical and scientific health care environment.

Curricular Structure

1. Foundations
 - a. Science of human function
 - b. Meaningful occupation and health
2. Paradigmatic core
 - a. Theory and practice
 - b. Application of evidence
3. Integration
 - a. Fieldwork
 - b. Capstone

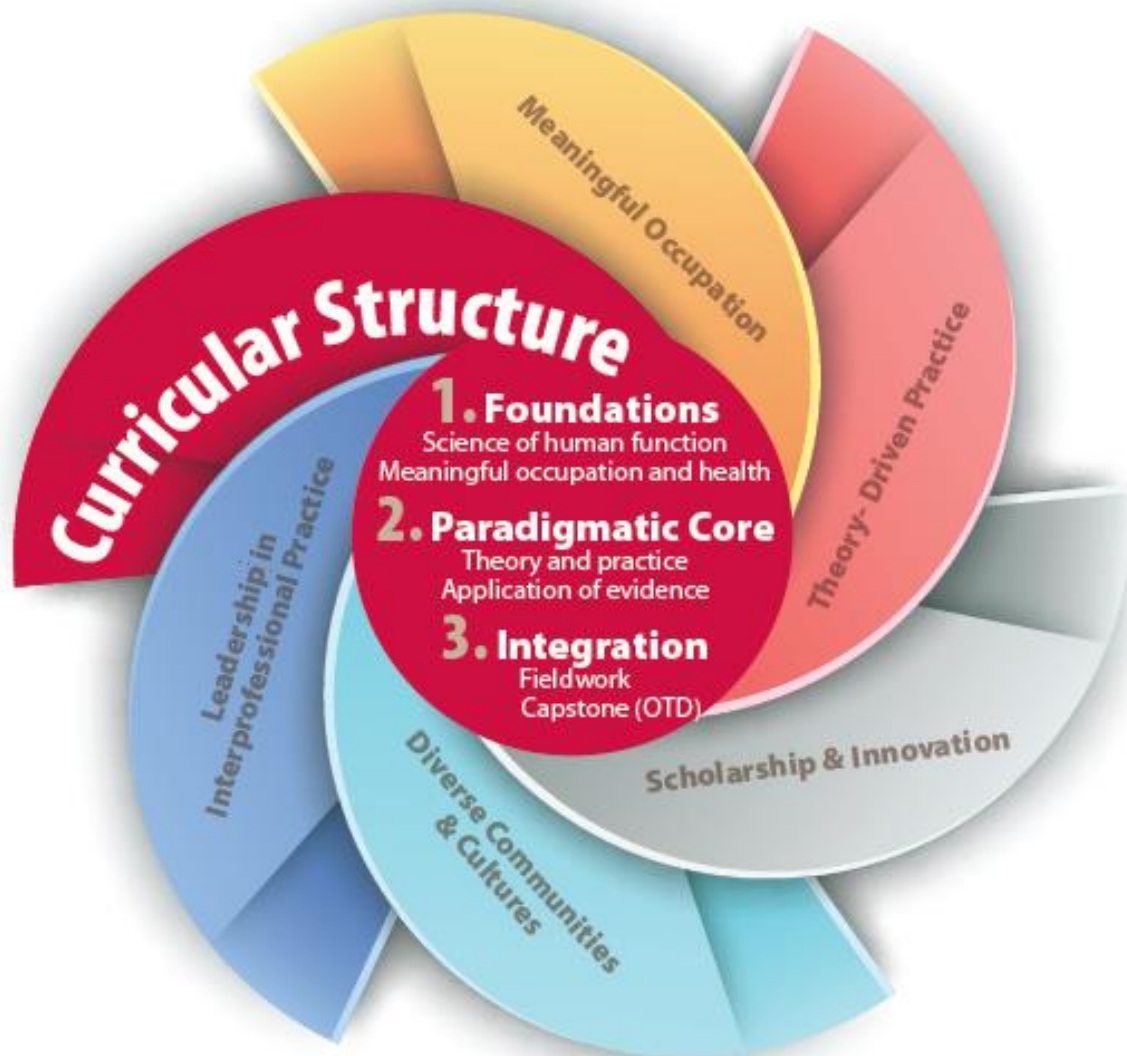
Curricular Threads

1. Meaningful Occupation
2. Theory- Driven Practice
3. Scholarship & Innovation
4. Diversity
5. Leadership in Interprofessional Practice

University of South Dakota School of Health Sciences

Occupational Therapy

Curriculum Design



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

2.9: Curriculum Plans

Class of 2023

Year 1 (2020 Fall)

ANAT 711	Human Gross Anatomy	6 credits
OCTH 710	The Meaning of Occupation	2 credits
OCTH 712	Structure, Movement and Occupation	4 credits
OCTH 720	Philosophical & Theoretical Foundations of Occupational Therapy	2 credits
PHGY 735	Human Physiology for OT	4 credit

18 credits

Year 1 (2021 Spring)

OCTH 715	Occupational Performance: Childhood	3 credits
OCTH 721	Neurological Foundation of Occupation	4 credits
OCTH 725	Occupational Performance: Adulthood	3 credits
OCTH 754	Social & Political Contexts of OT Practice	2 credits
OCTH 780	Research Design and Data Analysis	3 credits
OCTH 781	Evidence-Based Practice	1 credit

16 credits

Year 2 (2021 Summer)

OCTH 724	Therapeutic Use of Self & Groups	3 credits
OCTH 731	Physical and Psychosocial Health Conditions	4 credits
OCTH 732	Therapeutic Adaptations to Enhance Occupational Performance	4 credits
OCTH 742	Preparatory Methods: Physical Agent Modalities & Orthotic Devices	4 credits
OCTH 784	Scholarly Project Proposal	1 credit

16 credits

Year 2 (2021 Fall)

OCTH 734	Environmental Influences on Occupation	3 credits
OCTH 741	Professional Identity & Field Experiences I	3 credit
OCTH 746	OT Assessment & Intervention: Adult Physical Rehabilitation	4 credits
OCTH 747	OT Assessment & Intervention: Psychosocial Practice	4 credits
OCTH 748	Interruptions to Adult Occupations	2 credits
OCTH 749	Interruptions to Adult Occupations II	2 credits
OCTH 786	Scholarly Project	1 credit

19 credits

Year 2 (2022 Spring)

OCTH 733	Promotion of Health & Prevention of Disability	3 credits
OCTH 750	Leadership & Management in Healthcare	4 credits
OCTH 751	Professional Identity & Field Experiences II	2 credits
OCTH 756	OT Assessment & Intervention: Childhood & Adolescence	4 credits
OCTH 758	Interruptions to Childhood & Adolescent Occupations	3 credits
OCTH 786	Scholarly Project	1 credit
OCTH 800	Capstone Proposal	1 credit

18 credits

Year 3 (2022 Summer)

OCTH 770	The Health Professional as Academic & Clinical Educator	2 credits
Select one of the following:		6 credits
OCTH 764	Fieldwork Level II	
OCTH 775	Level II Fieldwork in Pediatrics*	
OCTH 776	Level II Fieldwork in Neuro Rehabilitation*	
OCTH 777	Level II Fieldwork in Mental Health*	
OCTH 778	Level II Fieldwork in Rural/Underserved*	

8 credits

Year 3 (2022 Fall)		
OCTH 800	Capstone Proposal	1 credit
Select one of the following:		6 credits
OCTH 774	Fieldwork Level II	
OCTH 775	Level II Fieldwork in Pediatrics*	
OCTH 776	Level II Fieldwork in Neuro Rehabilitation*	
OCTH 777	Level II Fieldwork in Mental Health*	
OCTH 778	Level II Fieldwork in Rural/Underserved*	

7 credits

Year 3 (2023 Spring)		
Select one of the following:		10 credits
OCTH 801	Capstone Experience	
OCTH 811	Capstone Experience in Pediatrics*	
OCTH 821	Capstone Experience in Neuro Rehabilitation*	
OCTH 831	Capstone Experience in Mental Health*	
OCTH 841	Capstone Experience in Rural/Underserved*	
Select one of the following:		2 credits
OCTH 802	Capstone Project	
OCTH 812	Capstone Project in Pediatrics*	
OCTH 822	Capstone Project in Neuro Rehabilitation*	
OCTH 832	Capstone Project in Mental Health*	
OCTH 842	Capstone Project in Rural/Underserved*	

12 credits

*Course is available only to students in the specialization track.

Elective coursework for specialization track (choose one)

Pediatrics Specialization

OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
ANAT 712	Embryology	2 credits
HSC 555	Traumatic Stress Across the Lifespan	3 credits
SPED 735	Survey: Autism Spectrum Disorders	2 credits
FAMP 540	Interdisciplinary Health Care Teams*	3 credits

Neuroscience & Rehabilitation Specialization

OCTH 792	Special Topics	3 credits
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Mental Health Specialization

OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
HSC 555	Traumatic Stress Across the Lifespan	3 credits
PSYC 778	Crisis Intervention	3 credits
PSYC 785	Traumatic Stress	3 credits

Rural/Underserved Specialization

OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
PUBH 740	Introduction to Health System & Policy	3 credits
PUBH 750	Social & Behavioral Sciences in Public Health	3 credits
PUBH 760	Public Health & Native American Communities	3 credits
SOCW 640	Diversity & Social Justice in Rural and Urban Communities	3 credits

TOTAL REQUIRED CREDITS

114-117 credits

Class of 2024

Year 1 (2021 Fall)

ANAT 711	Human Gross Anatomy	6 credits
OCTH 710	The Meaning of Occupation	2 credits
OCTH 712	Structure, Movement and Occupation	4 credits
OCTH 720	Philosophical & Theoretical Foundations of Occupational Therapy	2 credits
PHGY 735	Human Physiology for OT	4 credit

18 credits

Year 1 (2022 Spring)

OCTH 715	Occupational Performance: Childhood	3 credits
OCTH 721	Neurological Foundation of Occupation	4 credits
OCTH 725	Occupational Performance: Adulthood	3 credits
OCTH 754	Social & Political Contexts of OT Practice	2 credits
OCTH 780	Research Design and Data Analysis	3 credits
OCTH 781	Evidence-Based Practice	1 credit

16 credits

Year 2 (2022 Summer)

OCTH 724	Therapeutic Use of Self & Groups	3 credits
OCTH 731	Physical and Psychosocial Health Conditions	4 credits
OCTH 732	Therapeutic Adaptations to Enhance Occupational Performance	4 credits
OCTH 742	Preparatory Methods: Physical Agent Modalities & Orthotic Devices	4 credits
OCTH 784	Scholarly Project Proposal	1 credit

16 credits

Year 2 (2022 Fall)

OCTH 734	Environmental Influences on Occupation	3 credits
OCTH 741	Professional Identity & Field Experiences I	3 credit
OCTH 746	OT Assessment & Intervention: Adult Physical Rehabilitation	4 credits
OCTH 747	OT Assessment & Intervention: Psychosocial Practice	4 credits
OCTH 748	Interruptions to Adult Occupations	2 credits
OCTH 749	Interruptions to Adult Occupations II	2 credits
OCTH 786	Scholarly Project	1 credit

19 credits

Year 2 (2023 Spring)

OCTH 733	Promotion of Health & Prevention of Disability	3 credits
OCTH 750	Leadership & Management in Healthcare	4 credits
OCTH 751	Professional Identity & Field Experiences II	2 credits
OCTH 756	OT Assessment & Intervention: Childhood & Adolescence	4 credits
OCTH 758	Interruptions to Childhood & Adolescent Occupations	3 credits
OCTH 786	Scholarly Project	1 credit
OCTH 800	Capstone Proposal	1 credit

18 credits

Year 3 (2023 Summer)

OCTH 770	The Health Professional as Academic & Clinical Educator	2 credits
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Select one of the following: 6 credits

OCTH 764	Fieldwork Level II
OCTH 775	Level II Fieldwork in Pediatrics*
OCTH 776	Level II Fieldwork in Neuro Rehabilitation*
OCTH 777	Level II Fieldwork in Mental Health*
OCTH 778	Level II Fieldwork in Rural/Underserved*

8 credits

Year 3 (2023 Fall)		
OCTH 800	Capstone Proposal	1 credit
Select one of the following:		6 credits
OCTH 774	Fieldwork Level II	
OCTH 775	Level II Fieldwork in Pediatrics*	
OCTH 776	Level II Fieldwork in Neuro Rehabilitation*	
OCTH 777	Level II Fieldwork in Mental Health*	
OCTH 778	Level II Fieldwork in Rural/Underserved*	
		7 credits
Year 3 (2024 Spring)		
Select one of the following:		10 credits
OCTH 801	Capstone Experience	
OCTH 811	Capstone Experience in Pediatrics*	
OCTH 821	Capstone Experience in Neuro Rehabilitation*	
OCTH 831	Capstone Experience in Mental Health*	
OCTH 841	Capstone Experience in Rural/Underserved*	
Select one of the following:		2 credits
OCTH 802	Capstone Project	
OCTH 812	Capstone Project in Pediatrics*	
OCTH 822	Capstone Project in Neuro Rehabilitation*	
OCTH 832	Capstone Project in Mental Health*	
OCTH 842	Capstone Project in Rural/Underserved*	
		12 credits
*Course is available only to students in the specialization track.		
<u>Elective coursework for specialization track (choose one)</u>		
Pediatrics Specialization		
OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
ANAT 712	Embryology	2 credits
HSC 555	Traumatic Stress Across the Lifespan	3 credits
SPED 735	Survey: Autism Spectrum Disorders	2 credits
FAMP 540	Interdisciplinary Health Care Teams*	3 credits
Neuroscience & Rehabilitation Specialization		
OCTH 792	Special Topics	3 credits
Mental Health Specialization		
OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
HSC 555	Traumatic Stress Across the Lifespan	3 credits
PSYC 778	Crisis Intervention	3 credits
PSYC 785	Traumatic Stress	3 credits
Rural/Underserved Specialization		
OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
PUBH 740	Introduction to Health System & Policy	3 credits
PUBH 750	Social & Behavioral Sciences in Public Health	3 credits
PUBH 760	Public Health & Native American Communities	3 credits
SOCW 640	Diversity & Social Justice in Rural and Urban Communities	3 credits
TOTAL REQUIRED CREDITS		114-117 credits

Class of 2025

Year 1 (2022 Fall)

ANAT 711	Human Gross Anatomy	6 credits
OCTH 710	The Meaning of Occupation	2 credits
OCTH 712	Structure, Movement and Occupation	4 credits
OCTH 720	Philosophical & Theoretical Foundations of Occupational Therapy	2 credits
PHGY 735	Human Physiology for OT	4 credit

18 credits

Year 1 (2023 Spring)

OCTH 715	Occupational Performance: Childhood	3 credits
OCTH 721	Neurological Foundation of Occupation	4 credits
OCTH 725	Occupational Performance: Adulthood	3 credits
OCTH 754	Social & Political Contexts of OT Practice	2 credits
OCTH 780	Research Design and Data Analysis	3 credits
OCTH 781	Evidence-Based Practice	1 credit

16 credits

Year 2 (2023 Summer)

OCTH 724	Therapeutic Use of Self & Groups	3 credits
OCTH 731	Physical and Psychosocial Health Conditions	4 credits
OCTH 732	Therapeutic Adaptations to Enhance Occupational Performance	4 credits
OCTH 742	Preparatory Methods: Physical Agent Modalities & Orthotic Devices	4 credits
OCTH 784	Scholarly Project Proposal	1 credit

16 credits

Year 2 (2023 Fall)

OCTH 734	Environmental Influences on Occupation	3 credits
OCTH 741	Professional Identity & Field Experiences I	3 credit
OCTH 746	OT Assessment & Intervention: Adult Physical Rehabilitation	4 credits
OCTH 747	OT Assessment & Intervention: Psychosocial Practice	4 credits
OCTH 748	Interruptions to Adult Occupations	2 credits
OCTH 749	Interruptions to Adult Occupations II	2 credits
OCTH 786	Scholarly Project	1 credit

19 credits

Year 2 (2024 Spring)

OCTH 733	Promotion of Health & Prevention of Disability	3 credits
OCTH 750	Leadership & Management in Healthcare	4 credits
OCTH 751	Professional Identity & Field Experiences II	2 credits
OCTH 756	OT Assessment & Intervention: Childhood & Adolescence	4 credits
OCTH 758	Interruptions to Childhood & Adolescent Occupations	3 credits
OCTH 786	Scholarly Project	1 credit
OCTH 800	Capstone Proposal	1 credit

18 credits

Year 3 (2024 Summer)

OCTH 770	The Health Professional as Academic & Clinical Educator	2 credits
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Select one of the following: 6 credits

OCTH 764	Fieldwork Level II
OCTH 775	Level II Fieldwork in Pediatrics*
OCTH 776	Level II Fieldwork in Neuro Rehabilitation*
OCTH 777	Level II Fieldwork in Mental Health*
OCTH 778	Level II Fieldwork in Rural/Underserved*

8 credits

Year 3 (2024 Fall)		
OCTH 800	Capstone Proposal	1 credit
Select one of the following:		6 credits
OCTH 774	Fieldwork Level II	
OCTH 775	Level II Fieldwork in Pediatrics*	
OCTH 776	Level II Fieldwork in Neuro Rehabilitation*	
OCTH 777	Level II Fieldwork in Mental Health*	
OCTH 778	Level II Fieldwork in Rural/Underserved*	
		7 credits
Year 3 (2025 Spring)		
Select one of the following:		10 credits
OCTH 801	Capstone Experience	
OCTH 811	Capstone Experience in Pediatrics*	
OCTH 821	Capstone Experience in Neuro Rehabilitation*	
OCTH 831	Capstone Experience in Mental Health*	
OCTH 841	Capstone Experience in Rural/Underserved*	
Select one of the following:		2 credits
OCTH 802	Capstone Project	
OCTH 812	Capstone Project in Pediatrics*	
OCTH 822	Capstone Project in Neuro Rehabilitation*	
OCTH 832	Capstone Project in Mental Health*	
OCTH 842	Capstone Project in Rural/Underserved*	
		12 credits
*Course is available only to students in the specialization track.		
<u>Elective coursework for specialization track (choose one)</u>		
Pediatrics Specialization		
OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
ANAT 712	Embryology	2 credits
HSC 555	Traumatic Stress Across the Lifespan	3 credits
SPED 735	Survey: Autism Spectrum Disorders	2 credits
FAMP 540	Interdisciplinary Health Care Teams*	3 credits
Neuroscience & Rehabilitation Specialization		
OCTH 792	Special Topics	3 credits
Mental Health Specialization		
OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
HSC 555	Traumatic Stress Across the Lifespan	3 credits
PSYC 778	Crisis Intervention	3 credits
PSYC 785	Traumatic Stress	3 credits
Rural/Underserved Specialization		
OCTH 759	Trauma Informed Care	3 credits
OCTH 592	Special Topic	3 credits
PUBH 740	Introduction to Health System & Policy	3 credits
PUBH 750	Social & Behavioral Sciences in Public Health	3 credits
PUBH 760	Public Health & Native American Communities	3 credits
SOCW 640	Diversity & Social Justice in Rural and Urban Communities	3 credits
TOTAL REQUIRED CREDITS		114-117 credits

2.10: The Academic Curriculum (Course Descriptions)

Note: Admission to the program is prerequisite for all courses. All courses must be taken in the prescribed sequence as outlined in the OTD Program of Study.

OCTH 492/592 Cultural Humility: Essential Foundation for Health Professionals 3 credits

A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually limited with significant one-on-one student-teacher involvement.

OCTH 592 Topics

3 credits

A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually limited with significant one-on-one student-teacher involvement.

OCTH 710 The Meaning of Occupation

2 credits

In this course, the student will explore three major themes: the complexity of human occupation, including the meaning, language and dynamics of occupation; the impact of occupation and occupational balance on health and well-being; and occupational analysis, which is core to the practice of occupational therapy. The significance of human occupation is understood through readings, class discussion and analysis of the student's own occupations.

OCTH 712 Structure, Movement, and Occupation

4 credits

In this course, students will apply knowledge of musculoskeletal anatomy, physiology, and biomechanics to understand and analyze movement and occupational performance, and to perform musculoskeletal assessment (range of motion and manual muscle testing). This course provides the conceptual basis for splinting, ergonomics, and therapeutic exercise.

OCTH 715 Occupational Performance: Childhood

3 credits

In this course the occupational therapy student examines occupational performance and participation of the child as influenced by personal factors, context, and the demands of the task. The student applies knowledge of developmental theories to analyze human engagement in meaningful occupations from infancy through adolescence. The course allows the student to appreciate childhood occupations for their cultural and developmental importance.

OCTH 720 Philosophical & Theoretical Foundations of Occupational Therapy 2 credits

In this course, the student will examine the historical origins of therapeutic use of occupations from the moral treatment era to the present. Intellectual and social contexts that influenced the development of occupational therapy will be discussed. The origin of the profession in mental health practice and the influence of the philosophy of American pragmatism to professional development in the early 20th century will be highlighted. The focus of analysis will be on how pragmatism continues to provide the philosophical framework of occupational therapy in the present day. Theoretical constructs that have endured in the profession throughout its history will be examined and their influence on the development of conceptual practice models/frames of reference currently used in occupational therapy will be explored.

OCTH 721 Neurological Foundation of Occupation

4 credits

The student will apply knowledge of neurological theory, neuroscience, and neuro-occupation to the occupational therapy process. The student will learn to identify functional cognitive, affective, sensory, perceptual, motor, and visual limitations as they relate to occupational performance. Practical laboratories and video case studies will be used as examples of how occupational engagement is affected by neurological insult and how engagement in occupation produces neurological change.

OCTH 724 Therapeutic Use of Self & Groups**3 credits**

This is a required course in therapeutic use of relationship, groups, and group processes. In this course, students will explore their own beliefs, assumptions, and values in their cultural and family experiences. The influence of those beliefs, assumptions, and values on their behavior and interaction with other people will be discussed. They will use awareness resulting from the discussion to develop skills in interacting with individual clients using therapeutic communication, evaluating and facilitating purposeful participation in groups, and using groups as therapeutic tools. They will learn how to work with clients' families as well as with rehabilitation team members as small groups.

OCTH 725 Occupational Performance: Adulthood**3 credits**

In this course, the occupational therapy student examines occupational performance and participation of the adult as influenced by personal factors, context and the demands of the task. The student applies knowledge of developmental theories to analyze human engagement in meaningful occupations from young adulthood through old age. The course allows the student to appreciate adult occupations for their cultural and developmental importance.

OCTH 731 Physical and Psychosocial Health Conditions**4 credits**

In this course, the occupational therapy student engages in a self-study of common physical and psychosocial/psychiatric health conditions that cross the lifespan. Through directed readings and discussion with classmates, students will develop an understanding of the etiology; incidence and prevalence; signs and symptoms; course and prognosis; medical/surgical management; and the impact on occupational performance of each of the selected health conditions. Presentations from expert clinicians will also be provided.

OCTH 732 Therapeutic Adaptations to Restore Occupational Performance**4 credits**

In this course the occupational therapy student will explore the variety of strategies that humans use to adapt to changing life situations in order to maximize the ability to participate in daily occupations. The use of assistive technology as one therapeutic adaptation will specifically be addressed in this course. The student will gain practical experience in evaluating, prescribing, and training others in the use of technologically advanced equipment that enables performance in occupations and aids in efficiency and safety of performance.

OCTH 733 Promotion of Health & Prevention of Disability**3 credits**

This course focuses on the role of occupation and lifestyle in the promotion of health and the prevention of disease and disability in society. Models of health promotion, wellness, and health education for the individual, family, and society will be discussed. Students will apply the process of community program development to address issues of social and occupational injustice and chronic disease.

OCTH 734 Environmental Influences on Occupation**3 credits**

In this course the occupational therapy student will analyze how physical, social, cultural, institutional, and other environments enable or hinder occupational performance. The student will learn how to use the environmental context to address the occupational performance of individuals and communities.

OCTH 741 Professional Identity and Field Experience I**3 credit**

The student completes participatory and observation experiences in a variety of practice settings with populations across the lifespan. These experiences afford the student opportunities to apply OT theory in evaluation and intervention planning. During face-to-face and web-based class sessions, students are encouraged to discuss and reflect on professional identity and professional practice issues. This course also addresses policies and procedures for Level I and II Fieldwork and introduces the Capstone Experience.

OCTH 742 Preparatory Methods: Physical Agent Modalities & Orthotic Devices 4 credits

This course provides the occupational therapy student with a fundamental basis of theory and skills necessary for selecting and utilizing physical agent modalities and splinting within the context of occupational therapy practice. Critical thinking and problem-solving skills are provided through various case studies, self quizzes, splint analyses, laboratory exercises, and self-evaluation. Licensure requirements, competency, indications, contraindications, and safety issues are addressed. This course is premised on an understanding of upper-extremity conditions and how they affect occupations.

OCTH 746 OT Assessment & Intervention: Adult Physical Rehabilitation 4 credits

In this course the occupational therapy student will learn appropriate assessment and intervention strategies for adult clients of OT services who have motor, cognitive, and/or sensory limitations that hinder performance of meaningful occupations. Selected assessments and interventions will be studied in light of occupational therapy conceptual models of practice and frames of reference. The student will practice and demonstrate competency in basic OT assessment and intervention strategies related to adult physical rehabilitation.

OCTH 747 OT Assessment & Intervention: Psychosocial Practice 4 credits

In this course the occupational therapy student will learn appropriate assessment and intervention strategies for adult clients of OT services who have psychiatric, social or emotional challenges that hinder performance of meaningful occupations. Selected assessments and interventions will be studied in light of occupational therapy conceptual models of practice and frames of reference. The student will practice and demonstrate competency in basic OT assessment and intervention strategies related to psychiatric and psychosocial disorders.

OCTH 748 Interruptions to Adult Occupations 3 credits

This is a case-based tutorial course in which occupational therapy students will work in small groups to apply the OT assessment and intervention process to case studies of adult clients of occupational therapy services. The students will identify learning needs, research those issues, and develop an appropriate evaluation and intervention plan for each of the clients studied.

OCTH 749 Interruptions to Adult Occupations II 2 credits

This is the second in a series of case-based tutorial courses in which occupational therapy students will work in small groups to apply the OT assessment and intervention process to case studies of adult clients of occupational therapy services. The students will identify learning needs, research those issues, and develop an appropriate evaluation and intervention plan for each of the clients studied.

OCTH 750 Leadership and Management in Health Care 4 credits

This course will explore leadership and management theories and practices in various service delivery systems. Students will apply ethical business strategies to promote, develop, and expand services related to occupational therapy practice in traditional and emerging areas. Skills in market analysis, personnel and financial resource management, marketing, strategic planning, and program evaluation will be developed through case studies and the analysis and creation of business plans. Students will examine the profession's capacity for leadership and explore opportunities for leadership development in their professional lives.

OCTH 751 Professional Identity and Field Experience II 2 credits

The student completes participatory and observation experiences in a variety of practice settings with populations across the lifespan. These experiences afford the student opportunities to apply OT theory in evaluation and intervention planning. During class and web-based sessions, students are encouraged to discuss and reflect on professional identity and professional practice issues. This course also addresses policies and procedures for Level I and II Fieldwork.

OCTH 754 Social & Political Contexts of Occupational Therapy Practice **2 credits**

The OT student will evaluate the health care, education, community, political, and social systems that affect the provision of OT services. Students will analyze current policy issues and begin to develop the skills necessary to advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.

OCTH 756 OT Assessment & Intervention: Childhood & Adolescence **4 credits**

In this course the occupational therapy student will learn appropriate assessment and intervention strategies of pediatric clients of OT services. Selected assessments and interventions will be studied in light of occupational therapy conceptual models of practice and frames of reference. The student will practice and demonstrate competency in basic OT assessment and intervention strategies related to the young child and adolescent population.

OCTH 758 Interruptions to Childhood and Adolescent Occupations **3 credits**

This is a case-based tutorial course in which occupational therapy students will work in small groups to apply the OT assessment and intervention process to case studies of pediatric clients of occupational therapy services. The students will identify learning needs, research those issues, and develop and appropriate evaluation and intervention plan for each of the clients studied.

OCTH 759 Trauma Informed Care: Pediatrics **3 credits**

In this course, students will recognize the long-term effects of adverse childhood experiences such as maltreatment, abuse, neglect, multiple home placements, and violence. This course will foster a greater understanding of trauma informed care and child traumatic stress. Students will explore the biopsychosocial foundation of development, explore research-based interventions, and learn to empower families to promote healing and help children return to their natural developmental trajectory. Additionally, topics pertaining to secondary trauma and generational trauma will be explored.

OCTH 770 The Healthcare Professional as Academic & Clinical Educator **2 credits**

In this course, the student examines theoretical principles of teaching and learning and develops skills in formulating instructional design plans for adult learners. Students will explore a variety of teaching methods with a particular emphasis on the educational roles health care professionals may assume in academic and clinical settings.

OCTH 764 Level II Fieldwork **6 credits**

Level II Fieldwork is an arranged internship under the direct supervision of an occupational therapist. This experience is designed to advance skill development in occupational therapy assessment and intervention planning, enhance problem solving abilities and reflective practice, transmit the values and beliefs that enable the application of ethics related to the profession, and promote entry-level skill acquisition. Level II Fieldwork experiences may take place in medical settings, community-based programs, schools, or the other practice environments. The Academic Fieldwork Coordinator and Fieldwork Educators will arrange and schedule this experience.

OCTH 774 Level II Fieldwork **6 credits**

Level II Fieldwork is an arranged internship under the direct supervision of an occupational therapist. This experience is designed to advance the skill development in occupational therapy assessment and intervention planning, enhance problem solving abilities and reflective practice, transmit the values and beliefs that enable the application of ethics related to the profession, and promote entry-level acquisition. Level II Fieldwork experiences may take place in medical settings, community-based programs, schools, or other practice environments. The Academic Fieldwork Coordinator and Fieldwork Educators will arrange and schedule this experience.

OCTH 775 Level II Fieldwork in Pediatrics**6 credits**

This course is an arranged internship under the direct supervision of an occupational therapist. This experience is designed to advance skill development in occupational therapy assessment and intervention planning, enhance problem solving abilities and reflective practice, transmit the values and beliefs that enable the application of ethics related to the profession, and promote entry-level skill acquisition with an emphasis in Pediatrics. The Academic Fieldwork Coordinator and Fieldwork Educators will arrange and schedule this experience.

OCTH 776 Level II Fieldwork in Neuroscience & Rehabilitation**6 credits**

This course is an arranged internship under the direct supervision of an occupational therapist. This experience is designed to advance skill development in occupational therapy assessment and intervention planning, enhance problem solving abilities and reflective practice, transmit the values and beliefs that enable the application of ethics related to the profession, and promote entry-level skill acquisition with an emphasis in NeuroRehabilitation. The Academic Fieldwork Coordinator and Fieldwork Educators will arrange and schedule this experience.

OCTH 777 Level II Fieldwork in Mental Health**6 credits**

This course is an arranged internship under the direct supervision of an occupational therapist. This experience is designed to advance skill development in occupational therapy assessment and intervention planning, enhance problem solving abilities and reflective practice, transmit the values and beliefs that enable the application of ethics related to the profession, and promote entry-level skill acquisition with an emphasis in Mental Health. The Academic Fieldwork Coordinator and Fieldwork Educators will arrange and schedule this experience.

OCTH 778 Level II Fieldwork in Rural/Underserved**6 credits**

This course is an arranged internship under the direct supervision of an occupational therapist. This experience is designed to advance skill development in occupational therapy assessment and intervention planning, enhance problem solving abilities and reflective practice, transmit the values and beliefs that enable the application of ethics related to the profession, and promote entry-level skill acquisition with an emphasis in Rural/Underserved practice. The Academic Fieldwork Coordinator and Fieldwork Educators will arrange and schedule this experience.

