

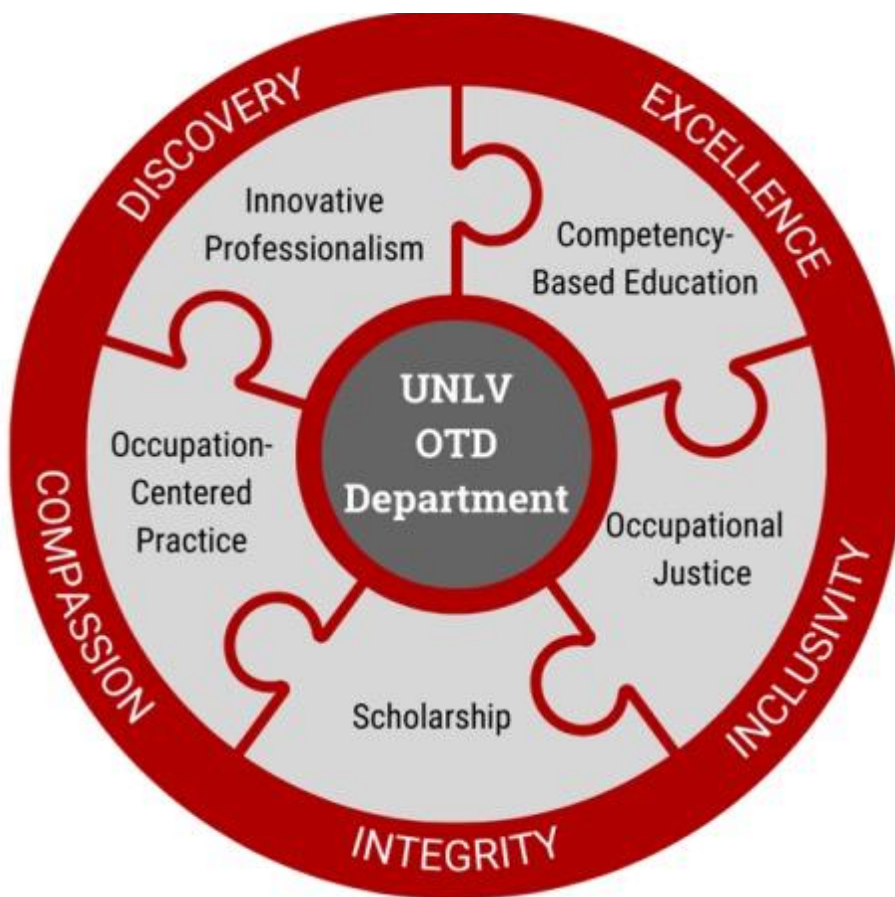


**Occupational Therapy Doctorate (OTD) Program Handbook
UNLV OTD Student Handbook Policies**

Occupational Therapy Program

School of Integrated Health Sciences

Updated January 2026



Welcome

Introduction

Welcome to the UNLV Occupational Therapy Doctorate (OTD) Program! You have worked hard on taking pre-requisite courses, submitting applications, and completing interviews which have resulted in your being selected to join the inaugural class. We believe that you have the potential to continue to work hard in achieving the competencies necessary to become an entry level occupational therapist. Your training will prepare you for clinical practice in a variety of clinical practice settings.

The first year of the program will expose you to foundational courses like anatomy and neuroscience, as well as other courses in theory and occupations. You will learn how occupational therapists evaluate and treat adults and older adults with a wide variety of clinical conditions, both in the physical health and mental health practice settings. You will complete a Level I fieldwork experience to gain hands-on experience in working with adult/older adult clients. Each of the intervention courses in the curriculum are designed to help you gain competencies you need for entry-level practice. You will also begin research methodology so that you will know how to incorporate evidence into practice. In the first year you will also be introduced to the Capstone project and encouraged to start identifying a topic.

The second year of study will start with your first Level II fieldwork experience – an in-depth experience working full-time for 12 weeks in a clinical practice setting with adults under the supervision of a licensed and experienced occupational therapist. The remaining two semesters in the second year will focus on working with infants, children, and adolescents. Other courses in evidence-based practice will include courses such as management, electives such as driving rehabilitation, assistive technology, neurological interventions, and pain management. You will learn how occupational therapists evaluate and treat infants, children, and adolescents with a variety of clinical conditions, both in the physical health and mental health setting. There will be a Level I fieldwork experience in which you will be assigned to a pediatric practice setting where you will obtain hands-on learning in working with children of all ages. You will continue to further develop your Capstone Project and begin to conduct the literature review.