OCTH 780 Research Design and Data Analysis**3 credits**

This is a required course in qualitative and quantitative research design, methodology, and data analysis. The student is expected to become proficient in designing basic research and to demonstrate ability to conduct a viable research study, read, understand, and interpret published research, evaluate the quality of qualitative and quantitative research methods, and apply research findings to clinical practice. Students will complete thematic and statistical analysis of original narrative and quantitative data. They will be introduced to the procedures for setting up research databases, completing data analysis using qualitative data analysis and the statistical package for social sciences (SPSS) software, and interpreting the data analysis outcomes. Topics will include, but are not limited to: experimental and naturalistic type research designs, instruments, and procedures; parts of a research proposal and report; thematic data analysis; grounded theory and phenomenological procedures; descriptive statistics, t-tests, analysis of variance, correlation, regression, and chi-square analysis.

OCTH 781 Evidence Based Practice**1 credit**

This course introduces students to principles of evidence-based practice in occupational therapy. Students will work in small groups with a faculty mentor to evaluate and synthesize findings in current literature which address a clinical question and report those finds in oral and/or written form. Students will become proficient in database search techniques, the interpretation of published research, and in determining the quality of published research, and in determining the quality of published research to guide clinical practice decisions.

OCTH 784 Scholarly Proposal Development**1 credit**

The purpose of this course is to facilitate student engagement in scholarship that contributes to knowledge development in the profession and/or to clinical practice improvement. Under the guidance of a faculty advisor, the student will develop a scholarly proposal and identify potential funding for a study that evaluates professional practice, service delivery, and/or professional issues.

OCTH 786 Scholarly Project**1 credit**

The student will implement an approved scholarly study and gather outcome data evaluating professional practice, service delivery, and/or professional issues. The student will complete a written report of the study and present it orally to a panel of expert reviewers. The final paper describing the findings will be submitted either for publication or for presentation.

OCTH 792 Topics: The Home Environment**3 credits**

With the national trend toward aging-in-place, occupational therapists have an expanding role in helping older adults and persons who have disabilities to live at home and participate fully in their communities. This course explores environmental modifications and technology to address function, safety, independence and access for both the home as well as community spaces. Housing laws, universal design, technology, and environmental options and resources to support participation are examined.

OCTH 800 Capstone Proposal**1 credit**

The doctoral student will develop a proposal for the capstone practicum that provides in-depth experience in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development. The student will develop specific learning objectives for the experience in collaboration with faculty. Once faculty and the site have approved the proposal, the student will collaborate with faculty and site mentors to carry out the experience in the final semester of the program.

OCTH 801 Capstone Experience**10 credits**

This experiential course allows the doctoral student to enhance skills in clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development. The field experience may occur in a traditional or non-traditional site, and the student will be expected to perform beyond that of an entry-level occupational therapist.

OCTH 802 Capstone Project**2 credits**

In this course, the student completes a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.

OCTH 811 Capstone Experience in Pediatrics**10 credits**

This experiential course allows the doctoral student to enhance skills in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development with an emphasis in pediatric practice. The field experience may occur in a traditional or non-traditional site, and the student will be expected to perform beyond that of an entry-level occupational therapist.

OCTH 821 Capstone Experience in Neuroscience & Rehabilitation**10 credits**

This experiential course allows the doctoral student to enhance skills in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development with an emphasis in neuro rehabilitation practice. The field experience may occur in a traditional or non-traditional site, and the student will be expected to perform beyond that of an entry-level occupational therapist.

OCTH 831 Capstone Experience in Mental Health**10 credits**

This experiential course allows the doctoral student to enhance skills in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development with an emphasis in mental health practice. The field experience may occur in a traditional or non-traditional site, and the student will be expected to perform beyond that of an entry-level occupational therapist.

OCTH 841 Capstone Experience in Rural/Underserved**10 credits**

This experiential course allows the doctoral student to enhance skills in advanced clinical practice, scholarship, administration, leadership, advocacy, program and policy development, education, or theory development with an emphasis in rural/underserved practice. The field experience may occur in a traditional or non-traditional site, and the student will be expected to perform beyond that of an entry-level occupational therapist.

OCTH 812 Capstone Project in Pediatrics**2 credits**

In this course, the student completes a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in pediatrics.

OCTH 822 Capstone Project in Neuroscience & Rehabilitation**2 credits**

In this course, the student completes a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in neuro rehabilitation.

OCTH 832 Capstone Project in Mental Health**2 credits**

In this course, the student completes a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in mental health.

OCTH 842 Capstone Project in Rural/Underserved**2 credits**

In this course, the student completes a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in rural/underserved.

The following courses are not offered by the Occupational Therapy Department; however, these courses are required to complete the Occupational Therapy Doctorate degree or an elective option for one of the specializations.

ANAT 711 Human Gross Anatomy**6 credits**

A complete and detailed regional dissection of the human subject is performed utilizing human cadavers. Topographical and radiological correlations are utilized in combination with medical cases/clinical correlations to enhance student learning.

ANAT 712 Human Embryology**2 credits**

The course is a comprehensive study of human developmental anatomy beginning at conception. There is an emphasis on normal and abnormal development during the embryonic stages with significant correlations between Embryology and Gross Anatomy.

FAMP 540 Interdisciplinary Health Care Teams**3 credits**

The Interdisciplinary Health Care Team course, offered by the Center for Disabilities Sanford School of Medicine, Department of Pediatrics, is an interdisciplinary study of the field of development disabilities. It provides students from a variety of disciplines team process, including theories and responsibilities of various disciplines as they relate to current trends and practices.

HSC 555 Traumatic Stress Across the Lifespan**3 credits**

Exploration of the impact of stressors experienced during infancy, childhood, adolescence, and adulthood. Integrates theoretical frameworks, cultural considerations and policy implications.

PHGY 735 Human Physiology for Occupational Therapy **4 credits**
This course will cover human physiology needed for the practice of Occupational Therapy. Content emphasis will be on cell physiology, cardiovascular, respiratory, and endocrine areas of physiology and their application to Occupational Therapy. Enrollment is limited to students enrolled in the Occupational Therapy program.

PSYC 778 Crisis Intervention **3 credits**
This course provides a general overview of crisis intervention theory, research, and practice.

PSYC 785 Traumatic Stress **3 credits**
This course examines the theory, research, and practice of psychology with regard to Post-Traumatic Stress Disorder.

PUBH 740 Introduction to Health Systems and Policy **3 credits**
This course presents an overview of health systems and the development, implementation, and assessment of public health and health care policies in the U.S. This course emphasizes policy-making aimed at public health infrastructure and population health, including different types of prevention at the different levels of analysis. Process, politics, and policy analysis necessary for effective policy-making are presented. Strategic and operational interests of key stakeholders are identified and examined. Public health policy is evaluated in terms of access, efficacy, and cost. Ethical frameworks are applied and historical context is provided. Issues of particular importance to rural and Native American populations are included.

PUBH 750 Social and Behavioral Sciences in Public Health **3 credits**
This course is designed to provide MPH students with information concerning the interaction of sociocultural, psychological, behavioral, and environmental factors that function in the promotion of health and prevention of disease. Students will analyze and compare relevant theories and review research related to the interaction of these factors. This course will examine the development and implementation of evidence based public health interventions that address health promotion, disease prevention, and health disparities at the individual, group, organizational, community and public policy levels. Ethical considerations inherent to efforts designed to produce health-related behavior change are examined.

PUBH 760 Public Health and Native American Communities **3 credits**
This course is designed to provide students with information on significant public health challenges and opportunities facing American Indian and Alaska Native (AI/AN) communities. Students will analyze and review research related to health disparities, quality of and access to health care services, and the provision of health care in Native American communities. This course will also examine the history and origins of the Indian health care system and explore evidence-based public health interventions that address health promotion and disease prevention in AI/AN communities.

SOCW 640 Diversity and Social Justice in Rural and Urban Communities **3 credits**
This course provides students with theoretical and practice knowledge to address issues of diversity and social justice. Students learn to recognize and develop skills to address forms and mechanisms of discrimination. Discussions will focus on the achievement of social justice.

SPED 735 Survey: Autism Spectrum Disorders **2 credits**
This course will introduce students to the history, characteristics and theory associated with Autism Spectrum Disorders. Topics will include: characteristics, early indicators, definitions and diagnosis, etiology and research, learning problems, inclusion, alternative interventions, and teaming.

2.11: Learning Outcomes

Graduates of the Doctor of Occupational Therapy Program will:

1. Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
2. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
3. Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.
4. Be prepared to evaluate and choose appropriate theory to inform practice.
5. Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.
6. Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.
7. Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.
8. Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
9. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
10. Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
11. Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.
12. Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.
13. Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
14. Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.
15. Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.
16. Demonstrate active involvement in professional development, leadership, and advocacy.
17. Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

2.12: Interprofessional Education and Practice

One of the learning outcomes of the USD Occupational Therapy program and the Accreditation Council for Occupational Therapy Education is to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations (see #12 above). This is also supported by the vision of the School of Health Sciences. To prepare students for interprofessional practice, a number of required and voluntary interprofessional education activities exist throughout the curriculum.

2.13: National Board for Certification of Occupational Therapists (NBCOT)

Graduates of the program are eligible to sit for the national certification examination for the occupational therapist **administered by the National Board for Certification in Occupational Therapy (NBCOT)**, located at One Bank Street, Suite 300, Gaithersburg, MD 20878. NBCOT's telephone number is (301) 990-7979. The website address is www.nbcot.org.

After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including SD, require licensure to practice and use the NBCOT exam as the license examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or to attain state licensure.

Occupational therapy graduates from USD have achieved a **first-time** exam pass rate of approximately 97.5% since the program's inception **compared to the national average of 86.52%**. We have had a 100% first-time pass rate in 17 of 27 years. Of those that did not pass on the first attempt, all but one passed on the second attempt.

2.14: Short Biographical Descriptions of OT Core Faculty



Ranelle Nissen, PhD, OTR/L
Associate Professor
Department Chair

I completed my undergraduate and graduate degrees at the University of South Dakota. In 2004, I received a BS in Psychology and in 2006 I received a Master of Science degree in Occupational Therapy. I completed my PhD in Occupational Therapy at Texas Woman's University in May of 2017. My practice experience has been primarily in adult physical disabilities. I have experience in the areas of acute care, in-patient rehabilitation, skilled nursing facility, industrial ergonomics, and outpatient services.

I have been with The University of South Dakota, Department of Occupational Therapy since August of 2011. My primary role is Chair of the Occupational Therapy Department but also teach courses related to research, mental health practice, occupational performance in adulthood, and capstone.

In addition to my duties as Chair and teaching, I chair the SDOTA Membership Committee. I am also a member of the USD University Senate, USD Budget Committee, Digital Accessibility Committee, and serve on the Roster of Accreditation Evaluators for the Accreditation Council for Occupational Therapy Education (ACOTE). I am a member in SDOTA, AOTA, WFOT, and the National Rural Health Association.



Shana Cerny, OTD, OTR/L, BCP
Associate Professor

I earned my Doctor of Occupational Therapy degree from Rocky Mountain University of Health Professions and previously earned my Master of Science degree in occupational therapy from the University of South Dakota. I completed training from Texas Christian University to become a Trust-Based Relational Intervention® Educator and am appointed with Board Certification in Pediatrics from the American Occupational Therapy Association. I have clinical experience in the areas of early intervention, school-based services, pediatric rehabilitation, and community mental health.

I teach course content in the areas of pediatric development, pediatric assessment and intervention, interruptions to childhood and adolescent occupations, common conditions in pediatric occupational therapy, and trauma-informed care.

My scholarly interests and publications are in the areas of promotion of childhood mental health, human trafficking recovery, trauma-informed care and interprofessional education.

In addition to teaching and research activities, I am a member of the USD Faculty Senate and an ACEs Interface Trainer. I am a co-creator and faculty in the Child and Adult Advocacy Studies (CAAST) program and participate on the advisory board for the Center for the Prevention of Child Maltreatment. I am a member of the South Dakota Occupational Therapy Association (SDOTA) and the American Occupational Therapy Association (AOTA).



Mackenzie Feldhacker, OTD, OTR/L, CLT-LANA
Assistant Professor

I earned my Bachelor of Science in Health Sciences and Doctor of Occupational Therapy degrees from Creighton University in Omaha, Nebraska. My clinical experience is in a variety of practice settings including inpatient and outpatient rehabilitation, home healthcare, skilled nursing, and rural healthcare. I have worked primarily with adult and geriatric populations and have specific expertise in the conditions of spinal cord injury and lymphedema. I am a Certified Lymphedema Therapist (CLT), also certified through the Lymphology Association of North America (LANA). I hold certifications in LSVT-BIG and as a CarFit Event Coordinator.

I joined the Department of Occupational Therapy at the University of South Dakota in October 2018. I teach course content related to the theoretical foundation and history of occupational therapy, preparatory methods and physical agent modalities, physical health conditions, neuroanatomy and neurorehabilitation, and Capstone. My scholarship interests include occupation-based intervention for treatment of lymphedema and use of LSVT-BIG, quality of life in clients with lymphedema, and scholarship of teaching and learning.

I serve as faculty advisor to the Student Occupational Therapy Association (SOTA) and Continuing Education Co-Chair for the South Dakota Occupational Therapy Association (SDOTA). I am a member of Pi Theta Epsilon (PTE) Occupational Therapy Honor Society, the American Occupational Therapy Association (AOTA), the South Dakota Occupational Therapy Association (SDOTA), and the World Federation of Occupational Therapists (WFOT).



Karen Hebert, PhD, OTR/L
Assistant Professor
Chair of Admissions

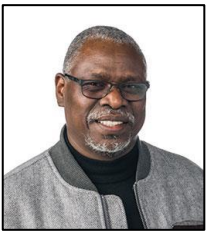
I completed my undergraduate and graduate degrees at the University of Missouri. I received my BS in Occupational Therapy and my MS and PhD in Psychological Sciences with an emphasis in Cognition and Neuroscience. My practical experience has primarily been working with adult and older adult populations. I have experience in acute care, inpatient neurorehabilitation, and skilled nursing facility settings.

Prior to joining the department of Occupational Therapy at the University of South Dakota in 2020, I was an assistant professor in the department of Occupational Therapy for 3 years at the University of Missouri and then for an additional 5 years in the department of Occupational Therapy at Seton Hall University in New Jersey. I have experience teaching courses in mental health, cognition, and adult neurorehabilitation.

I currently teach coursework related to professional identity and Level I FW, ergonomics, movement and occupation, and adult rehabilitation.

My scholarship interests include health and wellness promotion and cognitive and psychosocial performance in adults and older adults with neurological conditions. My current projects involve exploring the intersection between cognitive performance and emotional experiences in daily occupations.

I am a member of the American Occupational Therapy Association (AOTA).



Moses Ikiugu, PhD, OTR/L, FAOTA
Professor
Director of Research

I received a diploma in occupational therapy from Kenya Medical Training College, Nairobi; diploma in counseling psychology from the Amani Counseling Center and Training Institute, Nairobi, Kenya; Bachelor of Arts degree in psychology and Master's degree in counseling psychology from the United States International University, San Diego; and a PhD degree in occupational therapy from Texas Woman's University, Denton, Texas.

I have been an occupational therapist for 36 years, with clinical experience in mental health, long-term care, and sub-acute rehabilitation. I practiced for five years as a psychological counselor working with individuals and families. My research interests include investigation of the philosophical foundations of occupational therapy, occupational therapy theory development and application, use of knowledge derived from occupational science to help address environmental sustainability problems and other pertinent social issues, understanding the construct of meaningfulness as used in occupational therapy and occupational science, and investigating the status of evidence for evidence-based practice using meta-analysis. I am currently conducting a research study within an interdisciplinary team involving computer and materials scientists at SDSU and South Dakota School of Mines to investigate ways of using occupation-based interventions to prepare astronauts so that they are able to stay healthy during lengthy deep space exploration. I have published articles on the above topics in refereed journals such as the Canadian Journal of Occupational Therapy, Occupational Therapy in Health Care, Occupational Therapy International, and the Journal of Occupational Science, among others. My other publications include an occupational therapy textbook (Psychosocial Conceptual Practice Models in Occupational Therapy), an occupational science book (Occupational Science in the Service of Gaia), and an occupational therapy/occupational science text book (Meaningful Living through Occupations: A Guide for Every-Day Life) co-authored with Nick Pollard of Sheffield Hallam University in England.

I have taught a variety of courses in occupational therapy including psychosocial rehabilitation, pathological conditions, research, therapeutic use of self and groups, and occupational therapy theory. I am a member of the South Dakota Occupational Therapy Association (SDOTA), American Occupational Therapy Association (AOTA), and the Society for the Study of Occupation (SSO:USA). I was the South Dakota Representative in the AOTA Representative Assembly (2009-2012), AOTA Representative Assembly Credential Review and Accountability Committee Chair (2012-2015), and SSO:USA Legal Committee Chair (2009-2013). and AOTA delegate to the World Federation of Occupational Therapists (WFOT) (2015-2021). I am the current AOTA delegate to the World Federation of Occupational Therapists (WFOT). I am the leader of the WFOT international project team that published the document, Sustainability Matters: Guiding Principles for Sustainability in Occupational Therapy Practice, Education and Scholarship (WFOT, Shann, Ikiugu, Whittaker, Pollard et al., 2018), articulating the five principles to guide incorporation of the sustainability topic in occupational therapy education, scholarship, and practice. Prior to joining the occupational therapy faculty at The University of South Dakota in 2005, I was an assistant professor in the occupational therapy program at the University of Scranton in North East Pennsylvania.



Whitney Lucas Molitor, PhD, OTD, OTR/L, BCG
Assistant Professor
Capstone Director
Program Director, B.S. in Public Health

I earned my post-professional Doctor of Occupational Therapy degree from USD in 2016 and completed my PhD in Health Sciences in 2020. My clinical experience is primarily with adult and geriatric populations in acute, outpatient, skilled nursing, and in-patient rehabilitation. I am board certified in gerontology through the American Occupational Therapy Association.

I began working in the USD Occupational Therapy Department in 2015. In addition to serving as the Capstone Director, I teach in the areas of health and wellness promotion and adult assessment and intervention. My scholarship interests include involvement in the Health Promotion and Occupational Participation and Teaching and Learning research labs, with projects focusing on health promotion, occupational justice, provision of services in meaningful environments, cultural implications on occupational performance, and interprofessional education.

I serve as President of the South Dakota Occupational Therapy Association and am the Editor of the AOTA Productive Aging Special Interest Section Quarterly and a member of the Roster of Accreditation Evaluators for the Accreditation Council for Occupational Therapy Education. I am a member of AOTA, WFOT, and SSO:USA.



Jessica McHugh, PhD, OTR/L, BCP, Pn1
Assistant Professor

I earned a BA degree in elementary, early childhood, and special education from the University of Iowa and taught children with autism in Joplin, MO. I was also an In-District Autism Consultant for the state of Missouri and an aquatics director prior to returning to the area to pursue a MS degree in Occupational Therapy at the University of South Dakota. I earned a PhD in Occupational Therapy from Texas Woman's University. I am AOTA board certified in pediatrics and I am a certified nutrition coach.

While I have some clinical experience in acute hospital and outpatient facilities, the bulk of my experiences for the past 20 years have been in school-based and outpatient pediatrics. In 2010, I founded AbleKids Pediatric Therapy, an outpatient pediatric therapy clinic in Sioux City, Iowa. AbleKids was acquired by LifeScope in 2016.

I joined the USD Occupational Therapy Department in 2012 as an adjunct professor and in 2017, I transitioned to full-time faculty as an assistant professor. I have taught in several areas in the entry-level OT program including assistive technology, home modifications, evidence-based practice, fieldwork educator preparation, leadership and management, and pediatrics. I am currently teaching in the post-professional doctorate program as well. My interest areas lie in pediatric practice, autism, sensory integration with a focus on proprioception and postural control, assistive technology, and private practice. I am the treasurer for IOTA (Iowa Occupational Therapy Association), I serve as the chair of the Intellectual Properties Committee at USD, I serve on the Informational Technology Advisory Council for USD, and I was recently elected as the chair of AOTA's Children and Youth Special Interest Section.



Allison Naber, OTD, OTR/L, CLT-LANA
Assistant Professor
Academic Fieldwork Coordinator and Scholarship Chair

I earned a Bachelor of Arts degree in Psychology from Southwest State University, Marshall, MN in 2002. In 2004, I earned a Master of Science in Occupational Therapy degree from the University of South Dakota. I earned a Doctorate of Occupational Therapy degree through the post-professional program at the University of South Dakota in 2016. I have clinical experience in the areas of hand to elbow rehabilitation, occupational health, and lymphedema therapy. I am a Certified Lymphedema Therapist (CLT), and I am also certified through the Lymphology Association of North America (LANA ®).

I joined the USD Occupational Therapy Department in 2017. I serve as the Academic Fieldwork Coordinator. My teaching interests include the areas of upper extremity rehabilitation, splinting, occupational health and ergonomics, professional identity, interprofessional education, and fieldwork. I have participated in the Course Design Fellowship through the Centers for Teaching and Learning at USD, and I continue to pull from this experience to engage students through collaborative learning techniques and active learning strategies. My scholarly interests include occupational therapy's role in promoting occupational performance and occupational therapy education.

In addition to my teaching and research activities, I am Chair of the School of Health Sciences Faculty Council, the School of Health Sciences Representative on the Graduate Council, a member of the USD OT Admissions Committee, and the Chair of the USD OT Awards and Scholarship Committee. I am a member of the World Federation of Occupational Therapists, the American Occupational Therapy Association and the South Dakota Occupational Therapy Association. Finally, I serve on the Board of Directors, the Research and Publications Subcommittee, and the Exam Writing Committee for the Lymphology Association of North America (LANA)®.

3: GENERAL POLICIES & PROCEDURES

It is the responsibility of the student to know and to adhere to the policies, procedures, and deadlines of the University, the Registrar's Office, the Graduate School, and the Occupational Therapy Program. Although excerpts of some USD policies are included below, please refer to each document for additional information.

3.1: USD Student Handbook

The [USD Student Handbook](#) contains policies governing the general student body, the student code of conduct, and a description of student services. It is available on the Academics page of the USD Portal.

3.2: USD Graduate School

Expectations

A student admitted to The Graduate School is expected to demonstrate intellectual maturity and independence in the pursuit of advanced knowledge. Graduate students are expected to meet the exacting demands of advanced learning through the use of intellectual skill. Thus, a graduate degree represents more than an accumulation of hours and credits in specific competencies in a major field. The student will be judged at all stages on the above grounds and, regardless of grades in courses, may be dropped from the graduate program if progress or behavior is found to be unsatisfactory.

Please refer to the [Graduate School Resource](#) page for more information.

Administration

The Graduate Dean exercises overall supervision and responsibility for administering the policies and procedures relating to graduate study. In collaboration with the Graduate Council, the Graduate Dean provides leadership in establishing standards for graduate education, developing new programs, and maintaining standards and guidelines for existing programs. Within the standards and guidelines of the Graduate Council, the responsibility for the development and implementation of the individual graduate programs resides with the graduate faculty of individual academic disciplines.

The [USD Graduate School catalog](#) is available online under the Academics tab on the USD website. In the pull down menu, please choose the Graduate Catalog for the corresponding academic year.

3.3: Office Hours

- All faculty post regular office hours next to their door and on the syllabus. Please attempt to meet with faculty during scheduled office hours or request an appointment. Faculty members are also available through email to answer questions. Contact information is included in the course syllabus. **Remember that all professors have many responsibilities; therefore, please be reasonable regarding your expectations for response time. Additionally, each course has a course director. Any questions regarding assignments or course expectations should be addressed to the course director, unless otherwise specified.**
- Staff members have established hours where they will typically be available for student questions, equipment checkout, or other academic business. While office staff are available throughout the majority of each day, they are often involved in meetings, event planning, and additional job duties that take them away from their desks. The best times to visit with the OT program staff are Monday-Friday from 8:00-9:00am and 4:00-5:00pm (3:30-4:30pm during the summer session).

3.4: Assessment Resources and Lab Equipment

- Assessments and lab equipment may be checked out ONLY from the instructor of the class, not through staff or other faculty. When courses are co-taught, requests for materials must be made with the instructor for that class/section of the course.
- Some technology equipment (e.g., iPads) are used for specific purposes in some courses. These may be through Marcia Harnois unless otherwise specified.
- Because faculty members have many obligations, students must plan and secure permission early.
- Each faculty member will establish a check-out system for the materials needed for their class.
- Unless indicated otherwise by the instructor, all items checked out must remain in the building. If the instructor allows the item to leave the building, the check-out period is 24 hours during the school week and 48 hours over the weekend.
- Faculty are responsible for monitoring when assessment forms need to be ordered.
- Students who check out equipment are financially responsible for any lost or damaged equipment.
- Some items may be placed on reserve in SCSC A350, A355, or A361. These items are to remain in the building and in a neat, orderly manner. If items are missing, not returned in their original condition, or the area is unkempt, everyone's course grade may be affected.

3.5: Cancellation of Classes

The University of South Dakota rarely cancels a class. However, if weather or other emergency warrants cancellation of classes, announcements will be appear at the top of USD's web pages and portal pages. When weather is not severe enough to cancel classes but poses **extreme** driving conditions, students are advised to stay home rather than take unnecessary risks. For statewide road conditions dial 511 or go to <http://sd511.org>. Faculty will review the situation and conditions when determining accommodations for missed classes in these circumstances.

On occasion, the OT Department may need to reschedule a class due to faculty emergency or weather, in cases when The University does not close. In this instance, faculty send an email to the class using USD email. Students should develop the habit of checking their USD email each morning.

To fulfill the requirements of the course of study and specific course contact hours, the Occupational Therapy Department faculty will reschedule class. Every attempt will be made to reschedule class during the 8-5 class/work day; however, there may be occasions when class or the activity is rescheduled during the evening.

3.6: Cardiopulmonary Resuscitation (CPR) Certification

All occupational therapy students must maintain current CPR certification at all times while they are a student and healthcare provider. Only American Red Cross BLS/CPR for Healthcare or American Heart Association BLS Provider/Healthcare Professional certifications will be accepted and the certification course must have been completed as an in-person or hybrid class with hands-on techniques. Students of occupational therapy must have CPR certification by the established admission deadline and updated their certification at the department specified recertification deadline. This certification will carry students through the completion of Level II Fieldwork. If the student has an emergency and is unable to attend the certification course, the student is independently responsible for attaining certification at his/her own cost by June 1. The only exception to this is a student who is CPR-certified and whose certification will expire after completion of Capstone. The expense of maintaining CPR certification is a responsibility of the occupational therapy student. Failure to meet deadlines for completion of this requirement may delay Fieldwork experiences and/or graduation.

3.7: Cell Phone Use

Cell phones should be turned off (not in vibrate mode) and put away BEFORE the start of class. Texting is not allowed during class. If there is an emergency, family members should contact the Main Office at 605-658-5999.

3.8: Communication Policies (USD & OT Department)

USD:

Because of the ever-increasing reliance on electronic communications to effectively conduct official business with students of The University of South Dakota, electronic communication standards have been set by the University. As a result, email and announcements posted in the myUSD Portal are considered official forms of communication at The University of South Dakota. The electronic communications policy ensures that all students have access to University-related information in a timely manner, utilizing a standardized methodology that serves the needs of both the University and its students.

In general, expect campus information to be displayed in the myUSD Portal, and important, time-critical information which has a major impact to a majority of students to be sent via email.

Expectations. It is imperative that students understand that the University assigned e-mail address and myUSD Portal announcements shall be the official means of communication. Use only University delegated email accounts when communicating with faculty. A student's failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.

Redirects. Students may elect to redirect (auto-forward) e-mail sent to their University e-mail address. Students who redirect e-mail from their official University e-mail address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University.

Occupational Therapy:

On rare occasions, the OT Department may need to reschedule a class due to faculty emergency or weather situations in which the university does not close. In this instance, faculty will send an email to the class letting them know of the change. Students should develop the habit of checking their email each morning.

3.9: Computer Use

Use of the Board of Regent's information technology systems is a privilege and requires that individual users act responsibly. Individual users must respect the rights of other users, respect the integrity of the systems, and observe all relevant laws, regulations, and contractual obligations. Since electronic information is volatile and easily reproduced, users must exercise care in acknowledging and respecting the work of others through strict adherence to software licensing agreements, copyright, patent, trademark and trade secret laws. When accessing remote resources from Board or institutional facilities, users are responsible for following the policies of Board.

Please refer to [the South Dakota Board of Regents Acceptable Use Policy](#).

Computer use in class is restricted to class-related activity. Any inappropriate computer use (including surfing the Internet, using Facebook, and sending email) that occurs during class time and is observed by the course instructor will negatively influence your class participation grade for the course.

Cords pose a safety hazard when they extend across the floor to plug in laptops during class; please use caution. For those using PCs, please consider an extended-use battery or a second battery. In rooms

A350 and A355 there are hard internet drops and electrical power located near each seat. Cables and power cords should be run as neatly as possible to avoid possible snagging of the cables in an emergency. It is your responsibility to provide the appropriate cable for connecting to the internet.

3.10: Confidentiality of Student Records

Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records and affords students certain rights with respect to those records. They are 1) the right to inspect and review the student's education records; 2) the right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; 3) the right to a hearing if the request to correct an alleged inaccuracy is denied; 4) the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent; and 5) the right to file a complaint with the U.S. Department of Education concerning alleged failures by The University of South Dakota or any of its schools or colleges to comply with the requirements of FERPA.

Education records and personally identifiable information obtained from those records may be disclosed without the student's consent to school officials with legitimate educational interests. The USD Student Record Policy may be found at <https://www.usd.edu/About/Departments-Offices-and-Resources/Registrar/FERPA>.

Directory Information

The University of South Dakota has designated the following items as "directory information": student name, address, telephone number, email address, hometown, major field of study, past and present participation in officially recognized activities, enrollment, status (undergraduate or graduate, full-or part-time), class, dates of attendance, degree(s) conferred (including dates), honors and awards received (but not scholarships), most recent school(s) attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and photograph.

Confidentiality Request

The University of South Dakota and any of the colleges or schools of The University of South Dakota may disclose any items of directory information without prior written consent, unless notified by the student in writing to the contrary by the 10th day of classes of the first semester in which the student is enrolled, or by the 10th day of classes of any subsequent fall semester during which the student is enrolled. Nondisclosure stipulations remain in effect until removed in writing by the student, even if the student has withdrawn or graduated. A request form to prevent disclosure of directory information is available in the Office of the Registrar or may be found at <https://www.usd.edu/-/media/Project/USD/DotEdu/About/Departments-Offices-and-Resources/Registrar/FERPA/FERPAConfRequest.pdf>.

Release Authorization (See Appendix D)

Periodically, the OT Department may take photographs or videos for marketing purposes or during student assessment of learning. During Orientation, we will request that all students complete a Release Authorization form. Consent to photograph must always be attained for any class project requiring still or video photography. For example, in OCTH 756 you may be asked to demonstrate your evaluation skills by completing a standardized assessment of a typically developing child. If you are asked to videotape this for the instructor, the instructor will require that the parent provide written consent to photograph using this (or similar) form.

Letter of Recommendation Authorization Form

Letters of recommendation which are made from the recommender's personal observation or knowledge do not require a written release from the student who is the subject of the recommendation. However, if the student wishes the recommender to include personally identifiable information from a student's education record (such as grades, GPA, etc.), the student must provide a signed release. The [Recommendation Authorization form](#) should be completed in order for the university to release information about you to employers. A student or graduate should always obtain permission from a professor prior to listing him or her as a reference.

Authorization to Use Academic Work as a Sample (See Appendix D)

Occasionally a faculty member may wish to use a student's work as a sample of an excellent product for future students and/or for re-accreditation purposes. Students must provide authorization before faculty use the work as an example. Forms are provided in this handbook.

3.11: Contact Information

It is very important for the Occupational Therapy Program and the University to have your current address, telephone number, email address, and name on file. The Program and University are **not** responsible if they are unable to reach you due to inaccurate contact information. You will be asked to complete an Emergency Contact Information card during Orientation week. Please be sure that information remains current throughout your course of study. To promote this, you will be asked to verify the contact information we have on file each semester.

3.12: Course Evaluations

Students are given the opportunity to complete systematic course evaluations at the end of each semester of the curriculum. Individual faculty use this information to identify areas of strength and concern and to consider new or alternate teaching methodologies; the department uses this system to evaluate the program and faculty performance, including promotion and tenure, and to recommend changes in course offerings. It also provides better integration of the curriculum.

Course and instructor evaluations are completed through multiple formats. Students receive emails from the USD Assessment Office for courses taught outside the OT department (ANAT, HSC, PHGY, PUBH, and SOCW). Courses taught inside the OT department (OCTH) will have evaluations disseminated by the OT program staff. Students are responsible for checking their email and responding to all evaluation requests promptly.

The course evaluation system is anonymous to faculty, and the summarized information is forwarded to the respective course director/instructor, the Program Director, Dean, and the University Provost for review. A summary of department performance is used in academic review of the department and for accreditation purposes. **Students should always be professional and constructive in their feedback.**

3.13: Criminal Background Check

Notification of Disclosure – NBCOT & State Licensure

Applicants should know that making application to the National Board for Certification in Occupational Therapy (NBCOT) to sit for the national certification examination includes answering questions regarding any felony convictions. NBCOT will consider an individual's felony convictions on a case-by-case basis to determine if the circumstances of an individual's crime may be such to indicate an inability to engage safely, ethically, or proficiently in the practice of occupational therapy. A candidate should direct any questions he / she may have to NBCOT, One Bank Street, Suite 300, Gaithersburg, MD 20878 or call (301) 990-7979. Additionally, applicants should know that most states have regulations regarding an individual's eligibility to practice as an occupational therapist in that given state. As part of the application

process, states may request information regarding history of chemical and / or alcohol abuse, felony convictions, and malpractice. Due to national and state requirements for disclosure, the Occupational Therapy Program at the University of South Dakota began to require accepted students to submit to a Felony Background Check in 2005.

School of Health Sciences Policy of Reporting Pending Criminal Charges

1. An occupational therapy student has a continual obligation to report any criminal felony or misdemeanor charges pending against him/her, which occur after the student has been granted final acceptance into the occupational therapy program.
2. A written explanation of the pending charges should be submitted to the Chair of the Occupational Therapy Department within 72 hours.
3. A decision regarding the student's continued participation in Level I or II Fieldwork experiences and any other client-related activities will be made by the Chair of the Department of Occupational Therapy and the Academic Fieldwork Coordinator. Classroom attendance may not be affected.
4. Failure to comply with any aspect of this policy may result in immediate referral for dismissal from the program.

Throughout the program, students are required to complete a criminal background check update annually in the Spring. Students will be contacted by the Fieldwork Coordinator and provided the deadline and link/information necessary to meet this requirement. The cost of the update is the student's responsibility. Failure to meet annual deadlines for completion may delay Fieldwork experiences and/or graduation.

3.14: Desire-2-Learn (D2L)

Desire2Learn is the web-based learning management system used by the SD Board of Regents University System. Faculty use Desire to Learn (D2L) to support face-to-face course content and to disseminate handouts and other course materials. Students will receive an orientation to Desire2Learn during Orientation. Student tutorials may also be found under Technology on the myUSD portal.

3.15: Disruption of Workplace Setting

The Board of Regents strives to attract the best and the brightest, and to encourage the pursuit of higher education among aspiring students, accomplished teachers and researchers, and diligent administrators. As part of this education mission, the Regental system sponsors many recruiting activities and welcomes young children and families to many special events. However, in consideration of safety and in order to create an environment most conducive to learning and efficient to work activities, children, family, pets (other than service animals as defined below), and other non-work related individuals are prohibited from routinely being brought to the workplace.

The full SDBOR policy may be found at <https://www.sdbor.edu/policy/documents/4-41.pdf>.

3.16: Dress Code

Professional Image Policy/Dress Code

Policy

Our appearance and presentation are powerful tools for making a positive impression and showing respect for self and others. As a representative of the Occupational Therapy Program, students contribute to the public image of our department and the profession of occupational therapy. This requires special attention to your appearance and clothing choices.

Procedure

Students will be notified of the acceptable attire guidelines for specific contexts (clinic/fieldwork/clinic simulation/guest presenter; classroom; lab; and professional presentation) in the annual USD OT Student Handbook and course syllabi. When the Course Director/Course Instructor or Adjunct Instructor observes inappropriate dress, one warning will be issued. In the event of a second warning, the student will be expected to go home and change. If class is missed, a leave slip will need to be completed and may result in a deduction in course grade (see Leave Policy). The USD OT Progress & Conduct Committee may place a student on professional probation, if the Professional Image Policy is routinely violated.

The tables that follow outline specific attire for each setting. For all experiences outside of the classroom, students will comply with the Clinic/FW dress code. Exceptions to professional dress at specific Level II Fieldwork experiences may exist, and in those cases students are expected to conform to the dress requirements of the setting. Dress codes are usually written in consideration of the clients served, the types of services provided, the type of facility, safety, and so as not to distract from the services delivered or to offend clients, families, or other staff.

The Occupational Therapy Program considers t-shirts with sexual, alcohol or drug-related expressions to be offensive at all times, including after hours, outside the classroom, lab, or clinic environment.

Classroom Dress

Slacks/Pants Acceptable

- Khakis
- Chinos
- Wool blend
- Linen
- Cotton
- Twill
- Corduroy
- Knit
- Polyester
- Capris
- Denim jeans in good condition with no holes, frays, etc. and modest fit

Skirts/Dresses Acceptable

- Hems at knee length
- Modest neckline

Shirts/Blouses/Sweaters Acceptable

- Long or short sleeved blouses
- Tank tops under blouse
- Dress shirts
- Long or short sleeved sweaters, cardigans, or vests
- Long or short sleeved shirts (such as polo shirts, henley, turtlenecks)
- Appropriate, modest neckline with midriff and back coverage
- Neat, clean, conservative, practical, dignified, safe, and appropriate for duties
- On game days, we encourage official USD “business casual” athletic wear that meets the criteria above

Undergarments Acceptable

- Discrete and modest

Foot Attire Acceptable

- Clean
- Leather/leather-like shoes or boots (clogs, casual dress shoes, flats)
- Closed toed
- Athletic shoes
- Sandals

Accessories Acceptable

- Watch (silenced to avoid personal phone calls/texts)
- Appropriate and conservative jewelry

Grooming Acceptable

- Clean and neat
- Hair neatly cut and styled
- Long hair pulled back
- Facial hair should be neatly trimmed
- Nails – trimmed, clean, and well groomed; conservative nail polish

Slacks/Pants Unacceptable

- Denim jeans in ill-repair or ill-fitting
- Spandex/stretch tights
- Sweat or jogging pants
- Bib overalls
- Shorts
- Pants with frayed hems or holes
- Pants that are too loose at the waist/too low riding at the hips and reveal undergarments or skin when squatting down

Skirts/Dresses Unacceptable

- Spaghetti straps
- Shorter than knee length

Shirts/Blouses/Sweaters Unacceptable

- T-shirts
- Tanks tops alone without cover
- Camisoles
- Sweatshirts
- Spaghetti straps
- Shirts that are ill-fitting that reveal back or midriff
- Shirts that are too low cut in the front
- Form fitting/immodest shirts
- Unacceptable fabrics include lace, sheer, and leather

Undergarments Unacceptable

- Bright and/or noticeable colors, patterns, or lines
- Undergarments should not be visible when bending or reaching (please check)

Foot Attire Unacceptable

- Flip flops
- Hiking boots
- Slippers

Accessories Unacceptable

- Baseball caps
- Elaborate jewelry
- Artificial nails

Grooming Unacceptable

- Perfumes or colognes
- Discernible body odor

Laboratory Dress

Slacks/Pants Acceptable

- Plain black or red shorts of modest length and pants
- Purchased black shorts and black pants with approved SHS or USD OT logo through approved vendor

Shirts/Jackets Acceptable

- Plain black or red shirts
- Purchased red shirts with approved SHS or USD OT logo through approved vendor
- Purchased jacket or fleece with SHS or USD OT logo through approved vendor
- Sports bra or tank top
 - A racerback style may be required for some labs

Undergarments Acceptable

- Discrete and modest

Foot Attire Acceptable

- Clean
- Leather/leather-like shoes or boots (clogs, casual dress shoes, flats)
- Closed toed
- Athletic shoes
- Sandals

Accessories Acceptable

- Watch (silenced to avoid personal phone calls/texts)
- Appropriate and conservative jewelry

Grooming Acceptable

- Clean and neat
- Hair neatly cut and styled
- Long hair pulled back
- Facial hair should be neatly trimmed
- Nails – trimmed, clean, and well groomed; conservative nail polish

Slacks/Pants Unacceptable

- Any other attire than plain red or black shorts and pants
- Any attire with a logo other than the approved department logo
- Ill-fitting shorts or pants that are too low riding at the hips and reveal undergarments or skin when bending over or squatting down
- Acceptable attire that is soiled, tattered, or has holes

Shirts/Jackets Unacceptable

- Any other attire than SHS red t-shirt or red long sleeve shirt
- Shirts that are ill-fitting that reveal back or midriff (unless required for lab)
- Shirts that are too low cut in the front
- Acceptable attire that is soiled, tattered, or has holes

Undergarments Unacceptable

- Bright and/or noticeable colors, patterns, or lines
- Undergarments should not be visible when bending or reaching (please check)

Foot Attire Unacceptable

- Flip flops
- High heels
- Hiking boots
- Slippers

Accessories Unacceptable

- Baseball caps
- Elaborate jewelry
- Artificial nails

Grooming Unacceptable

- Perfumes or colognes
- Discernible body odor

Professional Presentation Dress

Slacks/Pants Acceptable

- Dark colored slacks or knee-length skirt, suits, or suit separates

Shirts/Jackets Acceptable

- Professional button-down shirt with tie or modest business style shirt
- Sport or business coat

Undergarments Acceptable

- Discrete and modest

Foot Attire Acceptable

- Clean, polished
- Dress shoes

Accessories Acceptable

- Watch (silenced to avoid personal phone calls/texts)
- Appropriate and conservative jewelry

Grooming Acceptable

- Clean and neat
- Hair neatly cut and styled
- Facial hair should be neatly trimmed
- Nails – trimmed, clean, and well groomed; conservative nail polish
- Conservative make-up

Slacks/Pants Unacceptable

- Khakis
- Ill-fitting slacks/pants that are too low riding at the hips and reveal undergarments or skin when bending over or squatting down
- Acceptable attire that is wrinkled, soiled, tattered, or has holes

Shirts/Jackets Unacceptable

- Shirts that are ill-fitting that reveal back or midriff
- Shirts that are too low cut in the front
- Acceptable attire that is wrinkled, soiled, tattered, or has holes
- Polo shirts or other “business casual” shirts

Undergarments Unacceptable

- Bright and/or noticeable colors, patterns, or lines
- Undergarments should not be visible when bending or reaching (please check)

Foot Attire Unacceptable

- Flip flops
- Sandals
- Hiking boots
- Slippers

Accessories Unacceptable

- Baseball caps
- Elaborate jewelry

Grooming Unacceptable

- Perfumes or colognes
- Discernible body odor

3.17: E-Mail & List Serves

Students are required to have a personal computer (desktop or laptop) equipped with the most recent version of Microsoft Office (including Word and PowerPoint) and internet access at home.

D2L Email: Specific course-related communication will be sent through D2L email or the News feature of D2L.

USD OT List Serves: Two list serves were created for general OT student-faculty-staff communication. First- and second-year students will be emailed to usdot12-list@usd.edu; students on FW/Capstone will be emailed to usdot3-list@usd.edu. It is imperative that the list serves are used **for school business only**.

It is the responsibility of each student to check his/her USD email and D2L DAILY.

Lee Med List Serves: LEEMEDSTUDENTS-LIST@USD.EDU To serve as a single means of communicating with the MD, OT, PT, PA and Graduate Students based in the Lee Medicine and Science Building. This represents about 250 to 300 students. As a member, you can send to this listserv at any time.

3.18: Handouts

Class handouts will be posted electronically via Desire2Learn. Depending upon the instructional design of the course, handouts and/or PowerPoint slides in pdf format may or may not be posted on Desire2Learn in advance of the scheduled class session. The instructor is not obliged to provide course content in other formats unless written documentation is received from the Office of Disability Services. When a guest is presenting, it is his or her choice whether to provide handouts and the format of any handouts. **Students should always be prepared to take notes during class sessions.**

3.19: Health Affairs Student Health Insurance Policy

Students enrolled in the Health Affairs graduate professional programs **are required** to carry health insurance coverage that meets or exceeds the minimum standards outlined below. These students must provide proof of credible coverage meeting minimum coverage standards at the beginning of each academic year. Student enrolled in Health Affairs undergraduate professional programs are required to carry health insurance coverage that meets or exceeds the minimum standards outlined below, at the beginning of the semester in which they will engage in clinical experiences. Health insurance coverage is a requirement of the Affordable Care Act, each academic program's accreditation standards, and through affiliation agreements with clinical rotation sites. *Students who are unable to provide or have not provided sufficient proof of credible coverage meeting minimum standards **will not** be allowed to participate in clinical rotations or experiences.*

As required by the Occupational Therapy program, liability insurance is purchased each year as a part of the student tuition and fees. Specific information regarding the policy will be provided.

Minimum coverage requirements are:

- Nationwide coverage
- Insurance must contain provisions for mental health and chemical dependency coverage.
- Insurance must not have a deductible higher than \$9000 or out of pocket maximum of \$9000.
 - NOTE: *Exceptions to the minimum requirements may be temporarily granted on an individual basis with the approval of the Dean of Medical Student Affairs or the appropriate Health Sciences Department Chair.*

Examples of acceptable coverage may include but are not limited to:

- Group plans where student is a dependent of a parent or spouse.
- Tricare
- Medicaid
- Coverage through the HealthCare.gov marketplace. South Dakota companies participating in the marketplace include Avera Health Plans and Sanford Health Plan.

All students must provide proof of current health insurance to the University and are accountable for payment of personal medical expenses as a result of illness or injury during the course of fieldwork and capstone experiences. Students are required to bring a copy of their insurance card to Rita Humphrey in SCSC A375A during orientation week and again each May.

3.20 Sanford Health Insurance Policies

You now have affordable options for health insurance as a USD graduate student enrolled in a medical, physical therapy, occupational therapy or physician assistant program. With Sanford Health Plan, you get comprehensive coverage and care for a monthly premium you can afford.

As a USD Graduate student you have a unique Special Enrollment Period (SEP) that allows you to apply for coverage as you enter school. This SEP allows you to pick a Bronze level plan to start based on application receipt date (see information below).

You may also qualify for other Special Enrollment Periods as well, like: Turning 26 or losing coverage through your parents or losing covering because of a move. To use this type of SEP you must apply for coverage within 60 days of loss of coverage. Your effective date will be based on the date coverage is lost and application receipt date.

Learn more at <https://www.sanfordhealthplan.com/usdstudent>.

For more information or to discuss coverage options, contact your Insurance Advocate.

- Carlos Cobos; carlos@crcgroup.us; 605-988-4994
- Jose Arreola; jose@crcgroup.us; 605-988-4994

3.21 Health and Safety Policies

Information regarding the University Police Department, AED usage, emergency guidelines including evacuation procedures, and standard precautions are found in Appendix A.

3.22: Immunization Policies

For the protection of the health of our students and because of the risks of exposure to infectious diseases to which students are subjected in the course of clinical work, certain tests and immunizations are required. You can review the full Infection Control Policies and Procedures Manual for additional information. The most current version can be found in the Occupational Therapy Resources D2L shell. Entering and visiting students are required to provide documentation of all required immunizations to USD Student Health prior to matriculation or visit. Immunization records are maintained by USD Student Health. As these immunizations are part of the School(s) on-going affiliation agreements with our clinical sites, students will not be allowed to register or participate in any clinical activities until documentation is provided. Students are responsible for maintaining copies of their immunization records and titer reports, etc. and keeping these records updated.

Health Affairs Requirements:

- Students are required to follow the Immunization Compliance Policy of their specific program. The most current version can be found in the Occupational Therapy Resources D2L shell.
- The USD Health Affairs Immunization Policy, the immunization form must be completed with the appropriate signatures. The most current version can be found in the Occupational Therapy Resources D2L shell. Include copies of titer reports and other medical records when applicable.

3.23: Human Subjects Training

All OT graduate students will complete training in human subject research as part of OCTH 784 Scholarly Proposal. CITI (Collaborative Institutional Training Initiative) training is available on-line. The course instructor for OCTH 784 will provide instructions for access and completion. Each student will provide a copy of the certificate of completion to his/her research advisor to place in the student file. Students should also retain a copy for their personal records.

3.24: Injuries

Students are required to have adequate health insurance in case of injury, illness, or other medical needs. If a student is injured during a lab exercise, first aid treatment is to be administered. Appropriate medical attention should be provided for the type of injury.

Injury Response Guidelines

Emergencies

For all emergency situations, phone 911 immediately for assistance. Indicate the nature of the problem, your identification and your specific campus location. Once the injured party is attended to and transported, report the incident immediately, following the appropriate procedures indicated below.

If you are unsure if emergency medical care is required, immediately contact USD Police at 605-658-6199 and request assistance.

Employee (including student employee) Non-Emergency Injuries

1. If non-emergency medical treatment is required, have the injured person go to the physician of their choice. The nearest Urgent Care Medical facility is located at Sanford Vermillion, 20 S Plum Street (corner of Plum and Main).
2. If transportation assistance is needed for non-emergency medical care please contact the USD Police at 605-658-6199 and request assistance. Faculty or staff member should NOT attempt to transport the injured person.
3. Following treatment, employee is to complete the online First Report of Injury at [FROI](#).
4. Workers' Compensation staff will send a completed incident report form to the supervisor or Human Resources for review.

Student Non-Emergency Injuries

1. If non-emergency medical treatment is required, encourage the injured person to seek medical treatment with the physician of their choice. The nearest Urgent Care Medical facility is located at Sanford Vermillion, 20 S Plum Street (corner of Plum and Main).
2. If the injured person is unable to transport him or herself for non-emergency medical care, phone USD Police at 605-658-6199 and request assistance. Faculty and staff members should NOT attempt to transport the injured person.
3. Faculty or staff members providing assistance should inform the injured student that he/she is responsible for all medical expenses. They should submit related medical bills to their own insurance company for coverage.

If an injury occurs during a fieldwork experience, the student should report the injury immediately to their fieldwork educator and the AFWC. The student also has the responsibility to take precautions to avoid injuries, including but not limited to, notifying the fieldwork educator and/or AFWC of unsafe practices and environments that could potentially lead to injury. The cost of treatment for injuries incurred during classroom or fieldwork experiences is the student's responsibility

3.25: Lee Medicine and Science Building Information

Food in Classroom Policy

Normally food and beverages are not permitted in carpeted classrooms at USD. Working with USD's Custodial Services, policies have been created to allow food and beverages in classrooms and small group study rooms. It is expected that all students, faculty, and staff will clean up after themselves. If a student organization holds an event that includes food, the group will be held responsible for the cleanup when the event ends. Please note that certain items are prohibited because they quickly stain carpets. These include fruit punch, pink lemonade, or other red-colored liquids. During the year, various organizations have catered meals or fundraisers selling food in the atrium. These foods are typically taken into classrooms. If this policy is abused, food and beverages will be banned from the classrooms. Food and drink are NEVER permitted in laboratories, including Gross Anatomy, LeeMed 15, and the clinical exam rooms.

Any spills or messes should be reported to LeeMedClean@usd.edu as soon as possible. The Custodial Staff will attend to the spill/mess as quickly as possible. Their normal workday ends mid- to late-morning so spills/messes reported after noon will likely be handled early the next morning. This email address may be used to report other problems identified within the building such as inadequate soap in dispensers, lights not working, etc. The email address is monitored by the Basic Biomedical Sciences staff.

The University's contract with Sodexo provides Sodexo exclusive rights to all catering and food service at USD. This includes the Lee Medicine and Science Building. Essentially, all catering at LeeMed, regardless of funding source, must be Sodexo. Catering refers to any food provided to a group through a commercial food service business (HyVee, Subway, Mr. Smith's, etc.) and regardless of fund source (personal funds, University or organizational funds). This policy does not apply to personal food orders you might place. However, it does apply to events like journal clubs, club or organizational meetings, etc. Also, if an outside group wants to provide lunch to one of our student groups, they MUST use Sodexo or seek permission from Sodexo to use another food service caterer. Working with Sodexo, permission to use another vendor can be granted on a case-by-case basis. To seek an exemption from using Sodexo, requests should be sent to Dan Bird (Daniel.Bird@usd.edu). Include in your request the type of event, when it is scheduled and why an exemption is requested. Dr. Bird will review each request and respond back to you within two working days. Budget limitations may not be an acceptable reason for an exemption. Charity fundraisers that include food as the fund raiser must also seek exemption from using Sodexo. Please remember the USD contract appears to be very clear – Sodexo has exclusive food service/catering rights at USD-Vermillion. Please do not assume your event is exempt without verifying this with Dr. Bird.

Card Access Policy

Your USD ID badge will allow you access to appropriate spaces within Lee Med. Your program of study determines the areas within Lee Med that you are provided access. If you feel you need access to an area but your card does not allow access, please contact Wendy.Pederson@usd.edu.

Weather Emergency

In the event of severe weather such as a tornado or severe thunderstorm, the lower level of Lee Med is the recommended safe place. All student ID cards provide entry into the lower level by the north or south stairwell. In severe weather, do not stand near a window or in the atrium.

Emergency Evacuation Policy

In the event that the alarm system is activated, the entire building **must** be evacuated. The following procedures shall be followed.

- Upon hearing or seeing the fire evacuation signal, all persons within the Lee Medicine and Science Building will immediately begin exiting the building through the nearest available exit route. The recommended evacuation routes are posted near or on the primary exit doors of all rooms in Lee Medicine.
 - Elevators should NOT be used during an evacuation event unless necessary for the evacuation of a disabled/handicapped person.
 - Prior to leaving the room, any open fires, hot plates, coffee pots, or similar equipment should be turned off. Electrical equipment that cannot be left unattended for prolonged periods should also be turned off prior to exiting the room.
- All persons within the Lee Medicine and Science Building that can escape the building will convene on the lawn in front of the SD Union Building or Julian Hall. This will allow quick assessment for any missing persons and avoid interference with the emergency responders. In the event of weather conditions where shelter is desired, please move away from the Lee Medicine and Science Building and go inside either Julian Hall or SD Union Hall for comfort and safety.
- Each floor has two or more faculty/staff identified as being responsible for sweeping through their areas and making sure all persons that can leave have evacuated. Each member of this sweep team has full access to all rooms in their area and is authorized to open and verify all rooms are vacated during an evacuation event. Their instructions to vacate the building **MUST** be followed.

Small Group Rooms

On the west side of the second floor, there are fourteen small group rooms. Your access card can be used to enter any of these rooms. They are available for your use on a first come first served basis. However, during the day, these rooms may be scheduled for classes or formal meetings. If you are using a room during the day for studying and are asked to leave as another group has the room for a scheduled event, please respect their request and leave quietly. Never leave personal items in the room unattended and please, never allow persons you do not know to use these rooms.

List Serve Information

LEEMEDSTUDENTS-LIST@USD.EDU To serve as a single means of communicating with the MD, OT, PT, PA and Graduate Students based in the Lee Medicine and Science Building. This represents about 250 to 300 students. *As a member, you can send to this listserv at any time.*

Building Hours

The Lee Medicine and Science Hall is open most weekdays from 6:30 am to approximately 6:00 pm. The building may be open later than 6:00 pm weeknights for scheduled events. Your proximity access card will provide you 365/24/7 access to the building and those areas of the building you are authorized for.

Technology in Lee Medicine and Science Hall

LeeMed is wireless and students should find strong wireless connectivity to the USD network in all parts of the building. Instructions for connecting to the USD network can be found on the Technology page on the Student Portal.

In LeeMed 111, 107 and 22A, there are hard internet drops and electrical power located near each seat. Cables and power cords should be run through the grommets on the desktop and not around the desktop to avoid possible snagging of the cables in an emergency. It is your responsibility to provide the appropriate cable for connecting to the internet.

Printing in LeeMed by students can be done through the Pharos networked printer located in LeeMed 220. This is a Pharos printer managed by ITS. All student access cards should provide you 365/24/7 access to this space. Students are provided a limited amount of free printing on this printer each academic year (~400 pages). Students wishing to print more will have to pre-pay for printing through the Coyote Cash system. You must add money to this system at the Kiosk located at the Munster University Center or by calling the Coyote Card office directly. No person or office in Lee Medicine and Science Building is able to assist you with this task. It must be done at the MUC or by calling the Coyote Card office. Instructions for connecting to and using the Pharos Printer can be found on the Technology page on the Student Portal. Problems with the printer in LeeMed 220 can be referred to Jamie Cuka (Jamie.Cuka@usd.edu) in LeeMed 202.

Cell phone reception in parts of the Lee Medicine and Science Building ranges from poor to non-existent. Reception is best near the exterior walls of the building and poorest in the lower level. If you are expecting an important call, you are encouraged to work with your main office (Medical Student Affairs, Basic Biomedical Sciences, or Health Sciences) for them to receive the call and how best to reach you. If you are expecting a call and may be contacted during a class session, you should notify the instructor of this situation and sit in a location where you can be contacted or leave the room with minimal classroom disruption. Cell phones should be off during normal class sessions.

Bicycles at Lee Medicine and Science Building

Lee Medicine and Science Building has a single bicycle rack located at the south end of the building. Improperly parked bicycles will be removed by UPD and taken to the Davidson building for retrieval. Please do not parallel park your bike to the bike rack as that occupies 10 or more bike positions. Bicycles should not be locked to benches, trashcans, handrails or other structures around Lee Medicine and Science Building. Bicycles should never be brought into Lee Medicine and Science Building.

Smoke-Free Campus Policy 2.043

Consistent with USD's obligation to protect and promote the health and wellbeing of employees, students and visitors, smoking (including vaping and smokeless tobacco) is prohibited at all times on the campus of the University of South Dakota. Signs stating the policy are posted across campus.

3.26: Mailboxes

Faculty and staff mailboxes are located in SCSC room A354. Any items that need to be delivered to faculty or staff mailboxes should be given to the staff in the Main Office.

3.27: Parking

USD parking policies and procedures are available online at <https://www.usd.edu/About/Campus-Maps-Directions-and-Parking/Parking-Map-Rules-and-Regulations>.

GENERAL: The University develops and maintains parking lots for the use of its faculty, staff, students and others attending the campus for university functions or for university purposes. Parking permits are required to use the university parking system except as noted. Parking permits may be purchased by members of the faculty, staff, student body, employees of entities affiliated with the university and visitors who are on campus for university purposes.

All parking on campus, except designated visitor parking and metered parking, is by permit only. Permit Type A is used to designate Non-campus Resident (including employees) and Permit Type B is used to designate Campus Resident. The lot directly west of Lee Medical Building and the lot directly south of the Sanford Coyote Sports Center are designated as Type A; whereas the lot across Dakota Street near Lee Med and the lot directly south of the Coyote Village are designated as Type B.

A parking permit does not guarantee a parking space but an opportunity to park within a specified area or areas. Permits are sold on a first come, first served basis. Parking permits sold may exceed the number of available campus parking spaces. Since spaces in prime parking areas tend to fill first, a motor vehicle operator may have to choose space in a less convenient location.

VISITOR PARKING: Not for students or employees of the University.

TEMPORARY RESTRICTIONS AND CHANGES: The University reserves the right to make temporary changes in the parking regulations. Such changes will be posted, and when practical be publicly announced in advance.

3.28: Peer Review

The Occupational Therapy faculty believes that critical review of peers should be as integral a part of graduate education as it is of occupational therapy practice. Therefore, students in the Program are frequently expected to provide an honest and thorough review of the work of their peers. Peer Feedback may constitute a portion of the course grade of one or both parties. The Faculty will provide the structure and format for constructive and meaningful peer assessment.

3.29: Personal Protective Equipment

Protective equipment such as safety glasses, masks, and gloves will be available for students performing lab activities. Please see Appendix A for additional information on proper PPE and safe removal of gloves.

Students will be required to wear safety glasses when conducting lab exercises involving chipping, grinding, cutting, sanding, and soldering. An eye wash station is mounted on the wall in A355.

If OSHA noise levels are exceeded during a lab exercise utilizing power equipment, students will be required to wear hearing protection.

Disposable dust masks will be issued to students when conducting lab exercises in woodcutting. Clean up of lab area after woodcutting exercises will be performed using a vacuum cleaner and wet wiping methods. Waste will be discarded in double knotted plastic waste bags placed in regular trash containers.

Students will be required to wear chemical resistant gloves when conducting lab exercises that involve chemicals that are corrosive or have the potential to cause skin irritation.

3.30: Photographs and Recordings

Students may not take photographs during classroom and laboratory activities without permission of the instructor. In addition to instructor permission, a signed release must be on file before obtaining photographs of clients, children, or other laboratory participants. Absolutely no photographs may be taken in the anatomy laboratory. Any student who wishes to record lectures must obtain prior permission from the instructor.

3.31: Presenter View in PowerPoint or Turning Point

The Presenter View in PowerPoint or Turning Point allows you to post the presentation on the projector screen while viewing your notes on the computer screen. Follow the steps below:

1. Press the windows logo key + P
2. Select 'extend these displays'
3. Open up PowerPoint or Turning Point
4. Click on slide show tab
5. Click on 'use presenter view'

OR

1. Right click
2. Select screen resolution
3. Change the multiple display settings to 'extend these displays'
4. Apply changes
5. Keep changes
6. Open up PowerPoint or Turning Point
7. Click on slide show tab
8. Click on 'use presenter view'

You will need to change the setting back to duplicate displays to show any other document or drag the document over to the main display screen

Please remember to change the display setting back to 'duplicate displays' at the end of class.

3.32: Printing and Photocopying

Preparation for class includes printing any necessary handouts prior to class either on a personal printer at home or at one of the computer labs on campus. Often students choose to bring their laptop to class and use the electronic version of the class PowerPoint pdf handout or outline, if provided by the instructor.

If printed materials are required for research activities, class or community presentations, you are responsible for the cost and labor involved in printing, unless otherwise instructed.

Pharos printers: Any USD student, faculty or staff member with a current Coyote Card and USD username and password can print in any of the labs where Pharos Uniprint is available. Every student has a \$28.00 allotment for each academic year that will be added to your Coyote Card in mid- to late-August each year. Once this allotment has been depleted, there is a \$0.07 charge per page for black and white printing or a \$0.42 charge per page for color printing. Additional funds can be added to your Coyote Card for printing by visiting the Coyote Card office in room 204B in the Muenster University Center or online at [Coyote Card Online](#).

Labs that are part of the Pharos system include:

- Lee Med 220
- 1st floor I.D. Weeks Library
- McKusick Technology 201
- University Housing Labs
- Neuharth Media Center 207
- Law School
- Math Emporium
- Neuharth 207
- Delzell 109
- Sanford Coyote Sports Center (hallway outside A350 near coat rack)

In certain labs, you are able to print from your personal laptop once you have downloaded the lab specific [Pharos package](#).

You are also able to use the following multi-function computers to scan documents to email, as well and print and copy. (Note: You can scan to email at no charge.) These devices use Coyote Cash only and you cannot use your Pharos printing allowance.

- 1st and 3rd floor of ID Weeks (black and white and color on first floor)
- Slagle 1st and 2nd floor
- Honors lab in Old Main
- Coyote Village Lobby
- Law School

3.33: Sanford Coyote Sports Center Building Information

Access to Learning Spaces after Class Time

Learning spaces such as the classrooms and small group rooms for group studying are accessible 24 hours a day with use of the access card. They are available for your use on a first come-first served basis. However, small group rooms may be scheduled for classes or formal meetings. If you are using a room for studying or a meeting and are asked to leave as another group has the room for a scheduled event, please respect their request and leave quietly. Never leave personal items in the room unattended and never allow persons you do not know to use these rooms. If you wish to reserve small group rooms contact the OT Main Office (otpevents@usd.edu).