In the third year of the program, you will take courses that focus on Emerging Areas of Practice, Teaching in Academia, and Capstone I. During the fall semester of the third year you will complete the second Level II fieldwork experience, this one in a pediatric practice setting, such as a school. You will work for 12 weeks full time under the supervision of a licensed occupational therapist who will help you gain the necessary competencies for entry-level practice. You will begin to focus on developing your individual Capstone Project, which is designed to pursue in-depth learning in an area of your choice. Each student will select a faculty mentor and a community site mentor. The last semester of the program will be focused on your Capstone Project in which you will be assigned to a community site for your Capstone Experience for 14 weeks on a full-time basis, immersed in learning about your topic. Concurrently, you will complete your Capstone Project which will result in both a scholarly paper and a professional presentation. If successful in meeting all degree requirements, you will graduate from the program with your occupational therapy doctorate (OTD) degree, and this will enable you to take the National Board for Certification in Occupational Therapy (NBCOT) certification examination. Passing the NBCOT examination will allow to pursue licensure as an occupational therapist in all 50 states.

The education you will be engaged in at UNLV will be a transformative process in which each course in the curriculum will build on previously learned material. This Handbook is designed to familiarize you with all of the aspects of the OTD program so that you are aware of both the resources and the expectations of you as a student. Please retain it as a reference.

The faculty and staff of the UNLV OTD Program are here to support your learning on your journey to becoming a member of the occupational therapy profession. We will collaborate with you throughout this journey and we welcome your coming to us at any time with issues, concerns, ideas, or suggestions.

Student Responsibility for Handbook Information

The information in this handbook is important and students are and responsible for being familiar with and following the information contained. Failure to read the information will not be considered an acceptable excuse for non-compliance. All students must read and sign/date the “Acknowledgment of Receipt of the UNLV OTD Student Handbook.” By signing this form, you are declaring that you have read and have been informed of the contents of the UNLV OTD Student Handbook. The Occupational Therapy Program reserves the right to change policies or revise curricula as necessary with Graduate College approval and will keep you informed of changes as they occur.

Waiver of Regulations

Rules and regulations in this UNLV OTD Student Handbook have been adopted by the occupational therapy faculty. If a student finds that extenuating circumstances might justify an exception to a particular regulation, the student may petition the Program Director of the Occupational Therapy Program at UNLV. If the results of the petition to the Program Director still justify an exception the student can then submit an appeal through the Graduate College.

University of Nevada, Las Vegas Top Tier Mission Statement

UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve.

UNLV will evaluate its' success as a leading research university by progress on these key measures:

- Impact of research, scholarship, and creative activities support intellectual activity, patents, and entrepreneurial activity fostered by UNLV maintaining Carnegie Classification criteria (research expenditures; doctoral degrees granted per year; number of non-faculty research staff, such as postdocs; and Carnegie Community Engagement status).
- Student achievement of learning outcomes with placement into preferred employment or post-graduate educational opportunities.
- Student, faculty, and staff continue supporting diversity, including maintaining UNLV's Minority Serving Institution (MSI) status and Hispanic Serving Institution (HSI) status.
- Quality and impact of clinical services.
- Alignment of our physical infrastructure and organizational effectiveness with Top Tier mission.
- A deeper engagement of UNLV with Las Vegas and the region to ensure ongoing alignment with our diverse community's needs and interests.

The core themes of UNLV, the objectives, and their indicators of achievement express the mission of the university. The core themes describe in broad statements what UNLV plans to accomplish and reflect the values that are shared by faculty and staff. Evaluation of the metrics associated with the indicators of achievement will demonstrate how effectively UNLV is carrying out its mission.

- Core Theme 1: Advance Student Achievement
- Core Theme 2: Promote Research, Scholarship, Creative Activity
- Core Theme 3: Create an Academic Health Center
- Core Theme 4: Foster Community Partnerships
- Core Theme 5: Socio-Economic Development
- Core Theme 6: Promote and Support a Culture of Social Justice, Equity, & Inclusion

School of Integrated Health Sciences Mission Statement

The School of Integrated Health Sciences (SIHS) primary mission is to provide quality education and service-learning, conduct basic, translational, and clinical research, and integrate excellence in teaching, research and service to improve health care in the communities that we serve.

UNLV OTD Program – Mission and Vision Statements

We empower future occupational therapy leaders through immersive, hands-on learning rooted in occupation-centered practice, clinical excellence, and ethical reasoning. Our program fosters scholarly inquiry and cultural humility while emphasizing advocacy and health equity. With a commitment to inclusive, community-engaged education, we prepare students to transform lives and advance the profession with compassion and confidence.

We envision innovative and creative occupational therapists inspired by their occupation-centered and competency-based foundation as clinical scholars empowered to serve diverse communities creating equitable opportunities for all.

Competency-based Education

Students will move through the CBE curriculum by demonstrating mastery of entrustable professional activities (EPA). These EPAs "represent a unit of practice that can be entrusted to a sufficiently competent learner and that requires proficiency in multiple competencies simultaneously. This approach provides a broad, practice-based focus for assessment rather than looking at individual, isolated competencies." (Chesbro, Jensen, & Boissonnault, 2018). EPAs are sequenced developmentally, i.e., increasing in complexity as the student progresses throughout the curriculum. This coincides with Ericsson's expertise theory which states that the rate of development of an expertise (or competence)

within a given domain is predicted by the amount of practice by an individual, coupled with a quality curriculum and expert coaching. In terms of patient safety, an EPA-based curriculum ideally provides a safe and justifiable way to gradually increase the responsibilities and autonomy of trainees.” (Shorey, Lau, Lau, & Ang, 2019). This culminates in spring end of term year 1 and year 2 an Observable Skills Competency Exam (OSCE), which must receive a Pass to enter Fieldwork IIa and IIb.