Food in Classroom Policy

Food and beverages are permitted in the classrooms and small group rooms. Food and beverages are not permitted in the Teaching and Research Laboratory (TRL), ADL suite, hospital sim room, or conference room (unless approved by faculty) in the SCSC. Only water and coffee/tea in a covered bottle is allowed in those spaces.

Any spills or messes should be reported to Corey Jenkins (Corey.Jenkins@usd.edu) or Sara Wieseler (Sara.Wieseler@usd.edu) as soon as possible. Please cc ot@usd.edu on these messages. The Custodial Staff will attend to the spill/mess as quickly as possible. Please notify ot@usd.edu to report other problems identified within the building such as inadequate soap in dispensers, lights not working, etc. The email address is monitored by the Main Office staff.

The University's contract with Sodexo provides Sodexo exclusive rights to all catering and food service at USD. This includes the Sanford Coyote Sports Center. Essentially, all catering at the SCSC, regardless of funding source, must be Sodexo. Catering refers to any food provided to a group through a commercial food service business (Domino's, Subway, Mr. Smith's, etc.) and regardless of fund source (personal funds, University or organizational funds). This policy does not apply to personal food orders you might place. However, it does apply to events like journal clubs, club or organizational meetings, etc. Also, if an outside group wants to provide lunch within USD buildings, they **MUST** use Sodexo or seek permission from Sodexo to use another food service caterer. Working with Sodexo, permission to use another vendor can be granted on a case-by-case basis. To seek an exemption from using Sodexo, requests should be sent to ot@usd.edu for forwarding to Sodexo. Limited budget is rarely viewed as an acceptable reason for an exemption. Charity fundraisers that include food must also seek exemption from using Sodexo. Please remember the USD contract appears to be very clear – Sodexo has exclusive food service/catering rights at USD-Vermillion. Please do not assume your event is exempt without official confirmation. Confirmation may take time, please submit your requests as early as possible.

Microwave Policy

Students are allowed to use only the designated student microwave in the ADL Suite. All other items (appliances, utensils, etc.) in the ADL Suite are not for personal use. All spills inside and outside of the microwave must be cleaned immediately.

Students will only be allowed in the ADL Suite when it is not being used for a class. There may be days when the ADL Suite is not available due to class activities. The ADL Suite cannot be used for a lounge space, meals, or other non-class activities without prior faculty approval.

Care and cleaning of the microwave and the ADL Suite are the responsibility of everyone who uses the microwave. Please be mindful of your responsibility to keep this space clean and in good use for everyone now and the future.

Card Access Policy

Your student ID/access card (physical or digital) will provide entrance into the SCSC through the south building entrance (24/7/365) and the main ticket and student ticket entrance on the east side of the building (access through this door will typically be available 7am to 7pm but may be limited due to event scheduling). If your access card has been lost or broken, immediately contact coyoteid@usd.edu and cc ot@usd.edu. You are required to contact the Coyote Card Office within 24 hours if your card has been lost or misplaced. The old card will be deactivated and a new card ordered and programmed. There will be approximately a \$20 charge for replacements. Never loan your card to another person. You are responsible for how your card is used. Wrist bands are also available at the Coyote Card Office for a \$20 fee.

Your Coyote Card is going digital! The Coyote Card Mobile ID will make it easier and more convenient for you to access buildings, make purchases and attend events using just your iPhone, Apple Watch or Android phone. You'll still have your physical card, and now you can add your mobile Coyote Card either to one iPhone and one Apple Watch, or one Android phone.

Once you complete an easy setup process, you'll be able to use your Coyote Card Mobile ID for building access, Wellness Center admission, athletics and fine arts day-of ticket promotions, dining and stores on campus as well as any off-campus business that accepts Coyote Cash. Basically, anywhere you use your Coyote Card, you'll be able to use your mobile ID.

Hardware Requirements

iPhone: iPhone 6, iPhone 6 Plus or later; iOS 12.2 or later

Apple Watch: Series 1 or later, and watchOS 5.2 or later

Android: version 6.0 or later

How to Get Started

There is minimal set-up required to use the Coyote Card mobile ID; most users will be able to begin using it in minutes. Use the following articles to help you setup on your device:

- [Install your Coyote Card Mobile on your device](#)
- [Using Coyote Card Mobile](#)
- [Submitting Photo for Coyote Card Mobile](#)

Download the eAccounts Mobile App

[iOS users](#)

[Android users](#)

If you have questions, please contact the Coyote Card Office at 605-658-3559 or coyoteid@usd.edu.

First Aid

Basic first aid kits are available in the instructor stations of each classroom and the west counter in the TRL. If supplies are running low and need to be replaced, please notify the Main Office (ot@usd.edu).

Lost & Found

Any items lost/found within the OT/PT spaces in SCSC should be brought to the Main Office (A375A). When we receive found items, all students will be notified by email and the items can be claimed at the Main Office.

Weather Emergency and Emergency Evacuation Policy

In the event of severe weather alerts, fire alarms, or other necessary evacuations, please review the Health and Safety policies and procedures found in Appendix A. For your reference, color coded maps for building evacuations are available near each entrance to the classrooms within SCSC.

Building Hours

The Sanford Coyote Sports Center is open most weekdays from 8 am to 5 pm. The building may be open later than 5 pm weeknights for scheduled events. Your student ID card will provide you 365/24/7 access to the building through the south entrance and those areas of the building for which you are authorized. Your student ID will also allow you entrance to the building through the northern most bank of doors and the student ticket entrance doors on the east side of the building from 7 am to 7 pm. This entrance access will be limited on some evenings due to event scheduling. Athletic event information is posted on the student Google calendar.

Technology in the SCSC

The Sanford Coyote Sports Center is wireless. Students should find strong wireless connectivity to the USD network in all parts of the building. However, access to the USD network requires installation of approved (and current) antivirus software. Instructions can be found on the Technology page on the Student Portal. The wireless internet will have slower loading while games are happening within the Arena.

In rooms A350 and A355 there are hard internet drops and electrical power located near each seat. Cables and power cords should be run as neatly as possible to avoid possible snagging of the cables in an emergency. It is your responsibility to provide the appropriate cable for connecting to the internet.

If you are expecting an important call, you are encouraged to work with the Main Office staff for them to receive the call and how best to reach you. If you are expecting a call and may be contacted during a class session, you should notify the instructor of this situation and sit in a location where you can be contacted or leave the room with minimal classroom disruption. Cell phones should be off during normal class sessions.

Bicycles at the SCSC

The Sanford Coyote Sports Center has bicycle racks on the east and south sides of the building. There are additional bicycle racks on the west side of Coyote Village. Bicycles should not be locked to benches, trash cans, handrails, or other structures around the SCSC. Bicycles should never be brought into the SCSC.

Parking at the SCSC

All students, faculty, and staff with a parking permit are recommended to park in the lot to the south of the SCSC. The lot to the east of the SCSC/Dome is also available for parking but is designated as event parking and may be closed for events. Parking is available on the streets surrounding the Dome/SCSC. Please note that Dakota Street is an emergency snow route and no parking is allowed if more than 2 inches of snow is predicted. Ticketing/towing may occur on Dakota Street in cases of snow emergency.

Classroom Cleaning

Upon completion of each laboratory session and similar in the clinic, the students are responsible for wiping down the hi-lo tables and returning all equipment/supplies to the appropriate place. Linens are to be placed in the clothes hamper when soiled or returned to the shelf if appropriate. It is the students' responsibility to inform the office staff when cleaning supplies are running low.

Storage Closet

Everyone has the responsibility of returning equipment and materials to the appropriate shelves in the storage closet. The storage closet will be opened by 8:15am and locked by 4:45pm and is not available after hours or on weekends.

Laundry Policy

Laundry is currently managed by workstudy students assigned to space management responsibilities.

3.34: Sanford Success Center Regulatory Training

All students receive USD School of Health Sciences mandatory training on the Health Information Portability and Accountability Act during the first semester of the program. Training must be completed at the level of "Workforce with Protected Health Information Contact" prior to any access to PHI (Protected Health Information). In order to complete this mandatory training, all students enrolled in the School of Health Sciences are required to complete the Sanford Success Center Regulatory Program. This online learning/assessment program covers the following topics:

- Chemical Safety (Hazard Communication)
- Electrical Safety
- Fire Safety
- Radiation Safety
- Standard Precautions 1
- Standard Precautions 2
- Tuberculosis Precautions
- HIPAA Privacy Overview
- Abuse and Neglect: The Healthcare Employee's Role

The Main Office staff and/or Dr. McHugh will be contacting you regarding enrollment procedures and completion deadlines for Occupational Therapy Students. At the completion of the program you are required to save a copy of your Sanford Success Center transcript, and submit to the appropriate D2L course shell.

3.35: Scholarship Opportunities

3.35.1: AOTF

The American Occupational Therapy Foundation (AOTF) awards several scholarships, ranging in value from \$375 to \$5,000, to occupational therapy students each year. Students who have completed one full year of occupational therapy specific coursework are invited to complete the online application process (<https://www.aotf.org/Scholarships/How-to-Apply>). Only one application is required, as the AOTF Scholarship Committee will determine which scholarships each applicant is eligible to receive. Applicants must be AOTA members.

In partnership with the South Dakota Occupational Therapy Association, AOTF has established ***The Harlan and Rita Temple Endowed Scholarship***. Scholarships are awarded to a student or students in good standing enrolled in an accredited occupational therapy educational program within the state of South Dakota. Students earning professional level degrees or occupational therapy assistant degrees are eligible. Preferences will be given for students who are residents of South Dakota and students who are members of the South Dakota Occupational Therapy Association. Scholarship

amount TBD. Please see AOTF website for further information:

<https://www.aotf.org/Scholarships/Available-Scholarships>

Application and Selection Process: To assure departmental support of your application, students who meet the AOTF Scholarship criteria must submit a letter expressing an intent to apply along with a curriculum vitae (CV) by September 30th to the OT Department's Scholarship Chair. Students are responsible for seeking assistance from the Academic and Career Planning Center for CV development prior to initiating the application process (please refer to "Recording Program Experiences" within this handbook). The letter should include a list of the scholarships the student would qualify for as well as a brief description of the student's leadership roles, scholarship interests, and career goals. The letter should also identify the faculty members the student intends to approach for a letter of reference. The occupational therapy department chair and faculty will review submitted letters of intent.

Notification Process:

1. A letter supporting the application will be sent to selected students from the OT Department's Scholarship Chair by the end of the first week in October.
2. Selected students will be responsible for completing the online application process within the established deadline, obtaining approval for letters of recommendation from faculty and the Department Chair, and completing the OT Letter of Recommendation Authorization Form.

3.35.2: Hospitals & Private Agencies

Hospitals and private agencies employing occupational therapists occasionally provide scholarships or tuition reimbursement programs to students. In exchange for a scholarship, students generally agree to work for the facility for a specified amount of time. Interested students should contact prospective employers to discuss the possibilities of such an arrangement.

Sanford Hospital VanDemark Scholarship in Occupational Therapy

Purpose: The VanDemark Scholarship was established at the direction of the VanDemark family. Dr. Guy VanDemark bequeathed an endowment to the Sanford Physical Medicine and Rehabilitation department for advancement of education, which included a scholarship for a University of South Dakota Occupational Therapy student.

Eligibility: Students in their second semester of the occupational therapy program in good standing, as evident by GPA in the top 50% of the cohort, are eligible.

Selection Criteria: Ranking and selection are made by the faculty of the Department of Occupational Therapy. The following criteria are considered.

1. Academic Excellence: Demonstrated excellence in academic performance, with emphasis upon coursework related to practice with individuals having some form of physical disability. Scholarship criteria considered in student rankings include, but are not limited to:
 - Academic performance in Gross Human Anatomy (ANAT 711)
 - Academic performance in Structure, Movement and Occupation (OCTH 712)
 - Academic performance in Neurological Foundation of Occupation (OCTH 721)
2. Leadership: Demonstrated leadership abilities within and/or outside the classroom. Leadership criteria considered in student rankings include, but are not limited to:
 - Selection as an officer or committee chair within the USD-OT Student Occupational Therapy Association
 - Selection and performance as a student representative to the Assembly of Student Delegates of the American Occupational Therapy Association
 - Selection to Pi Theta Epsilon national occupational therapy honor society
 - Assumption of and performance in leadership roles within group class assignments

Procedures: The Scholarship Chair will compile a ranking of all students. This ranking will include the GPAs for listed courses and the students' leadership roles. The top 50% based on the average GPA from the selected courses will be highlighted. Each faculty will independently rank their preference of the top three students who meet the eligibility criteria. The student with the most selections for the top rank will be named as the recipient of the scholarship award. In the event of a tie, the faculty will vote to select an awardee from the tied contenders, voting will continue until a selection is made.

Thank You Letter:

The scholarship recipient is expected to write a formal thank you letter to the VanDemark Trust and to the Director of Rehabilitation Services, who will provide the address for the letter to VanDemark Trust. The recipient's letter should be enclosed in a stamped (but not sealed) envelope, addressed to the VanDemark Trust (as instructed by the Director of Rehabilitation Services). The recipient's return address should also be included on the envelope. The student should deliver the original letter and a photocopy to the OT Department's Awards and Scholarship Chair who will then forward it on to the Assistant to the Dean of Health Sciences, Lee Med 302. The original letter will be forwarded to the VanDemark Trust.

Dorothy Anne Elsberry Scholarship

In May 1997, the Program lost an instrumental figure, Dorothy Anne Elsberry, Chairperson 1991-1997. She grew up in Pine Bluff, Arkansas and attended the University of Kansas where she completed her undergraduate degree in occupational therapy in 1968, her master's degree in the Curriculum and Instruction Department in education in 1978, and her Ph.D. in higher education in 1987.

Dorothy Anne spent about four years of clinical practice in Missouri and Wisconsin when she returned to the University of Kansas in 1972 to develop and direct an OTA education program and to teach in the professional program in occupational therapy. Fifteen years and two degrees later, she went to the University of Tennessee, Memphis, to develop and direct an undergraduate professional education program in occupational therapy. She arrived in Vermillion in mid-August of 1991 to assume the position of Professor and Chairperson in the Department of Occupational Therapy at USD. In June of 1993, Dorothy Anne was honored to be named a Fellow of the American Occupational Therapy Association.

Purpose: To recognize a University of South Dakota student who has shown qualities and performance which emulate the values that were important to Dr. Dorothy Anne Elsberry throughout her career in occupational therapy education. These values include creativity, pragmatism, promotion of occupational therapy, support of the core principles of occupational therapy, scholarship achievement, research participation, service to others, and participation in extracurricular professional activities which exceeds the ongoing expectation of involvement.

Scholarship Information:

Students may apply directly for the scholarship or be nominated by another person.

Minimum requirements for the scholarship are

- Overall GPA of 3.2 in the Occupational Therapy Program
- Successful completion of four semesters of the Occupational Therapy Program at The University of South Dakota.

One scholarship will be awarded annually.

Selection Criteria:

1. Development of innovative and/or creative activities.
2. Demonstration of the core philosophy of occupational therapy as portrayed in the Occupational therapy Philosophy of the Profession.
3. Design of a research project (completed or in progress) which is innovative and pragmatic.
4. Demonstration of potential for enhancement of occupational therapy which may be shown through outstanding leadership, research involvement, or creative promotion of the profession.

5. Demonstration of commitment to rural health practice.
6. Evidence of commitment to self-initiated learning and lifelong learning concepts.
7. Presentation of papers, research, posters, lectures at forums that are outside the normal expectations of student involvement.
8. Involvement in the promotion of Occupational Therapy in the community beyond the normal scope of student expectations.
9. Involvement, above and beyond the normal scope of student expectations, in one or more of the organizations within the profession of occupational therapy.

Application and Selection Process:

1. The applicant should submit an application via Scholarship Manager by April 15th of each year.
2. Each committee member will review the application materials.
3. Following the review period, the committee will meet to make the selection of the scholarship recipient based on the criteria and the fulfillment thereof.

Notification Process:

1. The scholarship recipient will be announced at the Occupational Therapy Research Symposium in Spring Semester of each year. Notification of the scholarship recipient will be sent from the Awards and Scholarship Committee to the Department Chair and the Dean of the School of Health Sciences.
2. A letter of notification will be sent to the scholarship recipient from the Occupational Therapy Awards and Scholarship Committee.
3. The Awards and Scholarship Chair will notify the USD Foundation Office to apply the award to the recipient's University tuition and provide information regarding a thank you letter.

Faithe Family Scholarship

Matthew Faithe - Matthew Faithe was born Dec. 25, 1898, in Argentina. At a young age he contracted a kidney disease and when his family moved to New York City, he was left to live with his grandmother. Physicians at the time told his grandmother he wouldn't live to be a teenager. He survived and at age 12 moved to New York City to join his parents.

Matthew was a tremendously gifted person. He initially trained to become a certified public accountant and was an avid pilot. He earned three Ph.D.s in education, anthropology and archeology. He was a ballet dancer and played the piano, violin and the mandolin. He was a gifted teacher who taught his students to question everything.

After a flying accident that broke his back, Matthew started the Museum of Visual Materials in Kenyon, Minnesota. It was here that he met and married Margaret Aase Emerson. It was not until the age of 91 that his kidney disease caught up with him. Matthew died Nov. 22, 1990, a month shy of his 92nd birthday.

Margaret Faithe – Margaret was born on Jan. 30, 1921 in West Concord, Minnesota to John and Pearl Emerson. She graduated from West Concord High School and received a B.A. from Augsburg College in Minnesota, magna cum laude in 1941. She received an M.A. from the University of Chicago in 1944. After two years at the University of South Dakota School of Medicine (which was a two-year school at the time) in Vermillion, S.D., she received her M.D. from Case Western Reserve University in Cleveland, Ohio in 1954. She took a rotating internship at Sacred Heart Hospital in Yankton, S.D. in 1954-55.

Margaret practiced general and family medicine in Wakonda, S.D. from 1955-69. She then became assistant professor of internal medicine at the University of Nebraska Medical Center (UNMC) in Omaha. In 1970 she became assistant professor of family medicine at UNMC and helped start the Department of Family Practice there from 1970-72. She received full professorship in family practice in 1977 and continued until her retirement in 1987. While at UNMC, Margaret helped teach 30

Vietnamese physicians the art of family practice. All 30 became physicians in Nebraska following their studies.

In 1987, Margaret joined the South Dakota Family Residency for two years. She then headed up the McKennan Free Clinic from 1989 until 1999, when she retired completely. She also held a faculty appointment with the USD School of Medicine as professor in the Department of Family Medicine from 1988-91. Margaret died June 13, 2005, at the age of 84. Margaret and Matthew had no children.

Purpose: The Faithe Family Scholarship Endowment was designed to recognize University of South Dakota students who demonstrate high achievement, plan to serve the healthcare delivery system, and who show financial need. This is a one-time award which may not be renewed.

Incoming students:

Selection Criteria:

1. Demonstration of high academic achievement.
 - Overall quality of the application to the Occupational Therapy Program
 - Grade Point Average as indicated by the transcripts submitted as part of the application for admission to the Occupational Therapy Program
2. Demonstration of leadership
 - Leadership experience as outlined in your USD OT application materials
3. Please provide a brief essay describing:
 - your vision of the future of occupational therapy, and
 - your contribution to the growth and leadership capacity of the profession.Max. length: 750 words
4. Please provide a brief summary of your need for financial assistance.
Max. length: 1 paragraph

Application and Selection Process:

All incoming students are eligible for this scholarship. The faculty selects the recipients of this award based on the criteria listed above.

Notification Process:

1. A letter of notification of award will be sent to each recipient of the award from the Awards and Scholarship Committee.
2. Notification of the award recipients will be sent from the Awards and Scholarships Committee to the Dean of Health Sciences.
3. The Awards and Scholarship Committee will also prepare a letter of notification to the appropriate personnel in the Foundation Office to apply the award to the recipients' University tuition.

Award Amount: Variable amount determined at the beginning of each academic year, with possibility to be divided among qualified applicants.

Students who have completed one-year in the occupational therapy program:

Criteria:

1. Demonstration of high academic achievement.
 - Overall quality of performance in the first year of the Occupational Therapy Program
 - Minimum GPA of 3.5 in the Occupational Therapy Program
2. Second-year students who meet the criteria listed above and have not received a Faithe Scholarship in a previous OT selection process, are eligible to apply for this scholarship.
3. Please provide a brief description of your leadership within and/or outside of the classroom.
Max. length:
4. Please provide a brief essay describing:
 - your leadership within and/or outside of the classroom, and

- an area that could benefit from OT services and/or an advocacy need.
Max. length: 750 words
5. Please provide a brief summary of your need for financial assistance.
Max. length: 1 paragraph

Application and Selection Process:

Second-year students who meet the criteria listed above and have not received a Faithe Scholarship in a previous selection process, are eligible to apply for this scholarship. The faculty selects the recipient(s) of this award based on the criteria listed above.

Notification Process:

1. A letter of notification of award will be sent to each recipient of the award from the Awards and Scholarship Committee.
2. Notification of the award recipients will be sent from the Awards and Scholarships Committee to the Dean of Health Sciences.
3. The Awards and Scholarship Committee will also prepare a letter of notification to the appropriate personnel in the Foundation Office to apply the award to the recipients' University tuition.

Award Amount: Variable amount determined at the beginning of each academic year, with possibility to be divided among qualified applicants.

The Wanda and Tim Hannahs Scholarship

Purpose: The Dakota Hospital Foundation (DHF) provided funding to create a scholarship endowment to honor Wanda and Tim Hannahs of Vermillion, South Dakota. Wanda was an employee of Sanford Vermillion who experienced a spinal cord injury after a car accident which left her paralyzed. She spoke regularly to USD's OT & PT students about her life, the accident, and the services she received.

Eligibility: The endowment shall provide scholarships for students accepted and currently enrolled in the Physical Therapy and Occupational Therapy programs at the University of South Dakota. The scholarship will be awarded to a student from the PT or OT programs on a rotating basis, beginning with OT in 2013. First-year OT students will be invited to apply for this award.

Selection Criteria:

1. Demonstration of high academic achievement.
 - Overall quality of performance in the first year of the Occupational Therapy Program
 - Minimum GPA of 3.5 in the Occupational Therapy Program
2. Demonstration of leadership
 - Demonstration of leadership within and/or outside of the classroom
3. Demonstration of service
 - Summary of service to the community including care of individuals with chronic conditions

Application and Selection Process:

First-year students who meet the criteria listed above are eligible to apply for this scholarship. The Awards and Scholarship Committee selects the recipient of this award based on the criteria listed above. To apply for this award, applicants should submit a cover letter and supporting documentation (transcript printed from WebAdvisor) as outlined in the criteria. Students should submit their application in hard copy to the Awards and Scholarship Committee Chair.

Notification Process:

1. The scholarship recipient will be announced at the Occupational Therapy Research Day in May of each year.
2. Notification of the scholarship recipient will be sent from the Awards and Scholarship Committee to the Department Chair and the Dean of the School of Health Sciences.

3. A letter of notification will be sent to the scholarship recipient from the Occupational Therapy Awards and Scholarship Committee with instructions regarding the thank you letter.
4. The recipient will be expected to attend the Dakota Hospital Foundation Community Leadership Dinner in May to accept the scholarship.

School of Health Sciences Scholarships

Additional scholarships will be announced and coordinated by the School of Health Sciences Dean's Office.

3.36: Smoke-Free Campus Policy

Consistent with USD's obligation to protect and promote the health and wellbeing of employees, students and visitors, smoking is prohibited at all times on the campus of the University of South Dakota. Signs stating the policy are posted across campus.

3.37: Social Media Guidelines

Adapted from the USD Physician Studies Program Social Media Guidelines.

Social media are web- and mobile-based applications that support and promote the exchange of user-developed content. Some current examples include Facebook, blogs, Twitter, LinkedIn, iTunes, and YouTube. Posting personal images, experiences and information on these kinds of public sites poses a set of unique challenges for all members of the healthcare community, including employees, faculty, volunteers and students (collectively "Personnel"). All personnel have a responsibility to the University, the Occupational Therapy Program, and the profession regardless of where or when the post or interaction occurred.

The University of South Dakota OT Program is committed to supporting your right to interact via electronic means for social purposes and to advance your knowledge; however, these electronic interactions have a potential impact on clients, colleagues, the program, the profession, and future employers' opinions of you. The principal aim of this Guideline is to identify your responsibilities to The University of South Dakota OT Program in relation to social media and to help you represent yourself, your colleagues, and your profession in a responsible and professional manner.

Guideline

The following Guideline outlines appropriate standards of conduct related to all electronic information (text, image or aural) that is created or posted externally on social media sites by Personnel affiliated with The University of South Dakota OT Program. Examples include, but are not limited to: text messages, media messaging service (MMS), Twitter®, Facebook®, Linked-In®, YouTube®, iTunes® and all other social networks, personal and organizational websites, blogs, wikis, and similar entities. This Guideline applies to future media with similar implications. It also applies whether Personnel are posting to The University of South Dakota -hosted sites; social media in which an individual's affiliation is known, identified, or presumed; or a self-hosted site, where the views and opinions expressed are not intended to represent the official views of The University of South Dakota OT Program.

Best Practices

Everyone who participates in social media activities should understand and follow these simple but important Best Practices:

1. **Take Responsibility and Use Good Judgment.** You are responsible for the material you post on personal blogs or other social media. Be courteous, respectful, and thoughtful about how other Personnel may perceive or be affected by postings. Incomplete, inaccurate, inappropriate, threatening, harassing or poorly worded postings may be harmful to others. They may damage relationships, undermine The University of South Dakota OT Program's

reputation, discourage teamwork, and negatively affect the program's commitment to patient care, education, research, and community service.

2. **Think Before You Post.** Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives. Future employers can often have access to this information and may use it to evaluate you. Take great care and be thoughtful before placing your identifiable comments in the public domain. Social media/internet reviews are becoming increasingly common as part of the application review and in some cases replaces the interview.
3. **Protect Patient Privacy.** Disclosing information about patients without written permission, including photographs or potentially identifiable information is strictly prohibited. These rules also apply to deceased patients and to posts in the secure sections of your social media pages that are accessible by approved friends only.
4. **Protect Your Own Privacy.** Make sure you understand how the privacy policies and security features work on the sites where you are posting material.
5. **Respect Work Commitments.** Ensure that your blogging, social networking, and other external media activities do not interfere with your educational commitments.
6. **Identify Yourself.** If you communicate in social media about The University of South Dakota OT Program, disclose your connection with The University of South Dakota and your role in the program. Use good judgment and strive for accuracy in your communications. False and unsubstantiated claims, and inaccurate or inflammatory postings may create liability for you.
7. **Use a Disclaimer.** Where your connection to The University of South Dakota is apparent, make it clear that you are speaking for yourself and not on behalf of The University of South Dakota OT Program. A disclaimer, such as, *"The views expressed on this [blog; website] are my own and do not reflect the views of The University of South Dakota or The University of South Dakota Occupational Therapy Program,"* may be appropriate.
8. **Respect Copyright and Fair Use Laws.** For The University of South Dakota's protection as well as your own, it is critical that you show proper respect for the laws governing copyright and fair use of copyrighted material owned by others, including The University of South Dakota's copyrights, brands, and logos.
9. **Protect Proprietary Information.** Do not share confidential or proprietary information that may compromise The University of South Dakota OT Program's practices or security. Similarly, do not share information in violation of any laws or regulations.
10. **Seek Expert Guidance.** Consult with the OT Department Chair if you have any questions about the appropriateness of materials you plan to publish or if you require clarification on whether specific information has been publicly disclosed before you disclose it publicly. Social media may generate interest from the press. If a member of the media contacts you about a University of South Dakota -related blog posting or Program information of any kind, contact the OT Department Chair before disclosing information to the media.

Failure to abide by the aforementioned best practices will be considered a breach of appropriate professional behavior and can result in discipline, up to and including dismissal from the program.

Addendum to Social Media Guideline

The following are fictional case examples of social media and blogging activities and an explanation of their appropriateness as per The University of South Dakota OT Program Social Media Guideline:

1. A patient attempts to "friend" a healthcare provider or student on Facebook. This is nearly always inappropriate. Even after the provider-patient relationship has ended, it would be inappropriate to discuss health-related information. (Best Practice 3)
2. A patient comments on a faculty or student blog and discloses protected health information with the expectation that the University of South Dakota OT Program faculty or student will continue the discussion. Any health-related discussions by email with patients/clients require a written consent. Similarly, social media discussion with a patient should not directly address health concerns of individual patients. (Best Practice 3)

3. An OT student “tweeters” that she just finished her first day of Level I Fieldwork and describes the clinical findings of a patient with a diagnosis unfamiliar to her. It is difficult to be certain that information disclosed in the Twitter® post is not identifiable to that particular patient. The best type of posting would include very general information. Other posts by the same student could indicate his/her school and current rotation, leading to circumstances that indirectly identify the patient, such as by naming a very rare disease. (Best Practice 3)
4. An OT student writes in his blog, naming a fieldwork educator who did minimal teaching and recommending to other students that they avoid requesting a Level II Fieldwork at this site. Legitimate critique of an educational activity is appropriate, but students should provide this feedback in a professional manner through appropriate means outlined by the Academic Fieldwork Coordinator. These means are more effective, less public mechanisms for relaying this type of information. (Best Practices 1, 2)
5. An OT student posts to his “wall” on Facebook that half of the class was sleeping during Dr. X’s lecture. This is very similar to the use case above. (Best Practices 1, 2)
6. A student on a pediatric fieldwork experience posts (on her Facebook wall) a picture of a baby who was just discharged from care, expressing joy, best wishes to the family, and congratulating everyone involved in this excellent patient outcome. Without written patient/representative consent, this is a clear violation of patient confidentiality, even if the patient is not named. (Best Practice 3)
7. A student blogs that the clinical equipment he is using should have been replaced years ago and is unreliable. The public disclosure of such information increases the liability for the fieldwork educator and The University of South Dakota OT Program and is clearly unprofessional. There are legitimate and confidential mechanisms for improving quality. (Best Practices 1, 2)
8. An OT student wearing a University of South Dakota OT Program polo is tagged in a photo taken at a local bar and posted on a friend’s Facebook page. The student is clearly inebriated. The two issues are that: (1) The University of South Dakota OT Program logo identifies the affiliation to the institution; and (2) the unprofessional behavior of the student is available for all to see, including future employers and patients. Although the student did not post the photo, he or she should do everything possible to have the photo removed and should remove the tagging link to his or her own Facebook page. (Best Practices 2, 4)
9. A student blogs that her teammate wears too much cologne, has terrible taste in clothes, and takes a long time to complete exams. These are inappropriate comments expressed in an inappropriate forum. It demonstrates unprofessional behavior. There are legitimate and confidential mechanisms for addressing valid concerns in the classroom. (Best Practices 1, 2)
10. An OT student creates a social media website to discuss medical knowledge (e.g., “Kinesiology Interest Group” on Facebook®) This is a learning community environment, in which knowledge is exchanged, shared and discussed. While the goal is laudable, there are still risks. A disclaimer is necessary, since postings may be incorrect, taken out of context, or improperly referenced. The moderator should take precautions to prevent the posting of information or photographs that are potentially identifiable to a particular colleague or patient. (Best Practices 1, 3, 6, 7)

3.38: Student Use of State Vehicles

University vehicles are available for students when traveling to/from an observation/educational experience site (sites outside the university campus) in either of the following situations:

- When the entire class is scheduled to attend a site/facility
- When a faculty member is traveling with students for the assigned experience

A Student Driver Application must be completed and the [2.018 USD Student Driver Policy](#) must be followed.

Procedure for accessing a university vehicle:

1. **Students must initiate** a [request](#) to the course instructor at least 3 weeks (15 working days) in advance of the departure.
2. If the instructor approves the use of state vehicles for a class activity, the instructor should identify class time to complete the necessary paperwork.
3. **The instructor must complete and submit** all required paperwork (see below) to the OT Program Assistant **10 working days prior to departure**. The form requires:
 - a. Name and home phone number of the driver
 - b. Photocopies of driver's valid drivers' license and current personal car insurance
 - c. Volunteer form
 - d. Date/time of departure
 - e. Names of passenger(s) – the passenger list cannot change. Once you commit to be or not to be a passenger, you must adhere to that commitment.
 - f. Destination
 - g. Date/time of return from travel
4. Please be sure to follow university policies regarding fleet vehicle use. This includes filling the tank at the fleet lot upon return (See Fueling Procedures below). ****Only USD faculty, staff and students may ride in a University vehicle. The vehicle may be used ONLY for work/school purposes; students may not shop on the way home.**

If students do not meet these timelines, the Program Chair will not authorize the use of a University vehicle.

Student Driver Coverage State Liability Program

Students not employed by the university who drive University vehicles are provided coverage under the State of South Dakota liability program ONLY IF THE FOLLOWING CONDITIONS have been met:

- 1) At the time the student (designated as driver) makes application to use a University vehicle, the student must present a valid driver's license and current proof of compliance with the financial responsibility laws of the State of South Dakota.
- 2) The Dean, Director, or Department Chair authorizing a student to drive a University vehicle shall attach, to the Fleet Vehicle Dispatch form, photocopies of the student's driver's license and proof of financial responsibility. Vehicles will not be dispatched without this information.
- 3) The University shall keep the documentation required in paragraph 2 for a minimum of three (3) years.
- 4) If the information and documentation required in paragraph 1 is false, or if the University fails to perform the requirements in paragraph 3, no liability coverage shall be provided.

When a student not employed by the University is driving a University vehicle in accordance with the above, the STUDENT'S OWN INSURANCE SHALL BE PRIMARY, and as such, he or she assumes all legal liability for property damage or bodily injury. The State of South Dakota liability program coverage is secondary and available only after all other available coverage (student insurance) is exhausted. This does not apply to students employed by the University driving University vehicles in connection with that employment. Students who are employed by the University are considered employees of the University, and the State liability program provides primary coverage for legal liability resulting from driving a vehicle.

Fleet Vehicle Fueling Procedures:

To fill Fleet Travel Management (FTM) vehicles at a state site, e.g., FTM-Vermillion:

For these locations you will use the plastic key that is on the key ring with the ignition key. You put the key in the pump and will be asked to enter the odometer reading.

To fill FTM vehicles at gas stations:

For these locations (which can be found on the website below), you will use the credit card that is in the bag with the keys. You will need to input the odometer reading and the PIN. The PIN is the last 4 #'s of the Vehicle Identification Number (VIN). These are found on the lower left hand corner of the driver's side of the dash or possibly on the driver's side door when the door is open. Please note you can only charge gas on the credit card. Any other charges have to be authorized via the phone # below. The number is located in the bag with the credit card.

Please return the car with a full tank of gas. If it is not filled the OT department will incur additional costs.

If you have questions while traveling, contact the [South Dakota Fleet and Travel Management](#) office @ 1-800-543-2372 or 773-3509 (24 hrs./day).

After-Hours Emergency Procedures:

If your assigned fleet vehicle is not available at the designated time of pickup or a different vehicle is needed for whatever reason and the Fleet and Travel Office is closed, please follow these steps to secure a different vehicle.

- a. Call 800-543-2372 (24/7 Emergency Number) to reserve a different vehicle. You will need your journey number from the journey sheet provided when the original keys were picked up. Explain that your vehicle is not in the lot and a different vehicle is needed.
- b. A new journey number will be assigned and a new journey form will be faxed to the Fleet & Travel Office. Call University Police at 658-6199 and an officer will come to Fleet to assist in getting the keys.
- c. Leave your original key packet along with the original journey form at the Fleet & Travel Office.
- d. Record the beginning and ending mileage on the new journey form.

3.39: Student Physical Exam Requirement

In order to satisfy the requirements of a majority of our affiliated fieldwork sites, each student must complete a general physical through their personal physician or through student health. The Student Physical Verification Form signed by your physician indicates that that a physical has been completed within the last 6 months and that you are in good physical health. Please return this form to USD Student Health by emailing to usd.immunizations@sanfordhealth.org or faxing to 605-677-3701.



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SCHOOL OF HEALTH SCIENCES

3.39.1: Physical Exam Verification Form

This form verifies that the following student has completed a required physical. The Medical History and Physical Exam Form will remain on file at the physician's office. Please only submit this form to USD Student Health.

Student Name:

Student has a Medical History and Physical Examination Form on file certifying that the he/she is physically fit to participate in the program and to attend to patients:

Yes No

Physician signature

Date

If the physical was not completed on date signed, please indicate the date the physical was completed: _____

Please return this form to USD Student Health by email (usd.immunizations@SanfordHealth.org) or fax (Attn: Patty at 605-677-3701).

OCCUPATIONAL THERAPY

3.40: Student Academic and Support Services

3.40.1: Disability Services

Disability Services

North Complex Commons room 116

Phone: 605-658-3745

disabilityservices@usd.edu

<https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services>

Disability Services is an integral part of the University of South Dakota, committed to ensuring students with disabilities shall not be discriminated against because of their disability in accordance with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Americans with Disabilities Act Amendment Act of 2008. Disability Services provides support to students with disabilities to ensure full and equal access to the educational opportunities, programs, and activities USD offers through the provision of reasonable and appropriate accommodations. Reasonable and appropriate accommodations do not fundamentally alter the nature of programs or lower academic and other essential performance standards.

A student is responsible for the accommodation process and actively participating in the process by making timely and appropriate disclosures and requests. Any delay in the process on the student's part may result in limiting the ability of Disability Services to provide reasonable accommodations. The process includes:

- Self-Disclose Disability and Register - It is the student's responsibility to identify as a person with a disability and register with Disability Services. A student may self-disclose at any time, however students are encouraged to self-disclose and register before classes begin. A student may contact Disability Services via e-mail or phone to schedule a time to meet to self-disclose, register, and begin the interactive process of requesting accommodations.
- Provide Disability Documentation - A student must provide Disability Services with documentation to support their request for accommodations. Each student and each disability is unique, therefore the type of documentation each student provides will be different. However, all documentation must be current and relevant, address the current impact of the disability, and illustrate a connection between the disability and the requested accommodation.
- Request Accommodations - Accommodation requests are approved to ensure full access to the educational opportunities, programs, and activities of USD. Accommodations ensure access by lessening or removing a barrier that may exist due to the student's disability. A student must request accommodations that are reasonable and appropriate in a college setting.
- Actively Communicate - A student must actively and continuously communicate with Disability Services and their professors to assure the accommodations are effective. Active communication also allows for accommodations to be adjusted as needed throughout the course of the semester.

If you are a student with a disability, please contact Disability Services as soon as possible if you want to request accommodations. If you are a student and you suspect you may have a disability, contact Disability Services. Disability Services will refer you to the appropriate agency or organization for evaluations.

Any occupational therapy student who has a disability needs to disclose this information to the Office of Disability Services. It is the student's responsibility to self-identify through established procedures. If a student approaches a faculty or staff member and discloses a disability but does not have documentation from Disability Services, that faculty/staff person has a responsibility to direct the student to Disability Services in compliance with USD Policy. Please refer to the information on the [Disabilities Services website](#).

The occupational therapy faculty will make the necessary accommodations for students with disabilities, only after the student has registered with the Office of Disabilities and complied with their policy on accommodations. Following registration, students are required to submit medical or other diagnostic documentation of their disability and their functional limitations. The student may also be asked to obtain additional evaluations prior to receiving requested accommodations. Students are encouraged to read the University of South Dakota Occupational Therapy Department Essential Functions & Technical Standards policies. It is the student's responsibility to inform the Chairperson in writing of any accommodations.

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendment Act of 2009). The University has designated three individuals to monitor compliance with these statutes. This obligates USD and these individuals to provide equal access for all persons with disabilities. The designated individuals and their contact information are listed below.

- Facilities related issues: Brian Limoges, Assistant VP of Facilities Management; 605-658-3308; Brian.Limoges@usd.edu
- Website/Technology related issues: Chery Tiaht, Chief Information Officer; 605-658-6025; Cheryl.Tiaht@usd.edu
- Classroom related issues: Karen Gerety, Director, Disability Services; 605-658-3745; Karen.Gerety@usd.edu

3.40.2: Financial Aid

Derek Moellerr

Derek.Moeller@usd.edu

Belbas Center 201

Phone: 605-658-6250

The basic function of the [Financial Aid Office](#) is to assist students who may lack financial resources to support their education. This office provides information regarding loans as well as budgeting information, information about types of aide, and scholarship information. The office provides financial application forms as well as entrance and exit loan counseling. Advisors are available for financial aid questions.

3.40.3: Legal Aid

Phone: 605-228-7013

Kasen Lambeth, attorney at law

Email: kasen@lambethlawoffice.com

The Student Government Association (SGA) sponsors a legal aid service available to any University of South Dakota student who needs general legal service. Seth Klentz will be serving as the legal aid on campus on Tuesdays from Noon-2:00pm. Seth is also available by appointment at the Clay County Courthouse if you are unable to meet at the Tuesday time.

3.40.4: Psychological Services Center

Old South Dakota Union #112

605-658-3720

800-765-3382 (after hours to reach Lewis & Clark Behavioral Health Services)

<https://www.usd.edu/Academics/Colleges-and-Schools/college-of-arts-sciences/psychology/Psychological-Services-Center>

The Psychological Services Center (PSC) is an outpatient clinic that provides services to children, adolescents, adults, couples, and families from USD and surrounding communities. Graduate students supervised by licensed psychologists who are also professors in the Clinical Training Program provide services. All services performed are confidential. Individuals are encouraged to call or walk-in for services. In the screening interview, an advanced clinical psychology graduate students

assesses the nature of the problem and explains PSC procedures. After the initial screening interview, clinical supervisors determine if the PSC can provide the appropriate treatment and the client(s) is referred to a therapist in the PSC. If treatment cannot be provided in the PSC, an appropriate referral is made immediately.

The Psychological Services Center is supported by the Department of Psychology and the University of South Dakota. The Center is part of the American Psychological Association accredited doctoral training program in Clinical Psychology.

3.40.5: Registrar

Belbas Center 223
605-658-3880

The Office of the Registrar serves as the institutional guardian for official academic information and records in supporting the faculty, staff, and students of the University of South Dakota.

3.40.6: Student Health

20 South Plum
605-677-3700

Hours: Monday - Friday, 7:30 a.m. – 8:00 p.m.; Saturday, 8:30 - 11:30 a.m.; Sunday 4:00 – 7:00 p.m.

The University of South Dakota Student Health Services is provided by the Sanford Clinic Vermillion. Every full time student on the Vermillion Campus is automatically enrolled in the service by payment of the general university fee. The Student Health Service is a primary care facility and renders basically the same service as a personal physician's office. Please see the [Student Health website](#) for a complete listing of services. Hospital care and other services are not covered; therefore **all students must have adequate health insurance coverage.**

3.40.7: Student Counseling Center

Cook House
605-658-3580
605-658-6199 (after hours to reach University Police for assistance)

The Student Counseling Center offers individual, group, and relationship counseling in areas such as crisis management, problem solving, assertion, confidence, self-esteem skills, habit control, and concentration. The Student Counseling Center, located in the Cook House, also operates an Alcohol and Other Drug (AOD) Services program, which is accredited by the State Division of Alcohol and Drug Abuse. The AOD program is an accredited program providing Intensive Outpatient Treatment for USD students. In addition, proactive AOD Prevention activities are provided across the campus throughout the year. Counseling on men's and women's issues is also available. Additionally, training in the area of stress management to include the skills of relaxation, meditation, and imagery is offered. All services provided by the Center are free and confidential.

3.40.8: USD Counseling and School Psychological Services Center

Delzell Education Building Room 209
605-677-5250

The Center offers a variety of counseling and mental health services, including individual and group counseling, couple and family therapy, developmental and career/vocational assessments and evaluation, and psycho-educational consultation. There are no fees for registered USD students.

3.40.9: University Libraries

SHS Reference Librarian, Timmi Johnson

Regular office hours in Lee Medical

ID Weeks 131B

Timmi.Johnson@usd.edu

605-658-3389

The University Libraries of the University of South Dakota include the [I. D. Weeks Library](#), which serves all programs based in Vermillion, and the [Karl & Mary Jo Wegner Health Science Information Center](#), which serves the School of Health Sciences, Sanford School of Medicine, and other health partners in Sioux Falls and throughout South Dakota. The University Libraries provides print and media materials to support the curriculum and bestsellers for leisure and enrichment reading. The USD and Wegner Center populations locate and request materials held in the other libraries in the state through the ALEPH SDLN catalog.

The University Libraries and Wegner Center feature onsite and online access to over 300 databases, nearly 450 e-books, and thousands of full-text, academic journals. Interlibrary loan and document delivery services obtain desired items not owned by the University Libraries or Wegner Center within a few days, frequently within hours. Subject-specialist library faculty provide reference services as requested during all open hours by: walk-in, phone, fax, email, chat, and text. Information literacy and library instruction are fully integrated into the USD curriculum. Health-related instruction and comprehensive library services are provided by USD and Wegner Center librarians as participants in the National Library of Medicine Greater Midwest Region outreach and resource programs.

The Library staff and faculty are committed to providing equal access to services and collections for USD students and faculty. Services are available during all building hours, which include evenings and weekends. Software and equipment available for patrons include JAWS Professional Edition, OpenBook scanning, Kurzweil 3000, ZoomText Xtra Level 2, SofType and TextHELP, and electronically maneuverable desks. Visit the lab consultant for assistance. Additional accommodations are available through the USD Office of Disability Services (<https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services>).

An elevator is available in the northwest corner of the library for persons not wishing to use the stairs.

The [Academic Commons](#) assembles comprehensive academic support services on the first floor of the ID Weeks building. This area includes the Academic & Career Planning Center, ITS Help Desk, Center for Academic Engagement, Reference and Research Desk, Lab Consultant, Presentation Center, and Writing Center.

ID Weeks Library hours are available at <https://www.usd.edu/Academics/Libraries/ID-Weeks-Library>.

Wegner Health Sciences Library hours are available at

<https://www.usd.edu/Academics/Libraries/Wegner-Health-Sciences-Library>.

3.40.10: Student Support Services (TRIO)

ID Weeks Library, Academic Commons, room 101

605-658-3567

This grant funded service may be utilized by students who meet federally mandated guidelines and who feel the need for tutoring, study skill improvement, or counseling or academic advising. These students include:

- Students with learning disabilities
- Students with physical disabilities
- Taxable income meeting the [federal low income eligibility guidelines](#)
- Students who are first in their families to attend college

3.40.11: The Writing Center

ID Weeks Library, Academic Commons, room 133

wcenter@usd.edu

677-5626

In the Writing Center, you can get help on all aspects of your writing, from developing ideas to revising and polishing your pieces. They provide assistance with essays; reports; homework that involves writing; M.A. theses and dissertations; and other kinds of writing, such as short stories, poems, résumés, business letters, grants and proposals.

Students are encouraged to utilize digital tools available in Microsoft Word and add-on programs, such as Grammarly, to improve the clarity of written work. Grammarly is a free writing app that can be downloaded at www.grammarly.com.

3.40.12: Student Counseling and Advocacy Resources

The following departments provide CONFIDENTIAL services to enrolled USD students:

- A. Student Counseling Center – Cook House
Phone: 605-658-3580
Email: SCC@usd.edu
<https://www.usd.edu/About/Departments-Offices-and-Resources/Student-Counseling-Center>
- B. Psychological Services Center
South Dakota Union Room 112
Phone: 605-658-3710
Email: clinicalpsyc@usd.edu
<https://www.usd.edu/Academics/Colleges-and-Schools/college-of-arts-sciences/psychology/Psychological-Services-Center>
- C. Counseling & School Psychological Services Center
Delzell Education Center Room 210
Phone: 605-658-6638
Email: cspsc@usd.edu
- D. Victim Advocacy Services
Cook House
Phone: 605-658-3580
<https://www.usd.edu/About/Departments-Offices-and-Resources/Student-Counseling-Center/Victim-Advocacy>
- E. Student Legal Aid
Phone: 605-228-7013
Kasen Lambeth, attorney at law
Email: kasen@lambethlawoffice.com

The following offices are NON-CONFIDENTIAL campus resources and can assist with interim measures (such as modifying class or work schedules, housing assignment, no contact orders, etc.)

- A. Title IX Office/Equal Opportunity
Slagle Hall Room 311A
Phone: 605-658-3665
- B. Vice President & Dean of Students
Muenster University Center Room 218
Phone: 605-658-3555
Email: deanofstudents@usd.edu

3.40.13: Student Reporting Options

The following offices are NON-CONFIDENTIAL campus resources and can assist with interim measures (such as modifying class or work schedules, housing assignment, no contact orders, etc.)

- A. Title IX Office/Equal Opportunity
Slagle Hall Room 311A
Phone: 605-658-3665
- B. Vice President & Dean of Students
Muenster University Center Room 218
Phone: 605-658-3555
Email: deanofstudents@usd.edu
- C. University Police Department
Davidson Building
Phone: 605-658-6199
Email: UniversityPolice@usd.edu
- D. Anonymously Report a Crime:
<https://www.usd.edu/About/Departments-Offices-and-Resources/University-Police/Report-a-Crime>
Silent Witness Form
<https://www2015.usd.edu/administration/university-police/report-a-crime/silent-witness-form>
- E. Vermillion Police Department
15 Washington Street
Phone: 605-670-7070
Email: info@vermillionpd.org

CONFIDENTIAL Off Campus Resources & Reporting Options:

- A. Sanford Vermillion – Hospital & Clinic
20 South Plum Street
Clinic Phone: 605-677-3700
Hospital Phone: 605-677-3500
- B. Domestic Violence – Safe Options Services
Sexual Assault advocate
Phone: 605-624-5311
Email: dvsodirector@gwestoffice.net
- C. Lewis & Clark Behavioral Health Services
28 Cherry Street
Phone: 605-624-9148
- D. South Dakota Domestic Violence Hotline: 800-430-SAFE (7233)

3.41: Submitting Assignments

Naming Assignments

Faculty members typically ask students to submit assignments in the D2L course drop box or by email attachment. Please name completed assignments as follows:

Lastname.firstname.assignmentname

Assignment Format

All assignments should be submitted in Word (.docx) format unless otherwise instructed. Forms submitted as jpg or other image formats will not be accepted.

Due Date & Time

It is the student's responsibility to assure that the faculty member received the assignment in the appropriate D2L drop box by the due date and time to avoid late penalties. Be sure to check the viability of the document before sending. Course directors retain discretion in accepting late assignments. **Late submissions may receive a 10% penalty for each day a paper or assignment**

is late, including weekdays, weekends and holidays. In some instances, no points will be awarded.

Course Requirements Met

Students must meet all requirements of the course to pass the course. Students cannot “skip” an assignment because they have determined that the grade earned on the assignment will not change the final grade earned in the course. Failure to submit all course assignments may result in reduction in the final grade.

Review Pane

Faculty may use the Reviewing Pane feature to make electronic comments and corrections to papers/assignments. They may also ask students to use this feature when providing peer review of assignments. During Orientation Week, faculty will provide demonstration of D2L and the Reviewing Pane in Microsoft Word.

Turn-it-In

All written assignments will be submitted to Turn-it-in, an internet-based plagiarism detection service used by USD. Please note that this software has the capacity to complete a comparison of text contained in documents you submit to text from published articles, documents, and web pages, as well as papers submitted by students to any university.

4: ACADEMIC & PROFESSIONAL BEHAVIOR POLICIES

4.1: Academic Integrity

USD Statement of Academic Integrity

Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community. To this end, the University of South Dakota seeks to embrace, promote, and maintain an atmosphere of honesty and integrity that can be summed up in the following simple statement:

We are committed to honesty, fairness, trust, respect, and taking responsibility for our actions.

The USD Academic Integrity Statement provides the foundation for the Occupational Therapy Program Pledge of Professional Conduct.

The USD library website has a tutorial titled "[Introduction to Academic Integrity](#)" available for your review.

4.2: Academic Misconduct

(Refer to the [USD Student Handbook](#) and [Student Code of Conduct](#))

A. Academic Dishonesty

1. **Cheating**, which is defined as, but not limited to the following:
 - a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
 - b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
 - c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
2. **Plagiarism**, which is defined as, but is not limited to, the following:
 - a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
 - b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Types of Plagiarism:

- **Direct Plagiarism:** Copying another's work directly with no attempt to acknowledge the source of the material.
- **"Patchwork-style" Plagiarism:** Copying and rearranging material from several writers without acknowledging the original sources.
- **Insufficient Citation of Partial Quotations:** Using partial sentences, phrases, or words stylistically or intellectually identified as the work of another, within a larger paraphrase, without appropriate citation.
- **Paraphrasing (or Summarizing) without Citing or Insufficient Citation:** Changing the words of an original source, but using the ideas of it without acknowledging the original source of those ideas or without adequate citation.
- **Plagiarism of Figures, Graphs, Charts, or Images:** Using images or figures without acknowledging the original source or the individual who developed the images.
- **Misinterpretation of Material as "Common Knowledge":** Common knowledge refers to information that the average, educated reader would accept as reliable without

having to look it up. Some sources say this may depend upon your audience. For example, a description of the symptoms of autism would need to be cited for a general audience but may not need one for graduate students in psychology or occupational therapy; however, Harris Cooper, a writer for the APA Style Blog states, "If the idea has been around for a while, you can cite the original source, the most representative source, or the most recent source."

<https://blog.apastyle.org/apastyle/2016/05/avoiding-plagiarism.html>. When in doubt, cite.

- **Self-Plagiarism:** Submitting a substantial portion of one's own previous work or ideas to meet requirements in different contexts, when it is prohibited. For example, a student submits a paper for one course, and then uses a substantial portion of that work for a paper in another course.

Plagiarism is not limited to written text, but also applies to other works such as ideas, graphics, designs, art, music, etc.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service;
4. Furnishing information known or believed to be false to any institutional official, faculty member or officer;
5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentation of degrees awarded or honors received;

B. Students are expected to comply with the following academic standards:

1. Original Work:

Assignments such as course preparations, exams, texts, projects, papers, etc., must be the original work of the student. At all times, students are expected to comply with APA Style (7th ed.) when formatting papers. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Any exceptions to this will be communicated to the student. Exceptions may apply in the research (784 & 786) and capstone (800, 801, & 802) series of courses that requires building on previous work. If in doubt, ask.

2. Referencing the Works of Another Author:

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to standards of the APA Manual (6th edition) or rules of documentation provided by the instructor. Standards of scholarship require that the writer give proper acknowledgement when the thoughts and words of another are used.

3. Tendering of Information:

All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

C. Violations of the Code of Conduct:

[SD Board of Regents Policy 3.4: Student Disciplinary Code](#)

[Map of BOR Policy 3.4: Student Conduct Code](#)

[Academic Miscounduct Disposition Form](#)

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

D. Reporting Violations

Initially, an individual who believes there may be a potential violation of the Code of Conduct may choose to contact that person to seek clarification. If there is reasonable cause to believe that the spirit or provisions of the Code of Conduct have been violated, it is the duty of that student to contact the Course Instructor or the Chair of the Occupational Therapy Program in a timely manner. It is the obligation of each student to report any Code of Conduct violation; failure to do so is itself a violation of the Code.

A faculty member who has reasonable cause to believe that the spirit or provisions of the Code of Conduct have been violated should contact the Chair of the Program.

The USD Occupational Therapy Program reserves the right to dismiss a student, based upon the severity of the academic transgression.

4.3: Academic Standing, Probation, and Dismissal

Policy

It is the responsibility of the Occupational Therapy Program at the University of South Dakota to provide the citizens of South Dakota and beyond with highly qualified therapists. In striving to meet this goal, the occupational therapy faculty has developed standards of academic performance and professional behavior for occupational therapy students, and collectively reviews student progress each semester.

The progress of each student through the curriculum requires continuous satisfactory academic performance. Satisfactory academic progress is evidenced by a cumulative GPA of 3.0 or higher, a final grade in each course of a C or higher, no more than 12 credits of C in the OTD Program of Study, and completion of all program requirements. A student who receives a deficient (D) or failing (F) grade in any course is not eligible for promotion to the next phase of the program and thus is subject to immediate dismissal. Students are responsible for monitoring their academic progress using SelfService.

Faculty and students have an obligation to assure that all members of the occupational therapy learning committee abide by the *USD Code of Conduct*, the *AOTA Code of Ethics*, and the professional behavior standards established by the Occupational Therapy Program. It is the duty of each faculty member and student to report any Code of Conduct violation; failure to do so is itself a violation of the Code.

Grading System

Grades, percentages, and grade point values for all courses in the Department of Occupational Therapy are as follows:

GRADE	PERCENTAGE	GRADE POINT
A	90 – 100%	4
B	80 – 89%	3
C	70 – 79%	2
D	60 – 69%	1
F	< 60%	0
F	Academic Misconduct	0

Faculty appreciate how frustrating it can be to finish a fraction of a percentage shy of a higher letter grade; however, requests to consider raising a grade on the sole basis that the student is very close to the cutoff, will not be successful and are considered conduct unbecoming of students enrolled in the OT program.

The grade of "I" (Incomplete) may be given in cases where the student is unable to complete the required course work through no fault of his or her own. A personal or medical emergency typically constitutes this condition. An incomplete may **not** be given when a student is performing unsatisfactorily or when a passing grade cannot be achieved after all the required work is completed. An incomplete will be changed to an earned grade upon a student's satisfactory completion of the course, within the time determined by the course instructor. The course instructor should convey the conditions for removal of the incomplete to the student at the time the incomplete is given. Course sequence and prerequisites may determine whether a student can progress to the next semester. Students receiving an incomplete in a course in the Occupational Therapy Program of Study are required to request permission in writing to progress to the next semester of the program.

The student may also be given the option of withdrawing from the program and resuming studies when the course is offered at a later date. The student will not be allowed to start Level II Fieldwork until didactic course work is successfully completed.

A student should always consult with their advisor and instructor when problems within our outside the classroom arise that affect one's ability to be a successful student. Options should be explored regarding how to best assist you. Students should not withdraw from a course without consultation with their advisor/instructor. Withdrawal is likely to have implications for continuation in the program given that courses build upon one another from one semester to another and are offered only once annually.

Once the student has withdrawn from the program the student must apply and be granted readmission before continuing required occupational therapy coursework. Students enrolled in elective courses outside of the Occupational Therapy curriculum may continue in those courses.

Professional Behavior Development

Entry-level and experienced occupational therapists are required to demonstrate a high level of professionalism. Consequently, students enrolled in the Occupational Therapy Program are expected to develop and demonstrate behaviors and attitudes consistent with those of the profession (See [AOTA Code of Ethics](#) and the [Standards of Practice for Occupational Therapy](#)). Occupational Therapy students will be expected to demonstrate their commitment by signing the *USD Occupational Therapy Code of Professional Conduct*. The [Student Code of Conduct](#) and the [Student Academic Misconduct Policy](#) outline behavioral expectations of all students enrolled at USD.

Professionalism in the Classroom

It is important for students to remember that academic professionalism includes both the classroom setting and all clinical experiences. Academic professionalism enhances the learning experience for everyone. In this regard, academic professionalism includes:

- Arriving for class on time to avoid disruption of the learning experience of others and being disrespectful to classmates, guests and faculty. Punctuality is an expectation of all students, regardless of where they have chosen to make their home location or the activity that they are attending. Students who arrive late (without receiving prior permission) should wait until there is a break in the ongoing activity before entering the room.
- Switching cell phones off or putting them on "silent" during class. Students with the potential for an emergency call during class should alert the faculty in advance of this possibility and sit near an exit door. In the event an emergency call that must be answered is received during class, the student should quietly leave the room before conversing. Students may also ask family to call the Occupational Therapy Main Office in the event of an emergency (605-658-5999).
- Limiting the use of portable computers (laptops, tablets, iPads etc.) to academic pursuits during class sessions. Appropriate uses include taking notes, following along with the instructor on PowerPoint, with demonstrations and other whole class activities, working on assigned in-class activities, projects, or discussions that require laptop use. It is easy for your laptop to become a distraction to you and to those around you. It is both unprofessional and disrespectful to faculty and to your peers to use your computer to access social media sites, check e-mail, play games,

surf non-educational websites or perform unnecessary computer-related actions at any time during class. Students who engage in this behavior will be asked to leave the classroom or the activity in progress.

- Providing evaluation comments written in a respectful tone, while being both constructive and helpful. Any other comments are a negative reflection on the student and on the program. Students are welcome to share their thoughts candidly on any aspect of the course, but the anonymity afforded by the evaluation process should not be used as a "shield" behind which students hide as they write unhelpful, offensive or otherwise inappropriate comments. Students are also cautioned against sending e-mails to faculty in the heat of the moment as these can often appear belligerent and unprofessional to the recipient. Remember, once sent, the contents of an electronic communication cannot be retracted.

The *USD Department of Occupational Therapy Professional Development Assessment* is used to assess professional development of students in the program. Students will complete a self-assessment of professional behaviors each semester using this form. In addition, faculty will collectively evaluate each student's professional behavior prior to the advisor's meeting with the student every semester. Individual faculty members serve as role models and mentor students in the development of identified professional behaviors. Please refer to the *Policy and Procedure for Occupational Therapy Student Evaluation/Advising*.

A student in occupational therapy must attain a minimum score of *Level II FW Ready* in each of the ten areas of the *Professional Development Assessment Rating Summary Form* completed by faculty prior to beginning Level II Fieldwork.

Academic Standing, Probation and Dismissal

If a student does not maintain a 3.0 GPA in the OT Program of Study, receives more than 12 credits of C in the OTD Program of Study, or demonstrates conduct in violation of the ethical or professional standards of the discipline, the student is eligible for probation and/or dismissal from the program. A student placed on academic probation will remain on probation until s/he obtains a cumulative GPA of 3.00 or higher and has demonstrated behavior consistent with the discipline. Students will be permitted to progress to Level II Fieldwork rotations only after successful completion of didactic coursework, including a cumulative GPA of 3.0 in the program of study, and demonstration of appropriate professional behaviors.

Procedures Regarding Academic Performance

1. The student is primarily responsible for monitoring their GPA. Students are expected to achieve competency levels of 80% in all courses. When concern arises regarding grades in any given class, the student should seek assistance from the course instructor and their advisor as well as avail themselves to the many resources available on campus. At any time during the semester, the OT faculty member or the student's occupational therapy advisor may bring academic performance deficiencies to the students' attention and refer the student to available resources. Students performing below 80% may be required to submit a remediation plan. Students who address challenges swiftly are much more likely to succeed.
2. The OT Academic Advisor will notify the Department Chair if a student fails to achieve and maintain a GPA of 3.0 in required coursework. The Academic Advisor will also notify the Department Chair if a student has earned a grade lower than a "B" in more than 12 credits of the OTD program of study or grades of a "D" or "F" in required coursework. The faculty reviews each student's academic progress during the faculty meeting preceding advising week.
3. When a student's graduate GPA falls below a 3.0, the Chair of the Occupational Therapy Department will notify the student in writing that he or she has been placed on academic probation. The student is also notified of the academic probation policy and how continued probation could lead to dismissal from the OT Program. The student will also be advised on resources available to him/her to develop successful strategies for completion of his/her course of study. A copy of the letter will be sent to the Graduate School and the student's advisor.