Curriculum Design

The curriculum design of the UNLV OTD program is based on the concepts of competency-based education. The curriculum threads are occupation-centered practice, competency-based education, scholarship, innovative professionalism, and occupational justice. The occupation thread focuses on the centrality of human doing, being, becoming, and belonging. Competency-based education focuses on clinical practice competencies needed for the practice of occupational therapy in adult rehabilitation, pediatric practice, mental health, and emerging areas of practice/primary care. The scholarship thread focuses on the competencies for Research Methodologies I, II, and III. The innovative professionalism thread focuses on those competencies needed for contemporary occupational therapy practice in the areas of leadership, lifelong learning to support professional development, professional service delivery, ethics, teaching, and specialization through the capstone project and experience.

Curricular Threads

Occupation-Centered Practice - Compassion

Utilizes evidence-based occupational therapy interventions to address the occupation-centered practice and to support engagement in everyday life activities that affect health, wellbeing, and quality of life in individuals across the lifespan. This thread focuses on the centrality of humans doing, being, becoming, and belonging.

Competency-Based Education -Excellence

Focuses on the achieving and demonstrating entry-level competence in evaluating patient performance in adult rehabilitation, mental health, pediatric practice, and emerging areas of practice and primary care through performing standardized and non-standardized assessments in classroom and clinical settings across the lifespan.

Scholarship - Integrity

Demonstrate competence in critically evaluating scholarship in each of the three research and evidence-based practice courses in the OTD curriculum, as evidenced by completing Critical Reviews of Research Studies assignments in each course leading to successful completion of Capstone.

Occupational Justice - Inclusivity

Engage in the ethical practice of occupational therapy through interprofessional collaborations and community engagement as outlined by the AOTA Code of Ethics (2015), each Professional Development Seminar class, and community-based learning.

Innovative Professionalism - Discovery

Focuses on the competencies needed for contemporary occupational therapy practice in the areas of leadership, lifelong learning, ethical practice, service delivery, and emerging areas of practice through Fieldwork, community engagement, and capstone.

The courses in the OTD curriculum align with the curriculum threads as follows:

(See front page graphic)

Occupation-Centered Practice - Compassion

Foundations of Occupational Therapy, Mental Health Practice I & II (with labs), OT Practice I & II (with labs) with Adults/Older Adults, Health & Wellness Interventions Across the Lifespan, OT Practice I & II (with labs) Children/Youth, Driving & Community Mobility, Assistive Technology & Environmental Modifications, Occupations Across the Lifespan, Functional Movement Activity Analysis (with lab)

Competency-Based Education -Excellence

Functional Anatomy with lab, Foundations of Occupational Therapy, Neuroscience for OT, Functional Movement (kinesiology), Mental Health Practice I & II (with labs), OT Practice I & II (with labs) with Adults/Older Adults, Health

& Wellness, OT Practice I & II (with labs) Children/Youth, Driving & Community Mobility, Assistive Technology & Environmental Modifications, Pain Management across the Lifespan, Emerging Areas of Practice & Primary Care, Fieldwork I A, B, Fieldwork II A & B, and, Capstone Experience< Neurological Interventions

Scholarship - Integrity

Evidence-based Practice; Research methodologies I, II, III, Capstone Preparation and Project

Occupational Justice - Inclusivity

Culture, Teaching and Learning I and II, Professional Development, Health Policy & Advocacy, Social Determinants of Health, Compassionate Care

Innovative Professionalism - Discovery

Emerging Areas of Practice, Leadership, Management

Centrality of Occupation

The profession of occupational therapy views occupation as being central to its philosophical base, recognizing that occupations bring meaning to people's lives, and that participation in occupations are a determinant of health and well-being (AOTA, 2017). The philosophy of occupational therapy education further advances the impact of occupation through its' assertion that "students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process...Education promotes clinical reasoning and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation" (AOTA, 2015).

Program Learning Theory

The predominant learning theory chosen for this program is social constructivism which posits that learners "construct new knowledge through the interaction between their previous skills and knowledge, the skills and knowledge gained from social interaction with peers and teachers, and social activities." Knowledge is actively constructed based on a learner's environment, the physical and social world, which makes it relative" (Mukhallalati & Taylor, 2019). Faculty in the OTD program will facilitate and guide collaborative learning through a variety of group projects. Social constructivism fits well into both classroom and clinical education, with its emphasis on collaborative learning within social contexts.