4. The student is typically removed from probation once the overall graduate GPA is raised to a 3.0. The OT Program Chair will send a letter to the student with copies to the Graduate School and the academic advisor.
5. If the student is making sufficient progress toward raising the overall GPA to a 3.0 such that faculty consider that there is a strong likelihood that the student will meet the 3.0 GPA requirement prior to Level II Fieldwork, the student will remain in the program; however, s/he will continue on probation.
6. In the event that a student experiences difficulty with successful completion of fieldwork requirements because of incompatibility or medical diagnosis, procedures for termination of the fieldwork experience are as follows:
 - a. **Incompatibility, Incomplete:** A student is unable to successfully engage in his/her role as a student therapist as a result of an inappropriate match between student and facility. Documented evidence of any difficulty must exist prior to midterm. A meeting between the student, fieldwork educator, and the AFWC will occur to identify possible solutions. If it is agreed that a student would benefit by removal from the fieldwork, the student will receive a grade of "Incomplete" and will be rescheduled for another fieldwork by the AFWC. The AFWC and Program Director will review the circumstance and make final determination if the student was incompatible versus unsuccessful in fieldwork. If it is deemed the student was unsuccessful, this will be deemed a failure and the process for dismissal from the program will be initiated. See failure policy below.
 - b. **Medical Diagnosis, Incomplete:** A student who is successfully meeting competency requirements of a fieldwork and experiences medical complications documented by an appropriate medical personnel may request a medical leave of absence and receive a grade of "Incomplete". The student will complete the fieldwork when it is determined by appropriate medical personnel that the individual is medically stable. It is not guaranteed that the student will be able to return to the original site; however, the AFWC will work with the facility to accommodate continued completion at the same site.
 - c. **Failing:** A student who is unable to meet competency requirements of a fieldwork at midterm (or later if deemed appropriate by the fieldwork educator and/or AFWC) may be terminated and a failing grade will be recorded on the student's transcript. A student may also be terminated at any time if he/she is a threat to a client's rights, treatment, or safety. A student should always consult with their advisor and instructor when problems within or outside the classroom arise that affect one's ability to be a successful student. Options should be explored regarding how to best assist you. Students should not withdraw from a course without consultation with their advisor/instructor.
 - i. Failing a fieldwork experience may initiate the process of dismissal from the program. Please refer to the policy regarding dismissal from the program.
 - ii. If it is determined that the student is eligible to remain in the program, the student is required to repeat the fieldwork experience. The location of a repeated fieldwork experience will be subject to available sites and at the discretion of the AFWC with input from the University OT faculty. A student may repeat only one Level II Fieldwork experience throughout his/her academic career.
7. Repeating a capstone is permitted only in rare and unexpected circumstances, and in those cases when it is permitted, only one repeat is allowed. The student who is unsuccessful in a capstone will be placed on academic probation, and may be recommended for dismissal from the program. As noted above, a student should always consult with their advisor and instructor when problems occur. The location of a repeated capstone experience will be subject to available sites and at the discretion of the Capstone Director with input from the University OT faculty. Specific situations that may result in a repeated capstone experience include, but are not limited to the following:

- a. **Medical Diagnosis, Incomplete:** A student who is successfully meeting competency requirements of OCTH 801 Capstone Experience, but experiences medical complications documented by appropriate medical personnel, may request a medical leave of absence and receive a grade of “Incomplete”. The student will complete the capstone experience when it is determined by appropriate medical personnel that the individual is medically stable.
 - b. **Failing:** A student who is unsuccessful in meeting competency requirements of the capstone experience at midterm (or later if deemed appropriate by the site mentor and/or faculty mentor) may be terminated from the experience and a failing grade will be recorded on the student’s transcript. A student’s experience may also be terminated at any time if he/she is a threat to a client’s rights, treatment, or safety.
8. A letter grade of “C” or below in OCTH 801 or OCTH 802 is considered a failing grade. A failing grade may warrant dismissal from the academic program.

Procedures Regarding Professional Behavior

1. Each member of the occupational therapy community (academic and clinical faculty, students, and staff) is responsible for identifying and reporting behaviors inconsistent with those outlined in the *USD OT Professional Development Assessment*, the *Occupational Therapy Code of Professional Conduct*, the *USD Code of Student Conduct*, or the *AOTA Code of Ethics*. The faculty member(s) shall keep written documentation of the situation.
2. Every semester the faculty assesses each student’s professional development using the *USD OT Professional Development Assessment*. Please refer to the *Policy and Procedure for Occupational Therapy Student Evaluation/Advising*. In addition, *Student Issues* is an agenda item at each faculty meeting so that faculty can bring any concerns to the attention of others.
3. Collectively, faculty will determine an appropriate level of action for any student demonstrating behavior inconsistent with that outlined in the *USD OT Professional Development Assessment* or other relevant documents cited above. Depending upon the nature of the behavior, the faculty response may include bringing the conduct to the student’s attention, placing the student on probation, or dismissal from the OT program.
 - a. The academic advisor will meet with the student, either individually or with other faculty members. The academic advisor will counsel the student regarding the serious nature and consequences of such behavior.
 - b. The academic advisor will refer the student to external programs as appropriate to assist with development of professional behavior.
 - c. The faculty may require the student to develop a written plan to increase awareness and to modify the behavior. If the student’s behavior is specific to a course (including FW), the student, in collaboration with the course instructor and advisor, will develop a learning plan/contract. The student’s plan will include goals and specific objectives, time lines for completion, and review dates.
 - d. Collectively, faculty will review the student’s plan. The faculty may accept, reject, or ask for a revision of the plan. The academic advisor or other designated faculty member will collaborate with the student on any revisions. Once approved, the plan will become a contract between the student and the USD OT Program and must include signatures of the student, advisor, and Chair. Documentation will be located in the student’s file in compliance with University and federal regulations.
 - e. The Academic Advisor will be responsible for monitoring the student’s progress, following the review dates specified in the plan.
 - f. Depending upon the significance of the behavior, the Chair of the Occupational Therapy Department may place the student on probation. If a student is placed on probation, he or she will be notified in writing with a copy sent to the Graduate School and the student’s advisor.. Students should understand that state licensing boards may require reporting of any probationary actions.

Procedures Regarding Dismissal from the Program

1. Dismissal from the program may occur if any of the following conditions exist:
 - A grade of D or F in any required course
 - A grade of C in more than 12 credits in the OTD program of study
 - Inability to attain a cumulative GPA of 3.0 prior to Level II Fieldwork or when the GPA is so severely deficient as to make restoration impossible before scheduled Level II Fieldwork
 - Academic or Professional Misconduct
2. Prior to a decision regarding dismissal, the Chair will provide the student with written notice of the issues and an opportunity to meet with the Chair and faculty or faculty representative (face-to-face, by teleconference or virtually). During the meeting, the student will have an opportunity to present his or her perspective of the situation.
3. Should the Department Chair decide to proceed with dismissal, written notification will be sent to the student with a copy placed in the student's file, and copies sent to the student's Academic Advisor and the Graduate School. In the letter, the Department Chair will reference the OT Academic Standing, Probation and Dismissal Policies and Procedures, and advise the student of available counseling and career counseling services.
4. A student may appeal a decision for dismissal first to the occupational therapy faculty and subsequently through the appeals process identified for graduate students by the Graduate School. Please refer to the [Graduate Student Academic Appeal Procedure](#) found under Graduate School Policies on the Graduate School homepage. A student pursuing an academic appeal should confer with the OT Department Chair or Graduate Dean before initiating the process.

You can review the full SDBOR Policy 2.9 at <https://www.sdbor.edu/policy/documents/2-9.pdf>.

Leave of Absence

In rare instances, a student may be permitted to take a leave of absence and return to the program within three semesters (including summer), if the faculty believes there are extenuating circumstances that warrant such a leave. It is the responsibility of the student to petition the faculty in these cases. The faculty will decide such cases on their individual merits.

4.4: Accommodations for Students with Disabilities

Disability Services

605-658-3745

<https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services/disabilityservices@usd.edu>

Disability Services and USD are required to provide reasonable and appropriate accommodations to allow equal access in accordance with Sections 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Amendment Act (ADAAA) of 2008. The University is not required to lower or affect substantial modifications to academic requirements or to make modifications that would fundamentally alter the nature of the service, program or activity.

In order to receive academic accommodations, students must contact and register with Disability Services as soon as possible after admittance to USD. Following registration with Disability Services, students are required to submit medical or other diagnostic documentation of their disability and their functional limitations. The student may also be asked to obtain additional evaluations prior to receiving requested accommodations.

Students are responsible for making timely and appropriate disclosures, making timely and appropriate requests for accommodation, for keeping Disability Services informed about the implementation of accommodations, and for actively participating in the securing of his/her accommodations and auxiliary aids. Delay on the part of the student in registering with Disability

Services, seeking accommodations, or in meeting required conditions, may result in limiting the ability of the University to provide appropriate and reasonable accommodations.

If you are a student with a disability, please contact Karen Gerety, Director of the Office of Disability Services (North Complex Commons room 116; 605-658-3745) as early as possible in the semester.

4.5: Adding and Dropping Courses

To drop and/or add courses after initial registration, the student must secure an Add/Drop form from the Registrar's Office located in The Belbas Center. This form must be properly completed, signed by the instructor(s), the student's advisor, and the Dean of the Graduate School. It is then submitted to the Registrar's Office for processing. The deadline for adding and dropping varies with the start date of the class. Since many courses in the occupational therapy program of study do not follow the University calendar, contact the registrar to verify the date and avoid charges. **The student is responsible for notifying the Registrar's Office and Business Office by the necessary due date that classes are dropped to avoid tuition and fee charges.**

A student should always consult with their advisor and instructor when problems within our outside the classroom arise that affect one's ability to be a successful student. Students should not withdraw from a course without consultation with their advisor/instructor. Withdrawal is likely to have implications for continuation in the program given that courses build upon one another from one semester to the next and are offered only once annually. **The student is responsible for notifying the Program Chair and the Registrar's Office and if s/he withdraws from the program. If the student fails to do so by the appropriate date, charges will incur.**

4.6: Attendance Policy

Policy

Attendance and participation in all scheduled educational activities (lectures, laboratory exercises, exams, clinical experiences, presentations, patient-centered activities, discussion groups, etc.) are required for all students, regardless of circumstances (proximity to campus, other events scheduled for that day, etc.). Full participation requires that students are well-prepared, punctual, and actively engaged in the learning process.

Rationale

Successful completion of your occupational therapy education is your responsibility and must be considered a priority. Lateness and unexcused absences are considered unprofessional and disrespectful towards professors and peers. Furthermore, the occupational therapy faculty has a responsibility to guide students in their professional development. A significant aspect of that responsibility is to prepare students to serve clients in a professional work environment. You will be expected to fully engage in providing excellent occupational therapy services for your clients in the workplace. Full engagement demands that you are well-prepared, punctual, and focused on your client's needs. There are several reasons that mandatory attendance is enforced:

- Learning is enhanced by instructor-student and student-student interaction; this is best achieved in a face-to-face teaching environment in most situations.
- Laboratory and small group sessions are conducted using a team-based approach, with each person fulfilling an important role. Unexcused absences, therefore, hinder the entire team's educational experience, not just the individual.
- It is the experience of the faculty, over many years, that students who are routinely absent from class do not perform at an acceptable level throughout the didactic curriculum.

Professional education is designed to replicate the work environment; therefore, in addition to the typical 8:00 am - 5:00 pm workday, students may be required to be available for service learning, scholarly lectures or events, and clinical education activities that may occur in the evening and weekend hours.

Policy Regarding Attendance During Level I Fieldwork Placement

It is the student's responsibility to attend all scheduled dates for Level I Fieldwork. Due to the brief nature of Level I Fieldwork, the student is required to complete the experience during the assigned time. However, if an emergency occurs and a student experiences any absence during Level I Fieldwork, a written statement must be sent to the Level I Fieldwork Coordinator and course instructor immediately. The occupational therapy department faculty, with input from the fieldwork educator, will determine a plan for completion. One of the following options may be assigned:

- The student will make up missed days at the site at an alternate time.
- The student will repeat the experience at the same site or an alternate site for the assigned time.

Students are strongly advised to reach their fieldwork destinations at least one day in advance. This includes allowing sufficient time for weather-related concerns and delays as well as the possibility of missed flights. Any absence or tardiness in fieldwork days may affect the student's course grade.

Policy Regarding Attendance During Level II Fieldwork Placement

It is the student's responsibility to attend all scheduled dates for Level II Fieldwork. If a student must miss a fieldwork day, he or she is required to contact both the AFWC and the Fieldwork Educator at the fieldwork site to inform them of the absence at least 2 weeks in advance. The student is required to fill out the Level II Fieldwork Student Leave Form and submit to the AFWC. If the absence is due to medical or emergency need, the student must complete and turn in the form to the AFWC within one week of the absence. Medical documentation may be needed, depending on the circumstance. Based on the Fieldwork Educator's discretion and site policy, a maximum of two (2) days may be permitted per Level II Fieldwork. Beyond this, all absences must be made up. A student who is absent for more than two days per Level II Fieldwork without documentation of a valid plan to make-up missed days, may receive a failing or reduced letter grade for the fieldwork. The Fieldwork Educator should notify the student and the AFWC with issues regarding attendance. If the fieldwork site has a more stringent absence policy, the fieldwork site policy supersedes the USD OT Department policy.

Absence

Circumstances may arise that warrant an absence from part or all of a class session. The student is encouraged to utilize absences only for unplanned events such as illness, exposure to a contagious disease that would endanger the health of others, and bereavement leave for the loss of an immediate family member. Planned absences may be approved but should be used minimally. Students are encouraged to schedule planned activities outside of regular class times. Misuse of the absence policy may be cause for disciplinary action. The Committee on Student Progress and Conduct will periodically review circumstances of possible misuse and impact of absence on student progress.

An absence from a guest lecture, student presentations, quiz, skills check, written exam, or practical exam is not advised. There may be extenuating circumstances that warrant absence from these class sessions, and those will be handled on an individual basis. The absence may require approval from the Committee on Student Progress and Conduct.

If a student is absent or tardy, they must notify the course director and complete an [electronic leave slip](#) for each class session, and submit it within two days after an unplanned absence or tardiness and within two weeks prior to a planned absence. Leave slips can only be submitted after discussing arrangements with the course instructor. The leave slip must be signed by the course director (and course lecturer, if different from the course director), student, and academic advisor. Failure to complete the leave slip with signatures from the course lecturer(s) will result in a 5% reduction in the overall course grade on each occasion. The faculty advisor and course instructor will track absences to address concerns if the student's attendance impedes the student's performance in achieving course objectives.

The student will work directly with the course instructor to address the missed content and class activities. Per the course instructor's discretion, the student may be required to complete a make-up

assignment to demonstrate knowledge of the missed content. Per the discretion of the course instructor, the student may attend class virtually for unplanned absences. Tardiness from class for unexpected reasons such as acute illness or environmental situations outside of the student's control (e.g. traffic accident, flat tire, poor road conditions) may qualify as an unplanned absence. However, ongoing tardiness from class may result in disciplinary action (e.g. point deduction, professional probation, or other).

**Students should refer to the USD OT Fieldwork Handbook for details regarding the attendance policy for fieldwork experiences.*

Date: August 2, 2010; Revised 7/16/2011; Revised 5/17/2012; Revised 7/17/2013; Revised 7/1/2014; Revised 7/12/2021

**THE UNIVERSITY OF SOUTH DAKOTA
DEPARTMENT OF OCCUPATIONAL THERAPY
4.6.1: Request for Leave from Class**

NAME: _____

OT Class of: _____

I am submitting a request for leave for the time period _____ through _____.
date and time *date and time*

REASON FOR REQUEST

- | | | |
|----------------------------------|--|---|
| Illness <input type="checkbox"/> | Family Emergency <input type="checkbox"/> | Personal matter for which I have consulted my instructor/advisor <input type="checkbox"/> |
| Leisure <input type="checkbox"/> | Wedding participant <input type="checkbox"/> | Other (explain below) <input type="checkbox"/> |

Explanation:

This absence impacts the following class(es):

Course number:

*The following types of activities occurred when I missed/will miss class:
(i.e., Psychomotor Lab, Lecture, Case Studies, Presentation, Small Group Activity)*

Proposal for Covering Missed Content:

EXAMPLE

Signature, Class Lecturer _____

Signature, Student

Date

Signature, Academic Advisor

Date

*This form is automatically submitted electronically to the Main Office in SCSC A375A when all signatures have been obtained.
This will be held in your academic advisement file.*

4.7: Code of Conduct

Members of the institutional community reasonably expect that they shall be able to live, study, work and relax in a safe and orderly environment that is conducive to achievement of the educational, scholarly and public service missions of the institution. The Student Code of Conduct, published by the SD Board of Regents, may be found at <https://www.sdbor.edu/policy/documents/3-4.pdf>. The regulations included in the Code of Conduct, while not all-inclusive, identify forms of conduct that infringe upon those expectations, disrupt the orderly progress of institutional activities, and so expose the actors to discipline.

4.8: Examination Policies

Written Exams

Exam Integrity

Students are not permitted to share exam content in any form, including sharing verbally from memory or making copies, notes, or reproducing any question from any quizzes or exams. Violation of this policy will be considered academic misconduct and subject to the misconduct review process described in the SD Board of Regents Policy 3:4 – Student Code (<https://www.sdbor.edu/policy/Documents/3-4.pdf>) and Policy 2:33 – Student Academic Misconduct (<https://www.sdbor.edu/policy/Documents/2-33.pdf>).

Exams Using ExamSoft

Whenever possible, written exams in the OT Program will be administered in SCSC 350 using ExamSoft on the student's laptop. Students must bring an Ethernet cable to use as backup to the wireless system. Use of the classroom computer will not be an available as a backup option.

Students need to download the exam and be ready to start the exam prior to the scheduled start time. Faculty are able to view who has downloaded the exam and at what time.

Exam length:

- The length of multiple choice exams is calculated based on 72 seconds per question, consistent with the design of board exams. This means that a multiple-choice exam with 60 questions will be 72 minutes in length. All examinations must be completed within the allotted time.

Exam Procedures:

- Students will sit at the ends of the tables.
- All books, notes, flashcards and other personal items must be stored outside the classroom near the coat rack prior to the start, or other location designated by faculty and remain there for the duration of the testing session.
- Electronic devices with audio/video recording, 3G/4G, Wi-Fi or other outside connectivity will not be permitted.
- Cell phones and smart watches must be stored in your backpack outside of the classroom.
- Hats with brims are not allowed.
- No food will be allowed in the examination room. Drink is allowed if it is in a container with a lid.
- There will be no bathroom breaks during exams with a duration of 90 minutes or less so please plan accordingly. For exams longer than 90 minutes where bathroom breaks are permitted, students will only be allowed to exit one at a time.
- You are not be permitted to ask any questions regarding the examination content during the exam prior to the start or during administration of the exam.
- You may ask for assistance if you have a computer problem.

- If you feel that a question is misprinted or incorrect, you should attempt to answer the item to the best of your ability with the information provided. Challenging individual test questions is not allowed.
- Prior to leaving the exam area, students need to see a “green screen” indicating the exam has been uploaded.

Exam Review Policy

Notification will be provided regarding the time and location of the assessment review opportunities. In all cases, the review is limited to the announced location and time. Access to exams outside of the scheduled review period will only be granted under extenuating circumstances and always under faculty/staff supervision.

After each exam, faculty will review each of the questions, based upon the item analysis of the class performance. Following this, test questions may occasionally be dropped or additional answers accepted. In this case, the ensuing changes will apply to the entire class. Challenge to a question will not be accepted.

As stated above, you are not permitted to make copies, scans, or by any method including memorization, reproduce any part of any exam, nor can you take paper tests from the designated supervised review area. There will be no exceptions to this policy.

Exam Review Procedures

- Students will sit at the ends of the tables.
- No talking is allowed during the review period.
- All books, notes, flashcards and other personal items must be stored outside the classroom near the coat rack prior to the start, and for the duration of the testing session.
- Electronic devices with audio/video recording, 3G/4G, Wi-Fi or other outside connectivity will not be permitted.
- Cell phones and smart watches must be stored in your backpack outside of the classroom.
- Hats with brims are not allowed.
- No food or drink will be allowed in the examination room
- There will be no bathroom breaks during exams with a duration of 90 minutes or less so please plan accordingly. For exams longer than 90 minutes where bathroom breaks are permitted, students will only be allowed to exit one at a time.
- You are not be permitted to ask any questions regarding the examination content.
- You may ask for assistance if you have a computer problem.
- If you feel that a question is misprinted or incorrect, you should attempt to answer the item to the best of your ability with the information provided. Challenging individual test questions is not allowed.
- Prior to leaving the exam area, students need to see a “green screen” indicating the exam has been uploaded.

Lab Practical Policy

PRACTICAL EXAM POLICY: The practical examination and/or skill check is used to assess the student in the cognitive, affective, and psychomotor domains. It is also used to assess patient and practitioner safety practices prior to treating patients in a clinical setting. Students are required to complete these experiences without placing the safety of the standardized patient at risk. To be considered passing students must pose no safety risk AND earn a grade of 80% or higher on each skill or examination. If this score is not achieved the student must still demonstrate their competency as outlined below.

Skills checks include assessment of an isolated skill or skills in a specific area of concentration. For skills checks, the format for remediation is subject to instructor discretion based upon the factors which necessitated the retake. The student must demonstrate proficiency in the skill to pass the

course. Although the remediation will be scored and must meet the 80% or above criteria with no safety concerns, the recorded score will be the original attempt at the skill.

Practical exams require the student to synthesize knowledge of several skills in order to carry out a task or series of tasks. These exams go beyond the skills check in complexity and often require the student to think critically. A student who is not successful on an initial attempt of a practical exam will remediate the exam. A new testing scenario may be provided; however, the original structure of the exam will remain intact. Students will earn a 20% reduction of their score on the second attempt. Three attempts will be provided, with the final attempt being scored with a 30% reduction of total points. Failure to pass a practical examination after three attempts may result in a failing grade for the course.

Exam Date Policy

Unless the University is unexpectedly closed, all exam dates are fixed. There will be no student-initiated changes in the dates and times on which tests/exams are taken and, with the exception of approved/documented absences (illness, bereavement, personal emergency, or military service), individuals or groups of students will not be permitted to take an exam at a different time or on a different day. In the case of individual students whose absence from an exam is approved, the exam may be rescheduled at the discretion of the course director and any other faculty members involved. The make-up exam may differ in form and content from the exam given on the scheduled date.

Providing any specific information about an examination to peers who have not yet taken the exam is considered a form of academic misconduct subject to the misconduct review process described in SD Board of Regents Policy 3:4 – Student Code (<https://www.sdbor.edu/policy/Documents/3-4.pdf>) and Policy 2:33 – Student Academic Misconduct (<https://www.sdbor.edu/policy/Documents/2-33.pdf>).

Students Requiring Accommodations

All students, including those with accommodations, will take the exam in the SCSC. Students needing an environment with minimized distractions will take the exam together in a small group room in the SCSC with a faculty member or other proctor present. The Office of Disability Services has reviewed and approved this policy.

Exam Integrity

At the beginning of each semester, students will be asked to sign the Exam Integrity Statement:

For this exam, I make the following truthful statements:

- *I have not received, I have not given, nor will I give or receive, any assistance to another student taking this exam, including discussing the exam with students in another section of the course.*
- *I will not use any non-instructor approved electronic device to assist me on an exam.*
- *I will not plagiarize someone else's work and turn it in as my own.*
- *I will not make copies, notes, or reproduce any question, by any method including memorization, from any quizzes or exams at any time. I acknowledge that this exam belongs to the Department of Occupational Therapy. Removing exam material from the classroom or reproducing it in any manner without express permission is considered academic misconduct.*
- *I understand that acts of academic dishonesty may be penalized to the full extent allowed by the University of South Dakota Student Conduct Code, including receiving a failing grade for the course and possible dismissal from the program. I recognize that I am responsible for understanding the provisions of the University of South Dakota Student Conduct Code as they relate to this academic exercise.*

Student Signature

Date

4.9: Laboratory Experiences

Students should realize that many courses require the student to examine and be examined by other students, and to practice learned techniques and procedures under the supervision of faculty members. As a result, occupational therapy laboratory sessions may require the student to dress in scrubs, shorts, T-shirts, halters or bathing suit tops so that the body part to be evaluated and treated may be adequately exposed. (See 3.16: Dress Code).

During any given laboratory session, students are responsible to disclose to the instructor any physical condition, medical condition, or disability that might make receiving certain examinations and techniques inadvisable. In no instance will a student be penalized if a physical condition, medical condition, or disability prevents him or her from receiving certain examinations or treatment procedures. However, the student must be able to perform the examinations and techniques. If a disability impacts a student's ability to perform the essential functions of occupational therapy, reasonable accommodations may be implemented to assure performance competency (refer to the section on ADA).

Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical problems without supervision from a licensed occupational therapist. The professional liability insurance that covers each student only covers the student when providing occupational therapy interventions with the appropriate supervision authorized by USD, with a current Memorandum of Understanding. In the same regard, students should not ask faculty to treat their medical conditions.

4.10: Readmission

Policy

Students who have been dismissed from, or for any reason left, the Occupational Therapy Program and who wish to be re-admitted must submit a letter to the Department Chair requesting readmission one year after dismissal. The student will be considered, provided adequate evidence that the conditions and/or factors that caused the prior poor performance have changed significantly, and there is reasonable expectation of satisfactory performance if permitted to resume studies. Specific actions may be stipulated as a condition of readmission. The Occupational Therapy Admissions Committee will review the readmission request on an individual basis and make recommendations to the OT Faculty for subsequent action.

Procedure

1. Upon receipt of a request for readmission, the Program Director will notify the Chair of the OT Admissions Committee and acknowledge receipt of the request to the student. The student will also receive a copy of the *Readmission Policy and Procedure*.
2. The Admissions Committee will review the student's request for readmission within 30 days from receipt of the request. This will be a closed meeting. The Admissions Committee may, at its discretion
 - Make a recommendation for readmission
 - Make a recommendation that the student not be readmitted
 - Request additional information from the student before making a recommendation
3. The Chair of the Admissions Committee will notify the Program Director of the recommendation formulated by the Admissions Committee no less than 10 days from the date of the decision.
4. The Program Director will then present the recommendation to the OT Faculty and request a determination on readmission.
5. The Program Director will notify the student of the decision in writing no less than 10 days after the decision.

4.11: Recording Program Experiences (CV & Résumé)

Students are encouraged to frequently update a professional résumé and/or curriculum vitae (CV). In doing so experiences should be reported in an accurate and reliable manner. For research experiences conducted as part of OCTH 784 and 786 the faculty advisor's name must appear in the description of the project as primary author. Research or presentations resulting from OCTH 801/802 must also include faculty name. Presentations given during the program should reflect the spirit of the assignment/activity. This means accurately portraying research and presentations. Examples are provided below as a guide in writing these activities in a professional résumé. Any modifications of this format must be approved through the department chair.

EBP Poster Presentations

Faculty Name, Student name(s). Year. Title of Project/Presentation. Poster Presentation of Critically Appraised Topic. Presented at University of South Occupational Therapy Research Day, Vermillion, SD

OCTH 786 Research Presentations

Faculty Name, Student name(s). Year. Title of Project. Oral Presentation. Presented at University of South Occupational Therapy Research Day, Vermillion, SD

4.12 Student Evaluation and Advising

Policy

A student evaluation is completed a minimum of twice yearly to review each student's academic and professional progress and to determine the student's eligibility for advancement to Level I/II Fieldwork. In special circumstances, student evaluations are scheduled with one or more faculty outside of the regularly scheduled semester evaluations.

Procedure

Individual student evaluation/advising will occur each semester as noted in the table below and on the Semester Calendar:

Class	Fall	Spring
1st Year	*Advisor/Advisee meet prior to 1 st exam to discuss academic progress 3 rd Week in October Student and Academic Advisor meet to discuss academic progress and professional development	3 rd Week in March
2nd Year	4 th Week in October	4 th Week in March

*Facilitates discussion regarding strengths/needs in present courses. At this time, document that the meeting occurred and any action needed or recommended.

Steps to Academic Advising:

1. Advisor/Faculty Complete USD OT Professional Development Assessment:

- A. Academic advisor will meet with his or her advisees each semester regarding academic progress and professional development.
- B. Faculty will meet prior to schedule advising meetings to discuss each student's progress and complete the PDA.

2. Meetings Are Scheduled:

It is the responsibility of the student to set up advising meetings with their advisor according to the schedule outlined above. Faculty will post sign-up sheets 1 week prior to the scheduled meetings. Students are encouraged to meet with their advisor more frequently as desired or needed.

3. Meeting Preparation:

A. Students will prepare:

- Professional Development Assessment: Students will complete a self-assessment using the *USD OT Professional Development Assessment* each semester prior to the meeting.
- Course grades (midterm or final): Students will review course grades on SelfService and calculate midterm grades based on assignment feedback thus far.

B. Advisor will prepare:

- USD OT Professional Development Assessment: As a group, faculty will assess each student's development of professional behavior and provide feedback, which the advisor will discuss with the student.
- Academic Progress: Faculty will review the student's academic progress and other pertinent data.

4. Progression and Documentation of the Meeting:

The student and faculty advisor meet to discuss the student's academic progress and professional development as outlined on the *USD OT Professional Development Assessment*. Each signs the document where indicated. The faculty member maintains the original in his or her office until the student leaves for FW, at which time it is placed in the student's academic file located in the department office.

**4.12.1: Professional Development Assessment
USD Occupational Therapy Department**

A student evaluation is completed a minimum of twice yearly to review each student’s academic and professional progress and to determine the student’s eligibility for advancement to Level I/II Fieldwork. In special circumstances, student evaluations are scheduled with one or more faculty outside of the regularly scheduled semester evaluations.

Scoring: The student will be ranked as novice, emerging, or Level II FW Ready for each professional behavior. A majority of descriptors must be achieved in order to score at the next highest rank. For example, for identifying as a professional, the student would move from novice to emerging when at least 3 of the 4 “emerging” exemplars have been demonstrated.

A student must achieve a Level II FW Ready ranking in all faculty-ranked professional behaviors in order to progress to Level II Fieldwork. In the event that this is not achieved, the student will be required to develop a remediation plan in collaboration with the faculty in order to progress to Level II Fieldwork per faculty discretion. Please refer to the OT Student Handbook for the complete professional behavior policy and procedure.