Program Goals

1. Increase a sustainable scholarship agenda for OT Program at UNLV by increasing student and faculty publications and national presentations by 50%.
2. 100% of graduates will achieve a passing score on the NBCOT exam.
3. Faculty and students will commit to ethical standards that support the values of the profession using the Professional Behavior Evaluation report.
4. Students and faculty will increase support of diverse occupational needs of individuals and communities to 20 hours or more during student's tenure.

Program Learning Outcomes (SLO)

Upon completion of the Occupational Therapy Doctorate (OTD) degree, students will be prepared to:

1. Engage in the ethical practice of occupational therapy as outlined by the AOTA Code of Ethics (2015) as measured through successful and passing evaluation in Fieldwork and Capstone Experience.
2. Identify, select, and engage in leadership and advocacy activities that promote occupational justice through meaningful community-based services with time spent totaling 20 hours or more during student's tenure, with a focus on addressing systemic barriers and advancing equitable participation for underserved populations.
3. Utilize evidence-based occupational therapy interventions to address the occupation-centered practice and to support engagement in everyday life activities that affect health, well-being, and quality of life in individuals across

the lifespan.

4. Demonstrate competence in critically evaluating research in each of the three evidence-based practice courses in the OTD curriculum, as evidenced by passing competencies within each course.
5. Achieve entry-level competence in evaluating patient performance through performing standardized and non-standardized assessments in classroom and community settings.

Student Learning Outcomes and Curricular Threads

SLO 1, 2, 3, 4, and 5 are supported through the Innovative Professionalism thread

SLO 1, 2, and 3 are supported through the Occupational Justice thread

SLO 2, 3, and 4 are supported through the Occupation-Centered Practice thread

SLO 3, 4, and 5 are supported through the Competency-Based Education thread

SLO 4 and 5 are supported through the Scholarship thread

Our Teaching Philosophy

Our teaching philosophy is rooted in the belief that a supportive and dynamic environment fosters growth, innovation, and success for both students and faculty. We strive to create a culture that prioritizes **occupational balance** for all—students, faculty, and staff—by recognizing the importance of maintaining equilibrium in both professional and personal spheres. This balance supports well-being, ensuring that everyone is empowered to excel in their roles.

Central to our approach is the belief in **supporting decision-making strategies**, both in and outside the classroom. We encourage students to think critically, make informed choices, and navigate challenges with confidence. Similarly, we empower faculty with the tools and strategies needed to create a transformative educational experience that benefits all learners.

At the core of our program is a **supportive environment for teaching and learning**, one that promotes **scholarship** and the pursuit of excellence. We foster an atmosphere where curiosity and intellectual exploration are not only encouraged but actively cultivated. By supporting scholarship for both students and faculty, we provide a foundation for **discovery and innovation**, enabling new ideas and solutions to emerge.

We believe that true education extends beyond the classroom, and so we emphasize **community engagement and service**. Our program strives to benefit those less fortunate than ourselves, instilling in our students a sense of responsibility to serve and uplift others. This commitment to service is paired with a dedication to **excellence**, ensuring that every individual involved in our program is prepared to lead with integrity, skill, and purpose.

Our approach is also guided by **collaboration**—both **inter-professionally** and **intra-professionally**—as we recognize the value of diverse perspectives in solving complex problems. Whether collaborating across disciplines or within our own community, we emphasize the power of working together toward shared goals.

To foster success, we maintain an **adapted environment** that supports successful interactions, ensuring that all individuals have the resources and support necessary to thrive. Our environment is one that is **guided with compassion**, valuing each individual's unique contributions while promoting personal and professional growth.

Ultimately, our program is committed to the **leadership** of both students and faculty, guiding them to make meaningful contributions to the profession and society. By fostering a supportive, innovative, and compassionate community, we empower our students and faculty to become leaders who not only excel in their fields but also serve as role models for future generations.

Instructional Design

Competence is viewed as developmental, meaning that the acquisition of knowledge and skills progresses incrementally and builds on previous knowledge. The curriculum design of the OTD program at UNLV reflects this with courses progressing in a developmental sequence from foundational to more complex building on concepts of occupational science and occupational therapy. For example, students take OCT 720 Functional Human Anatomy in their first semester, followed by courses focused on adult physical and mental health in the second and third semesters.

The second year of the curriculum focuses on children and youth, which involves foundational coursework in neuroscience and functional movement (Kinesiology). In the research thread, students start with Evidence-based Practice I (quantitative) and progress to Evidence-based Practice II (qualitative) research and then Evidence-based Practice III (systematic review) before moving on to their capstone project.

The mental health courses are sequenced in such a way as to build on competencies and complexities. Also, the first mental health course focuses on foundational concepts such as therapeutic use of self and communication before progressing to the study of therapeutic groups and psychopathology. There are two Level I fieldwork experiences in the curriculum, and community assignments in courses throughout the curriculum, which will provide exposure to competencies that will prepare students for Level II fieldwork and the culminating Capstone Experience.

The instructional design for the program is focused on active learning in classroom, lab, and clinical components of the program. To that end, students will be expected to have reviewed readings and powerpoint lecture notes prior to class, so that class time can be spent in learning activities such as discussion, reflection, group learning activities, community engagement, and role play. In this way, students will be engaged in actively constructing knowledge with each other through active discovery, solving problems, and reflection. Assessment of competencies will occur through a variety of methods, including quizzes, tests, lab practical exams, self-assessment, demonstration to instructor, written assignments, standardized patient encounters, simulations, Observable Skills Competency Exam (OSCE), and case studies.

Accreditation

UNLV is accredited by the Northwest Commission on Colleges and Universities (<http://www.nwccu.org>), an institutional accrediting body recognized by the Secretary of the US Department of Education. UNLV is classified as Research University with high research activity (RU/H) according to the classification system used by the Carnegie Foundation (<http://classifications.carnegiefoundation.org>).

The entry-level occupational therapy doctorate (OTD) program at UNLV has been awarded Accreditation status in 2022 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The website for ACOTE is <https://acoteonline.org>

Philosophy of Learning

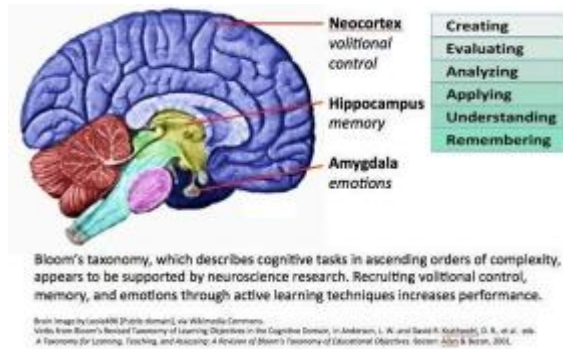
The philosophy of the OTD program is to educate students who will become our future colleagues within a competency-based education framework that recognizes their previous life experiences, provides multiple opportunities to achieve competencies, promotes innovative and evidence-based practice, and stimulates an interest in and commitment to life-long learning.

The philosophy of learning in the OT profession as articulated by AOTA (2018) views students as occupational beings. Through the curriculum and the way it is taught (pedagogy), students are engaged in a process that promotes clinical reasoning, critical thinking, cultural humility, and professional values, theories, evidence, ethics, and skills. Students are guided towards entry-level competence to collaborate with clients to increase their participation in health and wellbeing through engagement in occupation.

How Students Learn

Our beliefs about learning include the principles that learning involves changing the brain, and that active learning uses multiple processes involving multiple regions of the brain. We know from neuroscience research that cognitive functions associated with the lower levels of Bloom's taxonomy, such as understanding and remembering, are associated with the hippocampus (the area of the brain responsible for memory and spatial awareness). The higher-level cognitive functions of Bloom's taxonomy, such as creating, evaluating, analyzing, and applying, involve the cortical areas responsible for decision-making, association, and motivation.

The diagram below provides illustration.



More complex thought processes are more beneficial for learning because they involve a greater number of neural connections and more neurological crosstalk. Active learning strategies maximizes this crosstalk, stimulating a variety of areas of the brain and promoting memory. (Dubinsky, J., Roehrig, G., & Varma, S. (2013)

Neuroscience principles provide the foundation for addressing how students learn and how educators teach. Research into the neurobiology of learning has resulted in several learning concepts that can directly inform both teaching and learning.

1. Learning strengthens synapses. Remembering reactivates plasticity.
2. Different behaviors use different but overlapping circuits.
3. Experiences and genetics shape circuit development.
4. Rehearsal, application and self-evaluation lead to automaticity and mastery.
5. Salience and repetition strengthen synaptic and circuit development.
6. Emotions facilitate memory and decision-making.
7. Brain pathways, while similar across individuals, are shaped by unique experience.
8. Physiology influences learning, memory and decision making.
9. Nervous system complexity produces reasoning, communication, creativity, curiosity.
10. Safe learning environments provide opportunities for deeper learning. (Schwartz, Hinesley, Chang, & Dubinsky. (2019)

In the OTD program at UNLV, these principles will be reviewed with students so that they understand their own learning process. The concept of brain plasticity will be emphasized so that students can guide their own learning. Multiple teaching methods and a variety of learning experiences and assessments will be built into each course to reflect these principles.

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Purpose

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies can be directed to the Department Chair first with subsequent follow up should be directed to the Graduate College if needed: gradassociatedean@unlv.edu.

Department Graduate Faculty

A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](#).

Program Information

Graduate Catalog: Occupational Therapy Doctorate (OTD)

Contact Information

Program Director

Donnamarie Krause, PhD, OTR/L Donnamarie.krause@unlv.edu

Graduate Coordinator

Sharon Jalene, PhD
otdgradcoord@unlv.edu

Department Chair

Sharon Jalene, PhD
otd.chair@unlv.edu

Department Main Office

School of Integrated Health Sciences
Bigelow Health Sciences Building, Room 542

Program Requirements

Program requirements regarding admission, coursework and culminating experience are found in the graduate catalog.