Student:

Advisor:

Emotional Regulation Questionnaire

Emotional Regulation Questionnaire	
---------------------------------------	--

Stress Indicators Questionnaire

Indicators	Point Total	Personal Stress Levels	Comments:
Physical			
Sleep			
Behavior			
Emotional			
Personal			

Practice Specialization

YES	NO
If yes, review progress on specialization application (see application form in Shared Drive)	Spring 1: Fall 2: Spring 2:

Leadership

Reflection on yearly leadership and plans for future leadership	<i>Comments:</i>
---	------------------

Academic Progress

Initial Academic Advising Meeting (to take place before 1 st Exam)	<i>Comments:</i>
--	------------------

Meeting	GPA – OT program of study	Grade of C in any course? (list course and credits)	Midterm status (Satisfactory/ Unsatisfactory)	Probation (Yes/No)
Fall I				
Spring I				
Summer I				
Fall II				
Spring II				

Comments:

Professional Development Progress

1. Identifying as a professional						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> Able to define occupational therapy Follows USD OT policies and procedures Takes direction from others Maintains a positive attitude Able to identify preferred learning style Able to balance personal and professional commitments Accepts responsibility for own actions 	<i>Exemplars</i> <ul style="list-style-type: none"> Follows facility policies regarding dress code, use of social media, safety procedures, etc. during Level I clinical experiences Actively contributes to the work of the group Develops personal and professional goals and revises them as appropriate Takes initiative for own learning 	<i>Exemplars</i> <ul style="list-style-type: none"> Able to critique own performance and limitations Tolerates inconsistencies between classroom and clinical experiences Demonstrates basic proficiency with OT intervention Promotes OT Articulates value of OT Understands role of OT in clinical settings
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

2. Organization & time management						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> • Prioritizes tasks • Prepared for class • Demonstrates punctuality • Meets assignment deadlines 	<i>Exemplars</i> <ul style="list-style-type: none"> • Consistently organizes and manages time effectively to meet curricular due dates • Demonstrates adequate preparation for the task at hand • Consistently makes good use of time 	<i>Exemplars</i> <ul style="list-style-type: none"> • Able to manage multiple assignments/cases effectively • Demonstrates flexibility as schedule changes necessitate
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

3. Dependability						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> Manages time to meet deadlines Arrives on time for class and scheduled events Recognizes level of organization required to meet basic priorities 	<i>Exemplars</i> <ul style="list-style-type: none"> Takes initiative for own learning Recognizes level of organization and priorities required 	<i>Exemplars</i> <ul style="list-style-type: none"> Demonstrates established priorities and organization Demonstrates advanced preparation Takes initiative to participate and complete extra commitments and responsibilities
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

4. Verbal & Written Communication						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<p><i>Exemplars Verbal</i></p> <ul style="list-style-type: none"> Verbally participates in class activities Contributes ideas and opinions with clarity <p><i>Written</i></p> <ul style="list-style-type: none"> Writes clear and concise papers and presentations 	<p><i>Exemplars Verbal</i></p> <ul style="list-style-type: none"> Demonstrates ability to present clearly and concisely in class settings Uses professional language appropriately Able to modify language based on audience Generates questions and initiates class discussion <p><i>Written</i></p> <ul style="list-style-type: none"> Writes legible clinical documentation Demonstrates emerging ability to document clinical encounters Creates effective audio-visual materials to supplement class presentations Demonstrates ability to write a logical and organized scholarly paper using APA format 	<p><i>Exemplars Verbal</i></p> <ul style="list-style-type: none"> Consistently uses professional language in clinical settings Demonstrates clarity in communication Uses assertiveness as appropriate <p><i>Written</i></p> <ul style="list-style-type: none"> Demonstrates basic proficiency in documentation of clinical encounters Clinical documentation is clear and accurate Demonstrates ability to create effective patient education materials Demonstrates ability to effectively disseminate scholarly information using APA format
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

5. Cultural competence						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> • Demonstrates willingness to understand perspectives different from their own 	<i>Exemplars</i> <ul style="list-style-type: none"> • Demonstrates ability to seek out and apply knowledge of unfamiliar cultures 	<i>Exemplars</i> <ul style="list-style-type: none"> • Applies cultural competence in Level I FW settings
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

6. Adherence to ethical standards						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> Aware of the AOTA Code of Ethics and Ethics Standards Developing understanding of ethical behavior 	<i>Exemplars</i> <ul style="list-style-type: none"> Can define areas of the AOTA Code of Ethics and Ethics Standards Seeks out more information in ethical dilemmas Identifies ethical standards 	<i>Exemplars</i> <ul style="list-style-type: none"> Applies the AOTA Code of Ethics and Ethics Standards Demonstrates good ethical principles in social media and communication Demonstrates ethical standards in clinical reasoning
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

7. Supervisory process						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> • Accepts constructive feedback • Identifies ways to assess own performance • Seeks feedback from peers and faculty 	<i>Exemplars</i> <ul style="list-style-type: none"> • Utilizes personal assessment to modify performance • Recognizes poor response in situations and modifies accordingly • Assumes responsibility for supervision beyond skill level 	<i>Exemplars</i> <ul style="list-style-type: none"> • Appropriately responds to constructive feedback • Provides constructive feedback with sensitivity and objectivity • Demonstrates appropriate response to supervision during Level I Fieldwork
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

9. Interpersonal skills

Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> Actively participates in small and large class settings Demonstrates active listening skills 	<i>Exemplars</i> <ul style="list-style-type: none"> Demonstrates ability to develop therapeutic rapport during classroom and Level I FW experiences Collaborates effectively with others 	<i>Exemplars</i> <ul style="list-style-type: none"> Demonstrates ability to develop therapeutic rapport with a diverse clientele Able to lead small groups effectively

Comments

Fall I	
Spring I	
Fall II	
Spring II	

10. Intrapersonal coping skills (student self-evaluation)						
Fall I	Spring I	Fall II	Spring II	Novice (N)	Emerging (E)	Level II FW Ready (R)
				<i>Exemplars</i> <ul style="list-style-type: none"> Identifies own stressors Identifies potential resources for assistance 	<i>Exemplars</i> <ul style="list-style-type: none"> Seeks assistance as needed Maintain balance between professional & personal life Established outlets to cope with stressors 	<i>Exemplars</i> <ul style="list-style-type: none"> Prioritizes multiple commitments Responds calmly & effectively to urgent situations Assists others in recognizing stressors Established support network for self
Comments						
Fall I						
Spring I						
Fall II						
Spring II						

I have read and discussed all of the above with a faculty member of the University of South Dakota Department of Occupational Therapy.

Initial Academic Advising Session

Student signature & date _____

Faculty signature & date _____

Fall I

Student signature & date _____

Faculty signature & date _____

Spring I

Student signature & date _____

Faculty signature & date _____

Fall II

Student signature & date _____

Faculty signature & date _____

Spring II

Student signature & date _____

Faculty signature & date _____

4.13: Student Membership in Professional Organizations

4.13.1: American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association (AOTA) is the nationally recognized professional association which represents the interests and concerns of over 38,000 occupational therapists, occupational therapy assistants, and students of occupational therapy.

Mission Statement

The American Occupational Therapy Association advances the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public.

Vision Statement

AOTA advances occupational therapy as the preeminent profession in promoting the health, productivity, and quality of life of individuals and society through the therapeutic application of occupation.

Centennial Vision Statement

By the year 2017...We envision that occupational therapy is a powerful, widely recognized, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs.

Membership

Annual membership dues (basic package) are \$150 for OTs and \$125 for OTAs.

Student Membership: \$75

To qualify, students must be enrolled in an OT or OTA program accredited or granted developing program status by the Accreditation Council for Occupational Therapy (ACOTE®), who have not yet taken the National Board for Certification in Occupational Therapy, Inc. (NBCOT) examination. (Exception: Occupational therapy assistants enrolled in accredited educational programs for occupational therapists.) **Receive full member benefits.**

Member Benefits

Subscriptions

- **American Journal of Occupational Therapy** (6 issues/year)
- **OT Practice** (22 issues/year)
- **Special Interest Section Quarterly** (1 printed quarterly subscription of your choice; online access to all 11 plus archives)
- **AOTA's 1-Minute Update** e-newsletter (25 issues/year)
- **Scope of Practice Issues Update** e-newsletter (12 issues/year)
- **Federal Legislative Issues Update** e-newsletter (12 issues/year)

Quality Continuing Education

- Online Courses, Self-Paced Clinical Courses, Conference Session Webcasts, and more
- Discounted AOTA Annual Conference & Expo registration
- Discounted National Student Conclave registration

Professional Resources

- **800-SAY-AOTA**-your toll-free connection
- Exclusive access to AOTA's **Evidence-Based Practice Resources**
- Biweekly **1-Minute Update**-a quick read of the profession's latest news
- Professional contacts and support through **list serves** and **OT Connections**
- Access to the Wilma L. West Library, the world's **largest occupational therapy literature collection**
- Discounted **OT Search** access and free full article downloads at **AJOT Online**
- **Critical research** through the American Occupational Therapy Foundation
- Important professional and personal **financial** products you need, at competitive rates
- **The global perspective** of the World Federation of Occupational Therapists

- Safeguarding **practice** and **education standards**

Web Site

- <http://www.aota.org>, 2000+ pages loaded with material and updated almost every day
- "**Members Only**" access to the wealth of resources

Advocacy

- **Advocacy** to protect occupational therapy and expand the profession-in Washington, in state capitals, with policymakers across the country...on Medicare, in state licensure, for special education, with reimbursement, and more
- **Political involvement** through AOTPAAC
- Targeted public **awareness** campaigns and consumer outreach (see <https://www.promoteot.org/>)

Discounts

- As much as **30% savings** on today's top books and continuing education products
- Insurance Programs and Product Discounts from Affinity Partners

Career Resources

- <https://www.aota.org/Education-Careers/Advance-Career/OT-Job-Link.aspx> AOTA's Online Career Center that provides a direct link to employers and members-only resume posting privileges

Special Interest Sections

How it Works: *(For OT, OTA, and Student-Plus members only.)* Designate 3 selections for your SIS profile; these provide **extra FREE benefits**, including voting rights and more, and they let us know what you want to know. Update your profile as often as your needs change.

- 1 printed *SIS Quarterly* subscription of your choice
- Voting rights
- FREE Open Access to all 11 Special Interest Sections (SISs) and their networks and subsections
 - Online access to all 11 *SIS Quarterly* newsletters, list serves, and archives.
 - Timely answers, contacts, and professional support through the vast network of dynamic **Special Interest Section** list serves
- Opportunities for professional **leadership** and **recognition** – participate in **COOL**

Join AOTA, renew your annual membership, or update your information online or call toll-free 1-800-SAY-AOTA (1-800-729-2682).

4.13.2: Assembly of Student Delegates (ASD)

The membership of the Assembly of Student Delegates (ASD) is made up of the student members of AOTA. Annually, the ASD Delegate from each educational program represents the school at the ASD Pre-Conference Delegates Meetings. ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the Executive Board, the ASD Steering Committee is present to serve the ASD membership by synthesizing Delegate concerns in order to represent the student point of view to the Executive Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.

ASD Mission

The mission of the Assembly of Student Delegates is to support student members of AOTA by communicating their interests and advancing their professional contributions. This Assembly upholds the AOTA mission, promotes Association membership, and provides a forum for the development of student leadership and political awareness to enhance the viability of the profession.

4.13.3: Commission on Education (COE)

The Commission Education (COE) is one of three standing Commissions established by AOTA Bylaws together with the Commission on Practice and the Ethics Commission. The COE serves the American Occupational Therapy Association (AOTA) to promote quality occupational therapy education for OTs and OTAs relative to the needs of educators, students and consumers. The COE provides educational leadership, envisioning the future while addressing current issues with the membership.

4.13.4: Pi Theta Epsilon Honor Society

Pi Theta Epsilon (PTE) was developed as a specialized honor society for occupational therapy students and alumni. This society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited schools across the United States. In January 1994, the Alpha Tau Chapter of PTE was established at the University of South Dakota.

The objective of this society, as outlined by the Founders of PTE was to contribute to the advancement of occupational therapy through special projects of its members; to provide a basis for relationship among the accredited schools of occupational therapy; and to work in cooperation with the aims and ideals of the occupational therapy club (known as the Student Occupational therapy Association of SOTA). At present, the mission of Pi Theta Epsilon is to support the practice of occupational sciences and the practice of authentic occupational therapy by promoting research, leadership, and scholarly activities by its members. In this way, the organization serves not only the profession, but helps to ensure quality health care services for the general public.

A student shall be invited to apply for membership in PTE if she or he is among the top 35% of the OT class, calculated from the student's cumulative scholastic record since entering the occupational therapy program, and has a GPA of at least 3.5 on a scale of 4.0. In the application, candidates must submit a piece of scholarly written work as evidence of the applicant's ability, as well as a short essay (250 words) stating why she/he wishes to join PTE. Invitations to apply will be sent to eligible individuals at the completion of the 1st and 2nd semesters. The initiation ceremony will be held annually in January. Members of the Alpha Tau Chapter have been involved in a number of professional and service activities.

4.13.5: South Dakota Occupational Therapy Association (SDOTA)

(Student membership fee is \$15)

Benefits of Your SDOTA Student Membership:

- Advocacy for the profession of Occupational Therapy.
- Safeguarding of practice standards through support of the SD Licensure Act
- Networking with practicing clinicians.
- Opportunities for professional growth.
- Discounts on SDOTA sponsored continuing education opportunities.
- Newsletters and special mailings.
- Access to occupational therapy materials through the SDOTA library.
- Access to member-only information on the SDOTA website.
- Annual directory of SD licensed Occupational Therapists and Occupational Therapy Assistants.
- Opportunity to serve on SDOTA committees.

4.14: Textbooks and Required Materials

The textbooks required for the Occupational Therapy program comprise your professional library, one that we hope you will continue to add to throughout your career. Textbooks used in professional programs are different from those purchased in courses as an undergraduate student. Faculty selects these textbooks with the understanding that they will be used throughout your program, often in multiple courses; for board exam preparation; and during your career as an independent practitioner. Faculty rely not only on their expertise and experience, but also on the results of national OT program surveys to determine which texts are most appropriate for each course. The National Board for Certification in Occupational Therapy uses the results of these textbook and journal surveys to write board exam questions. Given all of this, the program strongly discourages textbook rental or sharing among classmates, nor use of earlier editions of the required text. Textbook selection and edition may change from year to year so relying on information from current 2nd or 3rd year students is not advised.

Please be prepared by purchasing your textbooks in a timely manner through the USD bookstore website or another source. The USD bookstore also provides access to marketplace information so you can comparison shop among other sellers. You will have reading assignments to complete prior to the first day of class and will need texts for lab the first week. Not having received your textbooks in time because you did not purchase them early enough is not acceptable.

A laboratory kit created specifically for the USD OT program is a required item and must be purchased through the Student Occupational Therapy Association in a timely manner so it is received by the first day of class. Items in the kit will be used in multiple courses throughout the program.

Laboratory clothing is selected by the department and is available through an online website. Instructions for purchase are provided by email prior to the start of classes.

4.15: The Teaching and Learning Process

Student Responsibilities in the Teaching/Learning Process

Graduate student responsibilities and deadlines can be reviewed on the [Graduate School](#) website. **All students are expected to be familiar with the general policies of the University, and those of the Graduate School and Occupational Therapy Program. Students are held individually responsible for complying with all of the requirements of the rules and regulations set forth by The University and the SD Board of Regents.** Refer to the online USD Student Handbook and Graduate Catalog for complete policies.

Freedom in Learning

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

Disability Services

Disability Services

North Complex Commons room 116

Phone: 605-658-3745

disabilityservices@usd.edu

<https://www.usd.edu/About/Departments-Offices-and-Resources/Disability-Services>

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Faculty Responsibilities in the Teaching/Learning Process

Program faculty members have three essential functions: 1) education of students for careers as occupational therapists, 2) research/scholarship that contributes to the advancement of knowledge, and 3) service to the profession, university, and society. Faculty members are granted academic freedom in pursuit of these functions but also have explicit responsibilities to students and to the institution. Faculty members create an atmosphere conducive to learning by:

1. Providing a clear statement of course policy and requirements, including criteria for grading, attendance requirements, final examination date, and a description of assignments.
2. Evaluating each student's academic performance impartially.
3. Giving examinations in such a manner as to minimize the potential for academic dishonesty.
4. Responding promptly and consistently to any concerns about, or allegations of, academic or professional misconduct

Instructors are fully responsible for the operation, management and conduct of their classes within the limits of policy as determined by the faculty and by program accreditation standards. The following policy was adopted by the University Senate on June 6, 1984, as amended on June 6, 2001:

Students are to receive, from the instructor, at the beginning of each course a written statement of course policy and requirements. These will include criteria for grading, attendance requirements, final examination date and student responsibilities related thereto, and any other special assignments, e.g., term paper or projects. The statement shall also include the office hours of the instructor which are regularly maintained during the academic term. A statement of course policy and requirements will be filed by each instructor with his/her department chair.

**APPENDIX A:
HEALTH AND
SAFETY POLICIES &
PROCEDURES &
GENERAL STUDENT
INFORMATION**

HEALTH AND SAFETY POLICIES & PROCEDURES & GENERAL STUDENT INFORMATION

CAMPUS PUBLIC SAFETY

EMERGENCY PHONE NUMBERS

ALL EMERGENCIES

911

FROM ON-CAMPUS

9-911

NON-EMERGENCIES
PUBLIC SAFETY

677-5342

The University Police Department consistently strives to ensure the safety of the University community and the surrounding area. **The officers work closely with the University Administration and the Vermillion Police Department.**

The University Police Department is the agency responsible for law enforcement on campus. In addition to law enforcement, the department is responsible for operating the Campus heating plant, Parking and Traffic Management, and Escort Services. UPD is located in the Davidson Building, directly south of the ID Weeks Library, in the heart of campus. Our office is open 24 hours a day, 365 days a year.

Our staff is composed of full-time Police Officers and part-time Security staff. Full-time Police Officers are sworn in as Vermillion City Deputy Police Officers and receive the same training as other City Police Officers. Each Officer is required to attend the South Dakota Law

Enforcement Academy in Pierre, SD. In addition to law enforcement, our officers respond to all medical emergencies on campus. Subsequently, many of our officers are certified EMTs. Crime prevention and education are high priorities of UPD. We work with all members of our community to find answers to problems and address concerns of those we serve.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED) POLICY

Introduction

Automated External Defibrillators (AEDs) are a lightweight, portable computerized medical device that can save lives. They are designed to be used by persons trained in basic skills such as cardiovascular pulmonary resuscitation (CPR) and require limited training for their proper use. Following a simple setup process, the AED can check a person's heart rhythm and can recognize a rhythm that requires a defibrillation shock, advise when one is needed, and can provide that shock. Used properly, AEDs can save many persons experiencing sudden cardiac arrest.

AEDs in Sanford Coyote Sports Center

There is one AED located in the Teaching and Research Laboratory (TRL room 310). This unit is located near the west interior door next to the fire extinguisher.

AEDs in Lee Medicine and Science Hall

There are five AEDs located in Lee Medicine and Science Hall. Four units, Physio-Control LIFEPAK 500 AEDs, are located in alarmed wall cabinets located in the public areas. In the lower level, the AED is located outside of LeeMed 15. On the first, second and third floors, the AED's are located outside of the restrooms at the south end of the building. The cabinets are alarmed such that opening the door will trigger an audio and visual strobe alarms.

Training in AED Usage

There are many levels of CPR/AED training offered by the American Heart Association. The training requirements for CPR/AED process are fulfilled by any American Heart Association training program covering CPR/AED, including the basic "heart saver" training.

Students enrolled in the OT and PT programs are all trained in AED use during their normal basic life-saving courses

Faculty, staff and students certified in CPR/AED use will be required to receive refresher training once every two years.

Liability and Good Samaritan Laws Relating to AED Use

SDCL 20-9-4.4 provides civil immunity for emergency use or nonuse of AED by a lay person. Anyone may, at their discretion, provide voluntary assistance to victims of medical emergencies to the extent appropriate to their training and experience.

20-9-4.4. Civil immunity for emergency use or nonuse of AED. Any person, who in good faith obtains, uses, attempts to use, or chooses not to use an AED in providing emergency care or treatment, is immune from civil liability for any injury as a result of such emergency care or treatment or as a result of an act or failure to act in providing or arranging such medical treatment.

Maintenance of AEDS

The USD Safety Officer will be responsible for maintaining all records for the AED units housed in the Sanford Coyote Sports Center. This will include the following:

- Guidelines for use
- Manufacturer's instructions
- Training records for faculty, staff and students and a description of the training program
- AED Incident Reports
 - AED Incident Reports will be automatically reported to the USD AED Program Coordinator.
 - If your program requires reporting to another point of contact (i.e., medical director), you are expected to make the report to that point of contact in addition to reporting to the BPSOC.

The USD Safety Officer will monthly inspect all AEDs in SCSC to verify they are in proper working order and in adherence to manufacturer specifications. A tag will be maintained on each unit for documentation of monthly inspection. Units found not to be in proper working order will be removed from service until they are repaired or replaced

Required Equipment

Each wall-mounted AED unit should have accompanying the unit the following supplies:

- Adult AED electrodes. Pediatric electrodes are optional but strongly encouraged for areas where children may be involved in our educational process.
 - At least one spare set of adult and pediatric electrodes should be available for each model of AED.
 - At least one set of batteries for each model of AED should also be available.
- Safety razor for shaving chest hair when necessary to apply the AED pads
- Cardiovascular pulmonary resuscitation barrier (face shield or mask) for protection from infectious disease
- Two pairs of unused medical examination gloves (size large or extra-large)

GENERAL SAFETY

Building Safety Point of Contact

USD designates for all academic and administrative buildings a single BSPOC. This person is responsible for the coordination of the emergency response for this building and plays a vital role in the campus safety structure and in building evacuations. BSPOC, or their designee, is responsible for disseminating non-emergency information throughout the building and developing and maintaining a contact tree for their building to communicate both emergency and non-emergency information. The Lee Med BSPOC is Daniel Bird. Dr. Bird can be reached by email at Daniel.Bird@usd.edu or by telephone at 605-658-6325 (landline to office).

EMERGENCY GUIDELINES - ACTIVE SHOOTER

To Faculty, Staff and Students:

- Remain calm.
- Plan a strategy for survival.
- Make the best choice given the situation.

If Shooter is Outside your Building:

- Go to a room that can be locked.
- Close and lock windows and doors. Turn off lights.
- If possible, get down on the floor, keep quiet, and try not to be visible from outside the room.
- One person should call 9-911. Advise the dispatcher what is taking place and where.
- Unfamiliar voices may be the shooter attempting to lure you out. Do not respond until you can verify with certainty it is police or USD staff known to you.

If Shooter is in the Same Building as You:

- Lock the room if possible. Follow procedures above.
- If the room cannot be locked, block the door with desks, file cabinets, etc.
- Depending on location of shooter, determine if there is a nearby location that can be reached safely or if you can safely exit the building.
- If you move, make sure you have an escape route and plan in mind.
- Do not attempt to carry anything while fleeing.
- Move quickly and keep your hands visible so police can see that you are not carrying weapons.
- Follow the instructions of police.
- Leave wounded victims where they are and notify authorities of their location as soon as possible.

If Shooter Enters Your Office or Classroom:

- Remain calm.
- If safe to do so, alert police to the shooter's location. Dial 9-911. If you cannot speak, leave the line open so dispatcher can listen.
- If there is no opportunity for escape or hiding, and after all other options have been exhausted, attempting to overpower the shooter with force may be your last resort.
- If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter.

What to Expect from Responding Police Officers:

- Police are trained to proceed immediately to the area in which shots were last heard. Their purpose is to stop the shooting quickly.
- Responding officers will normally be in teams. They may be dressed in regular patrol uniforms, or they may be wearing external bulletproof vests, kevlar helmets, and other tactical equipment. The officers will be armed with guns. Regardless of how they appear, remain calm, do as the officers tell you, and do not be afraid of them.
- Put down anything you may be carrying and keep your hands visible at all times.
- The first officers will not stop to aid injured people. Other officers and emergency medical personnel will follow to remove injured persons.
- Keep in mind that after you have escaped to a safer location, the entire area is still a crime scene.
- Police will usually not let anyone leave until the situation is fully under control and all witnesses have been identified and questioned.
- Until you are released, remain where authorities designate.

EMERGENCY GUIDELINES - BOMB THREAT

About Bomb Threats:

- Bomb threats are usually received by telephone, sometimes by note or letter.
- Most bomb threats are intended to create panic – but all such calls must be taken seriously.
- Bomb threats are assumed to be real and considered a threat to the university and its operations.

If You Receive a Bomb Threat:

- If you are on campus and receive a threat of any kind, immediately call 9-911.
- If possible, get a coworker to call while you talk with the caller. Permit the caller to say as much as possible without interruption.
- Then ask questions:
 1. Where is the bomb?
 2. When is the bomb going to go off?
 3. What kind of bomb is it?
 4. What does the bomb look like?
- Take notes on everything said and your observations about background noise, voice characteristics, caller's emotional state, etc.
- Use the [Bomb Threat Checklist](#) to document your observations.
- University Police will advise if evacuation is necessary.
- If there has been a threat, and you see a package or foreign object, do not touch it. Immediately call 9-911.
- If an explosion occurs at any time, report it immediately.
- False reporting of a bomb threat is a Class 6 Felony.

On-Campus Housing

- In case of a bomb threat, a determination will be made by University officials whether to evacuate a building or not.
- If the decision is to NOT evacuate, students will be notified a bomb threat exists and can then decide whether to evacuate or remain in a University building.
- Safe alternative sites are identified and available for students if they choose to evacuate.

EMERGENCY GUIDELINES – FIRE

Prepare in Advance:

- Know locations of exits.
- If your work station is located within an office, know exactly how many doors you will pass to reach the nearest exit. In heavy smoke, exit signs may be invisible but you can count the number of doors you pass.
- Know locations of fire alarms and fire extinguishers. Fire extinguishers are found in the Teaching and Research Laboratory (310), in the hallway near the Physical Therapy Chair's office (385), and in the hallway near the east door to the ADL suite (361).
- Know where the general assembly area is located outside of the building.
- Do not leave assembly area or re-enter building until instructed by institutional authorities or emergency personnel.

Fire Procedure in Lab or Classroom

- Each OT student receives instruction on fire suppression techniques of portable fire extinguishers, causes of fires, and basic fire prevention principles through the *Sanford Success Center* curriculum.
- If a small fire occurs in one of the labs, portable fire extinguishers are available for use by trained personnel. Before deciding to fight a fire, follow RACE:
 - R**escue (remove person(s) from immediate fire area)
 - A**ctivate the building fire alarm, then call security at 5342 from a safe location
 - C**onfine the fire by closing all doors

Evacuate if the fire is spreading beyond the point of origin or if the fire could block your exit or you are not sure how to use an extinguisher

OR

Extinguish the fire if you have activated the fire alarm and closed doors, the fire is small and contained, you have a clear exit from the fire and you have been trained on the proper use of an extinguisher within the last year.

Remember – fire spreads quickly. If you cannot extinguish it in 30 seconds, get out.

- Fire extinguishers in the hallway just outside the ADL suite (A361) and in the PT faculty section of the hallway near the back entrance to A351. These extinguishers are rated Class A, B, & C and are intended for all types of fire.
- To activate a fire extinguisher, remember the acronym **PASS**:
 - Pull pin on fire extinguishers,
 - Aim hose at base of fire, standing 3-4 feet away
 - Squeeze handles steady and slowly
 - Sweep hose side-to-side across base of fire
- For larger fires, GET OUT. Close the doors to confine the fire as much as possible.
- If your clothing catches on fire, STOP...DROP...ROLL.
- Follow directions of institutional authorities and emergency personnel.

**When a Fire Alarm is Activated in your Building
(Refer to Lee Med Evacuation Procedure):**

- Proceed to the nearest exit.
- Feel the door, top and bottom, for heat (use back of hand).
- If door is hot, do not open. If door is not hot, open slowly.
- Stand behind the door and to one side; be prepared to close it quickly if fire is present.
- Use the stairway for exit; do not use the elevator. Close the stairwell door behind you.
- Stay low when moving through smoke; walk down to the ground floor and exit.
- Do not return to the area until instructed to do so by emergency personnel.

If Trapped in a Room:

- Place cloth material around/under the door to prevent smoke from entering.
- Retreat. Close as many doors as possible between you and the fire.
- Be prepared to signal from window but DO NOT BREAK GLASS unless absolutely necessary.
- If caught in smoke - drop to your hands and knees and crawl or crouch low with your head 30 to 36 inches above floor, watching the base of the wall as you go.
- Hold your breath as much as possible; breathe shallowly through your nose using shirt as filter.
- If forced to advance through flames - hold your breath. Move quickly and cover head and hair.

EMERGENCY GUIDELINES - HAZARDOUS MATERIALS

Hazardous Materials:

- Includes fuels, janitorial supplies, chemicals, and other items and materials such as fluorescent lights, batteries, asbestos, and paints.
- All students will be instructed to use, handle, and dispose of chemicals as indicated by the container instructions. A current MSDS manual is available in Main Office (A375A).
- The OT Program stores chemicals/products in small amounts so they do not require specialized storage. All products will have appropriate labels as to contents and hazards contained in or associated with the product. At minimum, manufacturer labels will be on all containers.
- Waste products will be disposed of in accordance with SD EPA regulations.

For Spills and Accidents:

- Notify your supervisor and contact Public Safety immediately.
- If spilled chemical is flammable, extinguish all nearby sources of ignition.
- If a person has been splashed with a chemical, wash them with plenty of water for at least 15 minutes, remove all contaminated clothing, and get medical attention.
- If a person has been overexposed by inhalation, get the victim to fresh air; apply artificial respiration if necessary, and get medical attention.
- In other cases of overexposure, get medical attention and follow the instructions of the medical professional.

EMERGENCY GUIDELINES - TORNADO**Terms:**

- Tornado Watch means conditions are favorable for tornadoes. Listen to local radio and TV stations for further updates.
- Tornado Warning means a tornado has been sighted or radar indicates rotation in the clouds. TAKE SHELTER!

Civil Defense Sirens:

- Sirens are designed for persons who are outdoors.
- Persons indoors are expected to be aware of the weather and to listen to media for further information.
- If the siren has sounded and stopped, it should not be construed as an all-clear. Wait for the media to issue the all-clear.

Sirens:

- Tone For Three (3) Minutes - Severe weather. Seek shelter immediately.
- Alternating high/low tones - Firefighter notification. No immediate danger to general public.
- Siren Activation:
 - Sirens will be activated for imminent emergencies that require citizens to seek immediate shelter.
 - Sirens will not be activated for severe thunderstorm warnings.
 - Sirens will be activated for tornado warnings affecting the Vermillion or Wakonda areas.
 - Sirens will be activated by spotter request if they feel the situation is dangerous to the general public.
 - Sirens will be activated when The National Weather Service or The Office of Emergency Management provides direct information of immediate danger.
 - There will not be an all-clear sounded once the danger has passed.
- Listen to KVHT Radio 106.3 for current updates and situation reports.

If a Tornado Warning is Issued:

- If inside, go to a safe place in the building - normally basement areas, interior hallways, and locations away from windows. (Refer to Evacuation Plan)
- If outside, go to the basement of a nearby sturdy building. Take shelter in a ditch, creek or other depression if close.
- If in a motor vehicle, get out immediately and head for safety. Vehicles are not safe in tornadoes. Do not take shelter under a bridge or bypass structure.

Tornado Shelter Procedures:

- If you are off campus and in Vermillion, the following locations have been identified as shelter locations.
 - Hillside Community Church - 1800 Constance Drive
 - Trinity Lutheran Church - 816 East Clark Street
 - Vermillion Fire & EMS Station - 820 North Dakota Street
 - Public Safety Center - 15 Washington Street
 - National Guard Armory - 603 Princeton Street

After a Tornado:

- Remain in safe areas away from broken glass and other sharp debris, and away from power lines, puddles containing power lines, and emergency traffic areas.
- While waiting for emergency personnel to arrive, render aid to those injured.
- Keep everyone out of damaged parts of buildings.
- Ensure nobody is using matches or lighters, in case of leaking natural gas pipes or fuel tanks nearby.

Emergency Evacuation Plan

In the event that the Sanford Coyote Sports Center (SCSC) must be evacuated, the following procedures shall be followed.

Upon activation of the fire alarm, all persons within the SCSC will immediately begin exiting the building through the nearest available exit route.

Elevators should NOT be used during an evacuation event unless necessary for the evacuation of a disabled/handicapped person.

Prior to leaving the room, any open fires, hot plates, coffee pots, or similar equipment should be turned off. Electrical equipment that cannot be left unattended for prolonged periods should also be turned off prior to exiting the room.

Each section of the SCSC has two or more faculty/staff identified as being responsible for sweeping through their areas and making sure all persons that can leave have evacuated. Each member of this sweep team has full access to all rooms in their area and is authorized to open and verify all rooms are vacated during an evacuation event.

Designated persons from each floor will quickly survey the floor to assure that evacuation is in progress or completed. The following staff have been designated:

Main Arena/North Corridor –	Arena Operations Manager
West Practice Courts –	Athletics Facility Worker
Weight Room –	Coach, Strength and Conditioning
Administrative Offices –	Asst. Athletic Director, Administration
KSM –	Division Chair, KSM
Upper Concourse –	Sr. Associate AD, Operations
OT/PT –	Front Office Staff, OT/PT

All persons within the SCSC will convene on the lawn south of the SCSC near the north edge of the parking lot. This will allow quick assessment for any missing persons and avoid interference with the emergency responders. In the event of weather conditions where shelter is desired, please move away from the SCSC and go inside the North end of the Dakota Dome for comfort and safety.