Criminal Background Checks

All students enrolled in the occupational therapy program will have to complete a criminal background check at least one time during the course of the program. Students will be required to pay for the background check, which will then be assessed by any clinical site that requests it. A few clinical sites require the Academic Fieldwork Coordinator to verify a pass/fail on the background check according to a list of criteria in the appendices of the Educational Affiliation Agreement for that clinical site. UNLV will not be involved in the assessment of most of the background checks. If a student is unable to secure an affiliation in a specific setting due to their background check, the student may not be able to complete the occupational therapy program.

Capstone Committee Guidelines

The Doctoral Capstone Coordinator will oversee the Capstone process for all students in the OTD Program. A Faculty Mentor will be assigned for the individual Capstone Project. Each student will also identify a Community Site/Capstone Mentor from the community agency where the student will complete their Capstone Experience with the assistance of the Doctoral Capstone Coordinator. Each student's Capstone Project will align with the ACOTE areas of: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, or education, and the Faculty Mentor's area of expertise. The Capstone Coordinator, and Faculty Mentor, and if appropriate the Community Mentor will review and evaluate the student's defense of their Capstone Proposal and final Capstone Project Presentation. Students will begin learning about research competencies will start in the fall semester of the first year and continue each semester. There will be several Capstone Preparation courses throughout the curriculum that will prepare students for the in-depth learning experience. Students will work focus on the scholarship of the capstone project, resulting in a paper suitable for publication. See Capstone Manual for detailed policies on Capstone process.

Degree Program Benchmarks

Students will complete all coursework prior to beginning the Capstone Project, which will occur in the eighth semester of the program. During the Capstone Experience course in the ninth semester of the program, students will carry out their Capstone Project. Students will complete an oral defense of their Capstone Project adhering to Graduate College deadlines and requirements. Students must successfully complete two Level II Fieldwork rotations before Capstone Experience and Project can commence.

Program Timeline

The Occupational Therapy Doctorate (OTD) Program is spread out over three years, during the summer, fall and spring semesters. The curriculum totals 120 credits of the following courses:

SAMPLE PLAN OF STUDY (Official Program requirements are found in the Catalog)

Summer Semester 1st Year Courses – Credits - 9

OCT 720 Functional Anatomy and Movement with lab

5 credits

OCT 721 Foundations of Occupational Therapy

4 credits

1. Summer Semester 1st Year Courses - Credits: 9

Complete 9 credits by completing all of the following courses:

- [OCT 720 - Functional Anatomy](#)
- [OCT 720L - Functional Anatomy Lab](#)
- [OCT 721 - Foundations of Occupational Therapy](#)

1. Fall Semester 1st Year Courses - Credits: 18

Complete 18 credits by completing all of the following courses:

OCT 722 Neuroscience for Occupational Therapy	3
OCT 723 Functional Movement Activity Analysis	3
OCT 724 Mental Health Practice Across the Lifespan	3
OCT 725 Mental Health Practice Across the Lifespan	1
OCT 726 Occupational Therapy Practice I with Adults/Older Adults	3
OCT 727 Occupational Therapy Practice I with Adults/Older Adults Lab	1
OCT 739 Functional Movement Activity Analysis Lab	1
OCT 759 Occupations Across the Lifespan	3

2. Spring Semester 1st Year Courses - Credits: 19

Complete 19 credits by completing all of the following courses:

OCT 728 Evidence-Based Practice I Quantitative Research	3
OCT 729 Fieldwork 1A	2
OCT 730 Culture and Occupational Therapy Practice	3
OCT 733 Occupational Therapy Practice II with Adults/Older Adults	3
OCT 734 Occupational Therapy Practice II with Adults/Older Adults Lab	1
OCT 737 Teaching & Learning I	3
OCT 742 Mental Health Across the Lifespan	3
OCT 743 Mental Health Across the Lifespan Lab	1

3. Summer Semester 2nd Year Courses - Credits: 9

Complete 9 credits by completing all of the following courses:

OCT 740 Fieldwork IIA	6
OCT 741 Professional Development	3

4. Fall Semester 2nd Year Courses - Credits: 16

Complete 16 credits by completing all of the following courses:

OCT 736 Evidence-Based Practice II - Qualitative Research	3
OCT 744 Occupational Therapy Practice I with Children/Youth	3
OCT 745 Occupational Therapy Practice I with Children/Youth Lab	1
OCT 748 Professional Service Management	3
OCT 752 Health & Wellness Across the Lifespan	3

Choose either OCT 746 or OCT 776 (18 seats in each):

OCT 746 Driving and Community Mobility	3
OCT 776 Neurological Interventions in Occupational Therapy	3

5. Spring Semester 2nd Year Courses - Credits: 19

Complete 19 credits by completing all of the following courses:

OCT 738 Fieldwork IB	1
OCT 753 Occupational Therapy Practice II with Children/Youth	3
OCT 754 Occupational Therapy Practice II with Children/Youth Lab	1
OCT 755 Program Development / Grant Funding	3
OCT 757 Introduction to Social Determinants of Health	2
OCT 762 Health Policy & Reimbursement	3
OCT 766 Evidence Based Practice III Systematic Reviews	3

[Choose either OCT 750 or OCT 751 (18 seats in each):

OCT 750 Assistive Technology and Environmental Adaptation	3
OCT 751 Pain Management Across the Lifespan	3

6. Summer Semester 3rd Year Courses - Credits: 9

Complete 9 credits by completing all of the following courses:

OCT 764 Teaching & Learning II	3
OCT 765 Emerging Areas of Practice/Primary Care	3

OCT 780 - Compassionate Care: Death and Dying 3

7. Fall Semester 3rd Year Courses - Credits: 12

Complete 12 credits by completing all of the following courses:

OCT 760 Fieldwork IIB	6
OCT 763 OT Leadership III	3 TBD
OCT 800 Capstone Preparation	3

8. Spring Semester 3rd Year Courses - Credits: 9

Complete 9 credits by completing all of the following courses:

• OCT 801 Capstone Experience	6 credits
• OCT 802 Capstone Project	3 credits

Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College policy regarding academic integrity can be found in the [graduate catalog](#). All UNLV Student Policies and Procedures will be upheld.

UNLV University Student Policies and Procedures

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class

recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>

Disability Resource Center (DRC)

Disability Resource Center (DRC)

The DRC is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/rhhttps://www.unlv.edu/registrar/calendarsegistrar/calendars>

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy,

https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resourcespolicy_y , which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu>

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is

the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Graduate College..

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Academic Integrity

Academic integrity and ethical behavior are cornerstones of a high quality educational environment and the UNLV Occupational Therapy Program fully embraces the University Student Academic Misconduct of accepting no form of academic dishonesty <https://www.unlv.edu/studentconduct/misconduct/policy> In accordance with this policy, the UNLV Occupational Therapy Program has no tolerance for any acts of cheating, plagiarism, or other forms of academic dishonesty/misconduct. Under this policy, students will be reported to the Office of Students Rights and Responsibilities. If the student is found to be guilty of an act that violates our academic standards of performance, a grade of “F” will automatically be given for the course in which the act was discovered and the student may be subject to UNLV sanctions. The student will sign a document attesting to their understanding of this policy. The UNLV Occupational Therapy Program has also adopted the following policies:

- Since professional behavior is an important part of occupational therapy education, misrepresentation to the occupational therapy program in any form will be considered an academic issue.
- Students must always submit their own work unless the professor has given permission to do otherwise.

Academic Review Committee

An Academic Review Committee (ARC) will be assembled on an as needed basis from faculty members neutral to the issue at hand and assist the Program Director and Graduate Coordinator to oversee academic and professional behavior issues for students in the Occupational Therapy Program. Issues pertaining to students will involve their assigned Faculty Advisor and a neutral faculty member or one identified by the student. Disciplinary actions referred to the ARC are confidential and will follow the following procedures:

- Any breach of professional behavior will be immediately addressed by the instructor or fieldwork educator supervising a student.
- The Program Director will be informed of the incident, who will then forward the information to the student's Faculty advisor as appropriate.
- The incident will be documented and placed in the student's file.
- Depending on the situation, either the student's Faculty advisor or the Program Director and Graduate Coordinator will arrange for formal advisement with the student and include a neutral faculty member from within or outside the Program.
- If a situation warrants ARC involvement, the arranged faculty member serving the ARC will send a letter to the student stating the time and place of the meeting.
- The ARC and the student will develop an action plan to resolve the problem. The action plan will be written and signed by the ARC members and the student.
- If a student has already been notified by the ARC for previous academic, clinical, or professional behavior issues (i.e., warning or probation), the ARC may directly handle new problems concerning the student with Graduate Coordinator consultation.
- If the student does not follow through with the action plan, the ARC will meet again with the student.
- The Committee's recommendations for probation, separation from the program or other disciplinary actions will be forwarded to the Program Director of the Occupational Therapy Program and the Graduate Coordinator.
- With input from the Graduate Coordinator and the Dean of Integrated Health Science, the Graduate College Dean, will make the final decision regarding probation, program separation, or disciplinary actions and notify the student of the decision.
- Students will be referred to the ARC for issues involving academic grievances and Grade Minimum Policy. If the student decides to appeal the decision of the ARC the student can then submit an appeal through the Graduate College.

Grade Minimum policy

Students must receive a grade of B- or above in all required occupational therapy courses.

Any student who receives a grade less than a B- in any course at the end of the semester will be notified in writing by the program and be placed on academic probation via the Grad College process.

Any course receiving a grade below a C+ is subject to being placed on academic probation and possible cessation of progress in the program. The student may be placed in the subsequent cohort, and the course

repeated when it is offered again in curricular sequence for a passing grade of B-. Official probation and separation notices are only issued by the Graduate College.

Students must maintain a 3.0 average throughout every term in the program. Any student who does not maintain a 3.0 average for that term will be placed on academic probation, possibly be placed in the subsequent cohort, and retake the course with the lowest grade when it is offered again in curricular sequence.