EMERGENCY EVACUATION MAPS

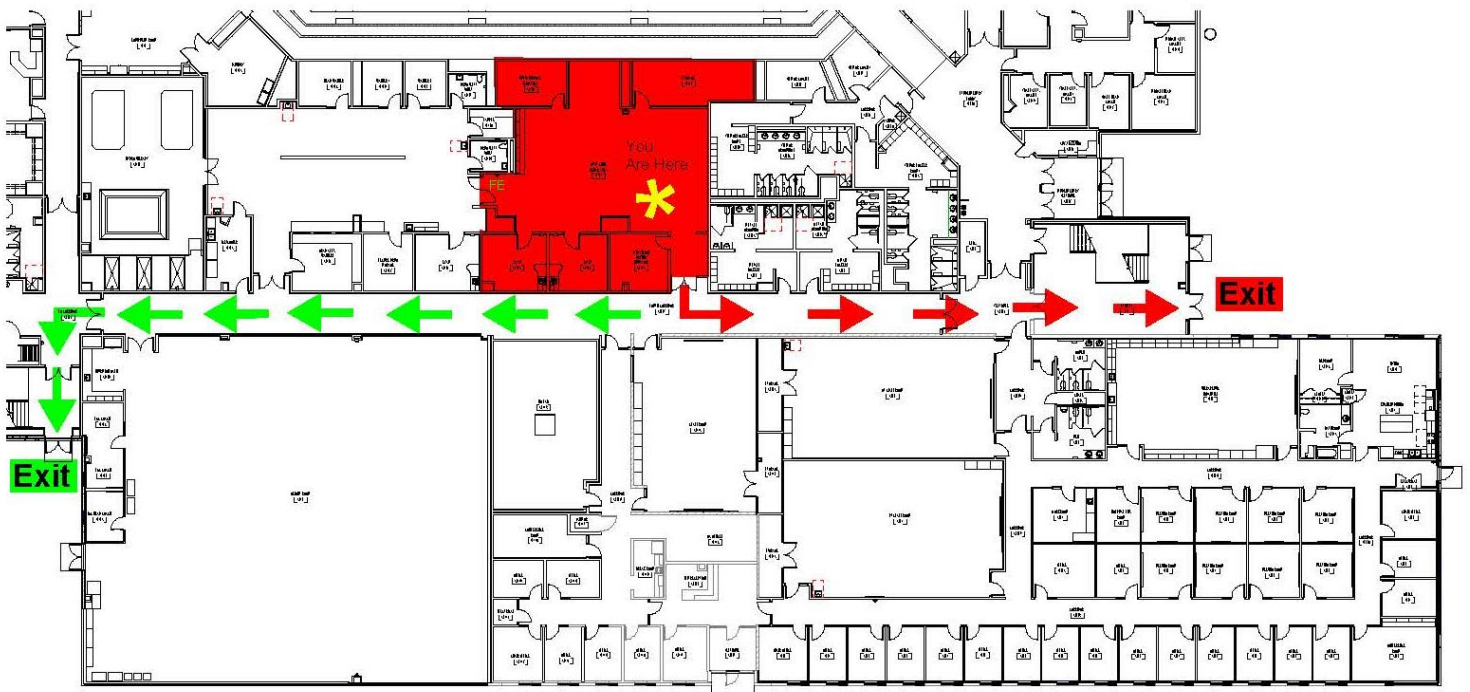
Occupational Therapy and Physical Therapy Emergency Evacuation



Fire Evacuation

- All Persons within the OT/PT Building to convene on the lawn south of the Sanford Coyote Sports Center.
- Fire Extinguishers are designated with an FE on the plan.

Teaching and Research Laboratory Emergency Evacuation



Fire Evacuation

- All Persons within the OT/PT Building to convene on the lawn south of the Sanford Coyote Sports Center.
- Fire Extinguishers are designated with an FE on the plan.

SEVERE WEATHER PLAN








In the event of severe weather alerts such as tornado or severe thunderstorm, persons within the SCSC should immediately proceed to any centrally located windowless rooms on the first floor of the building using the fastest route available. The preferred locations are the Teaching and Research Laboratory, interior windowless classrooms, and interior bathrooms. In the event that the first floor is not available or cannot be reached safely, persons within the SCSC should immediately proceed to any windowless rooms.

Designated staff from each area will quickly survey the area to assure that evacuation is in progress or has been completed. The following staff have been designated:

Main Arena/North Corridor – West Practice Courts – Weight Room – Administrative Offices – KSM – Upper Concourse – OT/PT –	Arena Operations Manager Athletics Facility Worker Coach, Strength and Conditioning Asst. Athletic Director, Administration Division Chair, KSM Sr. Associate AD, Operations Front Office Staff, OT/PT
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SHARPS DISPOSAL

Sharps and Laboratory Glass Disposal

<p style="text-align: center;">NEEDLES AND OTHER SHARPS</p> <p>Sharps: Items designed to cut or puncture skin and sharp items contaminated with human blood and body fluids.</p> <ul style="list-style-type: none"> Needles and syringes with needles Lancets Scalpels and razor blades Contaminated broken vials, hematocrit tubes, Pasteur pipettes and laboratory slides  <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>OSHA-Approved Sharps Container: Closable, puncture resistant, leakproof, plastic sharps container.</p> <p>Obtain from: Laboratory supply/safety catalog.</p> </div>  <p style="text-align: center;">↓</p> <p>Disposal Procedure:</p> <ul style="list-style-type: none"> Collect in an OSHA-approved sharps container. When full take to a sharps collection area and deposit container in the red plastic collection can. (Ask your building manager for the location) 	<p style="text-align: center;">HAZARDOUS GLASS AND PLASTIC</p> <p>Hazardous Glass and Plastic: Items that can injure if disposed of in normal trash containers.</p> <ul style="list-style-type: none"> Pasteur pipettes Other pipettes and tips Uncontaminated slides and cover slips Broken or fragile glass  <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Sturdy, Leakproof Cardboard Boxes:</p> <ul style="list-style-type: none"> Use plastic liner. Double box or tape seams to contain waste. Use packing tape, not lab tape or masking tape. Limit weight to 20 lbs. Limit bottom size to 12 x12 Use discarded boxes or obtain boxes from a lab supply catalog. </div>  <p style="text-align: center;">↓</p> <p>Disposal Procedure:</p> <ul style="list-style-type: none"> If contaminated with infectious agents or human blood, decontaminate first. Empty the item of hazardous chemicals and drain liquids. Tape box closed. Mark box with the words "Hazardous Glass for Disposal" and your room number. Place in hallway next to your lab door. 	<p style="text-align: center;">EMPTY BOTTLES, OTHER GLASS AND PLASTIC</p> <p>Unbroken Glass and Plastic: Items that present no hazard if disposed of as normal trash.</p> <ul style="list-style-type: none"> Petri dishes (decontaminated) Sturdy test and centrifuge tubes Empty bottles  <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Regular Lab Wastebasket</p> </div> <p style="text-align: center;">↓</p> <p>Disposal Procedure:</p> <ul style="list-style-type: none"> If contaminated with infectious agents or human blood, decontaminate first. Empty the item of hazardous chemicals, rinse and drain liquids. Place in wastebasket Place large (4 liter) bottles next to wastebasket. 
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STANDARD PRECAUTIONS

Policy: It is standard policy that all body substances except sweat will be regarded as contaminated with the potential for transmission of serious illness. Therefore, all students in fieldwork settings will be expected to utilize a system of Universal (Standard) Precautions for the prevention of contact with these body substances.

Definition: Universal (Standard) Precautions is a system of infection control/precautions which places emphasis on the health care worker to consider all body fluids as potentially infectious for HIV, HBV or other pathogens and to adhere rigorously to infection control practices for minimizing the risk of exposure to the body fluids of all patients regardless of the patient's inpatient/outpatient status.

Key Points:

Each fieldwork setting shall have a system of universal (standard) precautions that is consistent with recommendations from the Centers for Disease Control and OSHA Bloodborne Pathogens Final Standard.

The system focuses on isolating all blood and moist body substances (except sweat), dry blood, mucous membranes and non-intact skin from personnel by the use of appropriate barriers. Physician orders for special precautions may be initiated in instances where airborne, droplet, or contact precautions, or protective isolation is required.

The system fulfills a standard of care that interrupts cross-contamination of organisms from colonized and infected patients to others. It provides comprehensive protection for health care workers and patients from known and unknown sources of infection. It is used for all patients at all times.

The system relies on persistent, consistent applications of principles: 1) as outlined and 2) as these actions are determined necessary by the assessment of the healthcare worker.

Students shall be oriented to the standard precautions policies and procedures of the fieldwork education facility.

Equipment:

The universal supplies and equipment that students may need are usually available in patient care areas:

1. Gloves
2. Gowns
3. Masks/eye protection/facial shields
4. Signs
5. Isolation linen
6. Microshields, resuscitation equipment
7. Hand washing facilities

Procedure:

A. Personal Protective Equipment

- Is considered "appropriate" ONLY if it does not permit blood or other potentially infectious materials to pass through or to reach the employee's clothes, street clothes, undergarments, skin or mucous membranes.
- Shall be readily accessible in all patient care areas. All staff shall be knowledgeable of its location.
- Lack of practicality, concern regarding patient perception, discomfort in wearing personal protective equipment are NOT considered acceptable criteria for refusing to wear PPE.

1. Gloves: Gloves shall be worn when it can be reasonably anticipated that an employee may have hand contact with blood or potentially infectious materials; when performing vascular access procedures or when touching contaminated items or surfaces. Gloves may also be worn to minimize potential transfer of organisms from the healthcare worker to the patient.
 - a. Use sterile gloves for procedures involving contact with normally sterile areas of the body.
 - b. Use examination gloves for procedures involving contact with mucous membranes and non-intact skin (unless otherwise indicated) and for other patient care or diagnostic procedures that do not require the use of sterile gloves.
 - c. Change gloves between patient contacts. Always wash after removal.
 - d. Do not wash or disinfect surgical or examination gloves for reuse. Washing with surfactants may cause “wicking,” i.e., the enhanced penetration of liquids through undetected holes in the glove. Disinfecting agents may cause deterioration.
 - e. Use general purpose utility gloves (e.g., rubber household gloves) for housekeeping chores involving potential blood contact and for instrument cleaning and decontamination procedures. Utility gloves may be decontaminated and reused but should be discarded if they are peeling, cracked or discolored, or if they have punctures, tears or other evidence of deterioration.
 - f. Use gloves for activities/procedures which involve contact with mucous membranes/non-intact skin including, but not limited to: suctioning, oral care, perineal/genital care, bowel care, open lesion care, urinary drainage or emptying, handling of all specimens, handling of heavily soiled linen, starting and manipulating IV/arterial lines and stopcocks, emptying fluid- filled containers.
 - g. Gloves are used when cleaning up blood/body fluids.
 - h. Proper Glove Removal: To remove gloves without spreading germs or chemicals, never touch your skin with the outside of either glove. Follow these steps:



1.

- Grasp the palm of one glove near your wrist.
- Carefully pull the glove off.



2.

- Hold the glove in the palm of the still-gloved hand.
- Slip two fingers under the wrist of the remaining glove.



3.

- Pull the glove until it comes off inside out.
- The first glove should end up inside the glove you just took off.
- Dispose of the gloves safely.



4.

- Always wash your hands after removing gloves. Gloves can have holes in them that are too small to be seen.

2. Gowns, Aprons and Other Protective Body Clothing
 - a. Wear an impervious gown in instances where clothing may become soiled or wet. Change clothing and cleanse skin as soon as possible if contamination of clothing/skin occurs.
 - b. Personnel during care of patients infected or suspected to be infected with significant organisms (e.g. antibiotic resistant organisms) wear gowns.
 3. Masks/Goggles/Shield Masks
 - a. Wear in instances of possible splashing, spraying, spatter or droplets where contamination of skin and mucous membranes can be reasonably anticipated.
 - b. Wear a surgical mask to provide protection against infectious large-particle droplets spread by coughing, etc.
- B. Linen and Laundry
1. Use isolation linen (individual or packs) as necessary.
 2. Any handling of contaminated linen/laundry shall require the use of appropriate barriers.
- C. Hand washing shall be considered an integral part of universal precautions, as well as good personal hygiene. Wearing gloves is NOT an acceptable alternative to hand washing. Instead, a combination of the two is necessary to interrupt infection transmission to patients or personnel.
- Procedure:
1. Remove jewelry unless it has been worn during a procedure.
 2. Wet hands under running water.
 3. Keeping hands lower than elbows, apply soap or antiseptic.
 4. Use friction for at least 10 seconds to clean between fingers, palms, back of hands, wrists and forearms.
 5. Rinse under running water.
 6. Use paper towels to dry hands.
 7. Use paper towels to turn off the faucet and discard.
 8. Use lotions after washing to prevent dermatitis, chapping and chafing.
- D. Other
1. Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lens are prohibited in work areas where there is reasonable likelihood for exposure to infectious materials.
 2. HIV (+) persons require no procedures in addition to the above listed standard precautions/procedures. All patients' blood and body fluids except sweat are considered potentially positive for bloodborne and other pathogens and thus are treated as such.

**APPENDIX B:
SCHOLARLY
PAPER/AUTHORSHIP
CONTRACT**

The University of South Dakota
Occupational Therapy Department
Scholarly Paper/Project Authorship Contract for Occupational Therapy Students

I, _____ (please, print your name), accept the honor of being included as an author for the paper/project entitled,

or any future versions of the title. In electing to be an author for this paper/project, I certify that my role in the work reported was not that of simply collecting data but rather I meet the following criteria:

- 1) I made substantial contribution to the work during the conception and design, data gathering, and/or data analysis and interpretation phases;
- 2) I participated in drafting the paper/project report and making critical revisions for substantial intellectual content;
- 3) I am prepared to read and contribute in a timely manner to the revisions and edits of the reviews of the paper/project report as requested by the principal investigator/project leader until the paper/project comes out in publication or is concluded appropriately; and
- 4) I participated in the work substantially enough to be able to take public responsibility for it.

I further declare that I have no obligation for further involvement in this work beyond the publication of this paper/dissemination of this project. However, should I be interested in continued involvement in the study/project in the future, I have the option to contact the principle investigator/project leader to declare my interest.

Signed _____ Date _____

APPENDIX C: SOTA BYLAWS AND CONSTITUTION

Constitution
University of South Dakota
Student Occupational Therapy Association

Revised: 3/27/14; 10/13/15; 5/27/16; 9/25/19; 9/14/21; 5/3/22

ARTICLE I: NAME

The name of this organization is the Student Occupational Therapy Association (SOTA).

ARTICLE II: PURPOSE

Section 1: To better serve the common interests of current and future occupational therapy students.

Section 2: To enhance the Occupational Therapy program at the University of South Dakota.

Section 3: To promote education, awareness and interest of the profession of occupational therapy throughout the community.

Section 4: To develop and maintain group unity among members of SOTA and interaction with other allied health student organizations.

Section 5: To make members aware of legislation, and to affect change both separately and in conjunction with the South Dakota Occupational Therapy Association (SDOTA).

Section 6: To educate high school students, undergraduate students, and graduate students on the field of occupational therapy.

Section 7: To provide opportunities for occupational therapy students to expand and increase their clinical skills and knowledge of occupational therapy.

ARTICLE III: MEMBERSHIP

Section 1: Membership shall be open to any and all students attending The University of South Dakota. SOTA does not discriminate against anyone regarding race, color, religion, nationality, sex, national origin, age, disability, sexual orientation, economic status, marital status, veteran status, or parenthood.

Section 2: Active membership and voting privileges shall be obtained by meeting the following criteria:

- A student of The University of South Dakota,
- Absent at no more than two SOTA meetings throughout the year,
- Active participation in at least one committee, and
- Minimum participation in at least two activities per semester in the form of planning, volunteer worker, donation, or other identified participation in a SOTA sponsored event or activity

ARTICLE IV: EXECUTIVE BOARD

Section 1: The executive power of SOTA shall be vested in the Executive Board.

Section 2: The Executive Board shall consist of the president, vice-president, secretary, treasurer, committee chairpersons, SDOTA representative, ASD representative, 1st year representative, and faculty advisor.

Section 3: The executive board will meet one week prior to each SOTA meeting.

ARTICLE V: EXECUTIVE POWER AND DUTIES

Section 1: PRESIDENT-Responsibilities of the President include:

- Call to order and preside at all general SOTA meetings,
- Coordinate operations of committees,
- Set all meeting agendas,
- Co-sign bank account with the treasurer,
- Liaison to faculty advisor, and
- Attend all executive meetings.

Section 2: VICE-PRESIDENT-Responsibilities of the Vice-president include:

- Cooperate with the President and assume all duties in case of absence,
- Aid President in overseeing and coordinating operations of the organization,
- Attend all executive meetings,

- Organize Lunch and Learns, and
- Liaison to the Pre-Occupational Therapy Club faculty advisor to coordinate activities between the Pre-Occupational Therapy Club and SOTA as appropriate.

Section 3: SECRETARY-Responsibilities of the secretary include:

- Keep accurate records of all proceedings of the organization,
- Type the agenda for each monthly SOTA meeting,
- Record attendance at all SOTA meetings,
- Post minutes of SOTA meetings,
- Attend all executive meetings,
- Type attendance sheets for committee meetings, and
- Assist officers as needed.

Section 4: TREASURER-Responsibilities of the treasurer include:

- Pay all the bills,
- Generate a yearly budget,
- Sit on the fundraiser committee,
- Maintain the SOTA bank account, and
- Attend all executive meetings.

Section 5: COMMITTEE CHAIRS-Responsibilities of the committee chairs include:

- Organize meetings of the respective committee,
- Report to SOTA the activities of the committee, and
- Plan meetings in conjunction with committee members.

Section 6: SDOTA REPRESENTATIVE-Responsibilities of the SDOTA Rep include:

- Representation of OT/OTA issues and concerns, and
- Serve as the liaison between the student program committee, the executive board and the students.

Section 7: AOTA ASSEMBLY OF STUDENT DELEGATES (ASD)

REPRESENTATIVE-Responsibilities of the ASD Representative include:

- Liaison between USD SOTA and AOTA,
- Attends the annual ASD meeting prior to the AOTA's Annual Conference and Exposition and/or virtual meetings held throughout the year.
- Attends all the delegate meetings prior to the AOTA's Annual Conference and Exposition,
- Polls the student body for their avocations and concerns about current issues and proposed resolutions to the ASD Steering Committee,
- Relays the information obtained from Conference to the student body via delegate address, and
- Fulfills task force responsibilities.
 - o As taken from the *Handbook for Developing and Modifying a Student Occupational Therapy Association* (available at <http://www.aota.org/Students/ASD/38213.aspx>)

Section 8: FIRST YEAR REPRESENTATIVE-Responsibilities of the First Year Rep include:

- Represent the first year class at executive board meetings,
- Obtain opinions of the first year class on issues to share with the Executive Board, and
- Coordinate the operations of the first year class.

Section 9: FACULTY ADVISOR-Responsibilities of the faculty advisor include:

- Oversee and ensure that rules and regulations are being followed,
- Intervene and offer advice as needed,
- Be present at all monthly meetings, and
- Attend all executive meetings.

Section 10: Election of first year SOTA officers shall be determined by majority vote of SOTA members in January of each year. These officer-elects will be required to shadow their respective officers until April 30 of that year.

Section 11: The term of office of the Executive Board Members shall be one year beginning May 1 and ending April 30 of the following year.

Section 12: An existing Executive Board Member cannot hold the committee chair position.

Section 13: Each member of the Executive Board will be responsible for logging the activities, events and the procedures of how they were set-up within a logbook, which will be issued by the secretary at the beginning of each academic year.

ARTICLE VI: COMMITTEE MEMBERSHIP AND DUTIES

Section 1: SOTA members shall choose one committee on which to serve. The majority of committee members must be present in order for the committee business to be conducted. Section 2: COMMUNITY SERVICE COMMITTEE-The purpose of the committee is:

- To engage SOTA members in projects designed to provide services with the community, and
- Organize service projects each semester.

Section 3: FUNDRAISING COMMITTEE-The purpose of this committee is:

- To establish funds on which SOTA will operate, and
- Organize fundraising activities each semester.

Section 4: EDUCATION COMMITTEE-The purpose of this committee is:

- To promote awareness of occupational therapy to any or all of the following groups: patients, educational institutions, community organizations, and students in other health professions,
- Support the faculty with occupational therapy continuing education programs,
- Organize activities each semester to enable its members to volunteer outside of committee meetings,
- Organize Occupational Therapy Month (April) Activities, and
- Organize SOTA's participation in the Dakota Days Parade.

Section 5: RULES AND REGULATIONS COMMITTEE-The purpose of this committee is:

- To create the constitution of SOTA,
- Facilitate changes and amendments to the constitution,
- Assist the members in understanding and using parliamentary procedures, and
- Call meetings to order when necessary.

Section 6: SOCIAL COMMITTEE-The purpose of this committee is:

- Provide and promote social activities within SOTA and/or the USD community,
- Organize at least two social events each semester,
- Organize the "End of the Year Recognition Dinner," and
- Establish or extend support to any member of SOTA if absent due to serious illness, death within the family, maternity leave, or other unusual circumstances.

ARTICLE VII: AMENDMENTS

Section 1: Amendments to this constitution may be adapted at any regular meeting. All active members must ratify said amendment by a two-thirds vote. A written notice of the request to change an amendment needs to be presented to the SOTA board at least 24 hours prior to being brought to the floor. At the closest regular meeting, the proposed amendment will be presented. A vote for change will be conducted at the next scheduled regular meeting. All active members must ratify said amendment by a two-thirds vote. If a two-thirds vote is obtained the amendment will be carried out and the constitution will be modified to show the new amendment. Failure to obtain the two-thirds vote, the amendment change is denied until two-thirds vote is obtained.

Section 2: Voting – When voting is required, a motion should be made to vote and seconded. If a majority vote is not obtained, discussion may continue or be tabled. Once discussion has ended and a majority vote is obtained, the constitution will be modified to reflect the changes.

By-Laws
University of South Dakota
Student Occupational Therapy Association

ARTICLE I: COMMITTEE EXPENDITURES

Section 1: All spending decisions over twenty dollars must be approved by a majority vote of SOTA members.

Section 2: If a majority vote of SOTA members cannot be made, a spending decision less than fifty dollars must be approved by the executive committee.

ARTICLE II: ANNUAL ALLOCATION OF SOTA FUNDS

Section 1: At the beginning of the fall semester, monetary constitutional obligations will be set aside including reimbursement of the ASD representative's attendance at the ASD meeting (\$600). There will be a minimum of \$250 in the general fund at all times, the remaining money will be used for reimbursement of educational and leadership activities (determined by the reimbursement committee in the spring semester and the Guatemala Service Trip is not eligible). Any funds that remain unspent at the end of the year will be recycled back into the SOTA account.

ARTICLE III: FINANCIAL SUPPORT FOR LEADERSHIP AND EDUCATIONAL EVENTS

Section 1: Members who attend OT leadership or educational events may apply for reimbursement of a percentage of expenses for one event based upon their SOTA involvement during the current membership year. In order to ensure that all members receiving monetary support for OT leadership or educational events are active participants in SOTA projects and functions, the following requirements are established:

- Attendance at 75% of SOTA meetings prior to the event
- Attendance at 75% of committee meetings and events.
- Guatemala Service Trip is not eligible for SOTA reimbursement
If attending the event requires the student to miss class, students must first obtain approval from the course instructor to be excused from class in order to be eligible for reimbursement from SOTA.

Section 2: Committee chairpersons will be responsible for maintaining a record of member attendance and participation. The SOTA secretary will maintain an official list of member participation. Members will be responsible for tracking their participation in events eligible for reimbursement.

Section 3: Financial support for one OT leadership or educational event will be determined annually by a special committee of two first year and two second year members in addition to the current and incoming treasurers. Committee members will be appointed early in the Spring semester. This committee will divide allotted money on the basis of involvement in SOTA events listed in applications and "active participation" during the current membership year.

Section 4: Only certain expenses related to educational events are eligible for reimbursement. Each year, all members will vote on whether SOTA will pay for fleet vehicle use for educational events or personal vehicle use will be a reimbursable expense. Eligible expenses for reimbursement include:

- Registration fees
- Airfare
- Airport parking

- Lodging
- Transportation to/from airport/lodging (destination city)
- *If approved by vote that year:* Transportation in personal vehicles (to/from airport in home city or to/from destination if driving)

Expenses *not* eligible for reimbursement include:

- Baggage fees
- Meals
- Transportation to/from lodging/venue

Section 5: Applications for funding will be submitted to the treasurer by each individual who wishes to receive monetary support from SOTA for one OT leadership or educational event per year. Applications should include:

- Name, student ID, graduation year, permanent mailing address, event attended, and total amount requested
- Expense log and receipts for all eligible expenses
- List of funding from additional outside sources
- List of positions held (e.g., committee chair, executive board member)
- List of SOTA events involved in
- If applicable, a detailed list of sessions attended at conference
- If applicable, an agenda for course(s) attended

Section 6: The USD Occupational Therapy ASD representative is required to attend ASD meetings. If travel is required to attend the meeting held before AOTA conference, the ASD representative is entitled to reimbursement by SOTA for travel and lodging for the extra night associated with the meeting of an amount up to \$600, to come from the reimbursement SOTA fund. The ASD representative must provide documentation of travel and lodging prior to conference for approval by SOTA. If expenses for travel and lodging for the ASD meeting exceed \$600, the ASD representative can submit documentation of planned expenses to the SOTA treasurer and faculty advisor for review prior to the meeting. Following ASD meeting attendance, documentation of actual travel and lodging expenses must be submitted to the SOTA treasurer for reimbursement of actual expenses. These expenses must be at or under the amount approved by SOTA prior to the ASD meeting.

The ASD representative is also eligible for funding through the SOTA reimbursement process for costs associated with attending national conference including conference registration and lodging which exceed \$600.

Participation Agreement for SOTA

I, _____, have read and understood the constitution of the Student Occupational Therapy Association. I understand that I have to meet ALL of the requirements in order to receive financial support for national conference.

Signed _____ Date _____

Order of SOTA Meetings

1. Call to Order – President of SOTA
2. Roll Call – Secretary of SOTA
3. Officer Reports – Officers of SOTA
4. Committee Reports – Chairs of Committees
 - a. Community Services
 - i. Old Business
 - ii. New Business
 - b. Fundraising
 - i. Old Business
 - ii. New Business
 - c. Education
 - i. Old Business
 - ii. New Business
 - d. Rules and Regulations
 - i. Old Business
 - ii. New Business
 - e. Social
 - i. Old Business
 - ii. New Business
 - f. First Year Representative
 - i. Old Business
 - ii. New Business
 - g. Advisor Report
 - i. Old Business
 - ii. New Business

** Old Business

- Open Old Business – President will ask committee chair if there is any old business.
- If yes, Old Business will be announced/discussed. If no, move on to new business.
- o Motions – Motions are made by one person saying, “I make a motion that...,” and motion is followed by a second from anyone in SOTA saying, “I second that.”
- o Discussion – Discuss the motion one person at a time and discussion does not cease until a voting member motions to end discussion and motion is seconded. If required, a motion may be made to “table” discussion until a later meeting.
- o Voting – When voting is required, a motion should be made to vote and seconded. If a majority vote is not obtained, discussion may continue or be tabled. Once discussion has ended and a majority vote is obtained, the group moves to the next line of business. Repeat this format until all old business has been discussed.

**New Business

- Open New Business – President will ask committee chair if there is any new business.
- If yes, New Business will be announced/discussed. If no, move on to next committee.
- o Motions, discussion and voting will take place as described above.
- o Repeat this format until all new business has been discussed.
- 5. Announcements – Open to anyone that needs to announce important issues to SOTA
- 6. Meeting Adjourned – President of SOTA

APPENDIX D: STUDENT CONSENT FORMS



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

ACKNOWLEDGMENT OF HANDBOOK

I have received and read my copy of the USD Department of Occupational Therapy 2022-2023 Handbook.

I understand that I am expected to keep this handbook, familiarize myself with its contents, and follow the policies and procedures contained herein.

I have been informed of the Essential Functions of the OT Program at USD and have had the opportunity to ask questions. I have been provided with contact information for the Office of Disability Services. I understand that I must initiate the registration process with Disability Services in order to receive consideration regarding accommodations.

I further understand that any changes to the policies and procedures will be made in writing and that my academic advisor or the program director will inform me of any such changes.

Name: _____
(Please Print)

Signature: _____ Date: _____

Please submit this signed form to the Occupational Therapy Department Office (room A375A) using DocuSign by Friday, May 20, 2022 (OT2 and OT3 students) and Monday, July 25, 2022 (OT1 students).

Thank you.



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

Pledge of Professional Conduct

I understand that it is a privilege to be an occupational therapy student at The University of South Dakota and to become an occupational therapy professional.

Along with all privileges comes great responsibility; the responsibility to be honest, respectful, ethical, fair, caring, of high moral character, and to behave in a way that is consistent with these attributes.

Therefore, I pledge this day to uphold the privilege of being an occupational therapy student:

I will not engage in academic dishonesty, plagiarism, misrepresentation, harassment, discrimination, or any other form of unprofessional conduct;

I agree to treat others respectfully and conduct myself in a professional manner; and

I will abide by the Occupational Therapy Code of Ethics and Ethics Standards.

In doing so, I will espouse the values consistent with the Department of Occupational Therapy at The University of South Dakota and preserve the integrity of the occupational therapy profession.

Printed Name

Signature of Student

Date

EXAMPLE

University of South Dakota Confidentiality Statement

All patient Protected Health Information (PHI—which includes patient medical and financial information), employee records, financial and operating data of the practice, and any other information of a private or sensitive nature are considered confidential. Confidential information should not be read or discussed by any employee unless pertaining to his or her specific job requirements. Examples of inappropriate disclosures include:

- Employees discussing or revealing PHI or other confidential information to friends or family members.
- Employees discussing or revealing PHI or other confidential information to other employees without a legitimate need to know.
- The disclosure of a patient's presence in the office, hospital, or other medical facility, without the patient's consent, to an unauthorized party without a legitimate need to know, and that may indicate the nature of the illness and jeopardize confidentiality.

The unauthorized disclosure of PHI or other confidential information by employees can subject each individual employee and the practice to civil and criminal liability. Disclosure of PHI or other confidential information to unauthorized persons, or unauthorized access to, or misuse, theft, destruction, alteration, or sabotage of such information, is grounds for immediate disciplinary action up to and including termination.

Employee and/or Volunteer Confidentiality Agreement

I hereby acknowledge, by my signature below, that I understand that the PHI, other confidential records, and data to which I have knowledge and access in the course of my employment and/or volunteerism with University of South Dakota is to be kept confidential, and this confidentiality is a condition of my employment and/or volunteerism. This information shall not be disclosed to anyone under any circumstances, except to the extent necessary to fulfill my job requirements. I understand that my duty to maintain confidentiality continues even after I am no longer employed and/or a volunteer.

I am familiar with the guidelines in place at the University of South Dakota pertaining to the use and disclosure of patient PHI or other confidential information. Approval should first be obtained before any disclosure of PHI or other confidential information not addressed in the guidelines and policies and procedures of the University of South Dakota is made. I also understand that the unauthorized disclosure of patient PHI and other confidential or proprietary information of the University of South Dakota is grounds for disciplinary action, up to and including immediate dismissal.

Date

Signature of Employee and/or volunteer

Print Name

Supervisor

EXAMPLE



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

**The University of South Dakota
Department of Occupational Therapy
Permission to Use Academic Work as a Sample**

I grant the Department of Occupational Therapy to use assignment(s) which I have submitted as part of coursework in the Occupational Therapy Program of Study, as a sample of work for future students and/or for re-accreditation purposes. In order to prevent academic dishonesty or misuse, I understand that this sample will be maintained in a secure location accessible only to faculty and will not be used for any purpose other than that which has been stated.

Authorship regarding research papers submitted for publication will be negotiated with your Research Advisor and student colleagues.

Please initial the statement(s) that apply to you:

_____ I grant permission to use my work for the above stated purposes with acknowledgement of my name on the work.

_____ I grant permission to use my work for the above stated purposes provided that my name is removed from the work.

_____ I do not grant permission to use my work for the above stated purposes.

Printed Name: _____

EXAMPLE

Signature

Date



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

**RELEASE AUTHORIZATION
THE UNIVERSITY OF SOUTH DAKOTA
DEPARTMENT OF OCCUPATIONAL THERAPY**

I hereby grant to The University of South Dakota the non-exclusive and irrevocable rights and license to make, edit, and use pictures for publicity, news, or advertising – to include print, video, broadcast media, and the World Wide Web.

I release The University of South Dakota from any and all claims of payment for performance rights, residuals or damages for libel, slander, invasion of privacy, or any claims based on the use of said material.

Subject's Printed or typed name

Parent's Printed or typed name, if under 18

Printed or typed address

Subject's Signature

Parent's Signature, if required

Date

Date

OT Student Name

Course Information (e.g., OCH 710)