A failing grade on the end of term OSCE will result in, the student be placed on probation via the Graduate College process, student possibly placed in the subsequent cohort, to retake the OSCE for a passing grade when it is offered again in the curricular sequence the following spring. Upon successful passing of the OSCE the student will then be allowed to advance in the program including placement for Fieldwork.

Students who receive a second grade of C+ or lower in any course in the same or any semester are subject to the recommendations of the Academic Review Committee (ARC), including but not limited to, academic probation, possible ceasing progress in the program, possibly placed in the subsequent cohort, to retake the course next time it is offered in the curricular sequence. Please note that process must be aligned to Graduate College processes.

A student's separation recommendation in the program will be determined by the Chair/Director on the recommendation of the Academic Review Committee (ARC), Graduate Coordinator, and Dean of the School of Integrated Health Science and made to the , UNLV Graduate College for final decision.

Administrative Assistant

The Administrative Assistant assigned to the Occupational Therapy Program may deliver a message to a student in the event of an emergency. However, the administrative assistant is not allowed to:

- Give personal information concerning students
- Give students their grades
- Type or fax information for students
- Take personal messages for students

Admissions

Admission to Occupational Therapy Program at UNLV is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability. Students are informed that becoming an occupational therapist requires the completion of an education program which is intellectually as well as physically challenging, that the candidate should be able to perform in a reasonably independent manner, and that reasonable accommodations be offered to students with disabilities. Applicants who have a felony conviction are advised that this may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain state licensure as an Occupational Therapist. Admission procedures and requirements to the Occupational Therapy Program are clearly outlined on the program website: <https://www.unlv.edu/program/otd>

Advisement of Students

Students will be assigned a Faculty Academic Advisor upon admission to the Occupational Therapy Program. All students are required to meet with their advisors just after midterm of each semester to discuss his/her academic progress, status within the program, professional behaviors, fieldwork, and Capstone. In addition to required meetings, students may request a meeting with their advisor at any point during their tenure with the program as need arises.

Academic grades will be calculated at mid-term each semester and will be provided to the faculty advisors who will in turn meet with their students to discuss progress and performance. The advisor will be responsible for reporting any mid-term grade falling below a "B-" to the Chair of the ARC. If any action is deemed necessary the Chair of the ARC will convene a meeting with the student and consultation with the Graduate Coordinator.

Bloodborne Pathogens

Students are required to take the online UNLV Bloodborne Pathogens training at the start of the Occupational Therapy Program and repeat it annually.

Class Attendance

Students are required to attend all classes at the scheduled times. It is the student's responsibility to notify the professor prior to class via e-mail if an unavoidable absence should occur. A student is considered unexcused if they do not notify

the instructor prior to the assigned class time, although notification in and of itself does not make it an excused absence. Student absence is limited to 3-classes per term, regardless if excused. Accumulated absences may result in probation or separation from the program and will be evaluated on a **case-by-case** basis. However, equitable treatment of all students are typically upheld in these instances.

Students are considered tardy if arriving for class after the scheduled starting time. If the student anticipates being late, they must notify the instructor or departmental secretary prior to class. It is up to the professor's discretion if notification of absence or tardiness will guarantee an excuse.

Excessive tardiness, more than 3 tardies to a class may result in probation status or possible subsequential program separation. Students with a total of three absences and/or instances of tardiness in one semester may be placed on probation or other recommendations based on recommendations of ARC, Faculty Academic Advisor, Program Director, or Dean of IHS. Probation and separation recommendations are forwarded to the Graduate College for final decision.

Classroom Policies

Since the average minimum length of most classes exceeds two hours, adequate breaks will be given at the discretion of the instructor. Food and drinks are allowed in class but students are responsible for cleaning up their seating area. No pets will be allowed in classrooms or labs, unless the student has an approved service animal. No classes may be audited by those not admitted to the Occupational Therapy Program without consent of the instructor and approval of the Program Director. Occupational therapy students wishing to audit a class or bring a visitor should also gain permission from the instructor. Students are expected to keep their immediate workspace clean.

Cell Phones and Electronic Media

Students are not allowed to use cell phones during any class period, including all lecture and lab sessions once logged in to Canvas. All cell phones must be in the "off" position and therefore no text messaging, emailing or other cell phone functions are allowed. When students are on breaks,

cell phones may be used. Faculty will no longer be providing paper notes for class; however, faculty will provide electronic notes to the students on the day of class posted in the Canvas learning management system. If students would like to have paper notes, they may print them out at their own expense.

Clinical Competencies & Objective Skills Competency Examination (OSCE) The Occupational Therapy Program at UNLV will utilize competency rubrics in most courses where clinical skills are taught including the OSCE. The purpose is to ensure that the student is able to demonstrate all required clinical skills safely, accurately, and professionally. Some competencies are graded on a pass/fail basis. In general, to pass on either the rubric or pass/fail methods, a student must perform all skills tested according to entry-level clinical performance standards based on the AOTA Fieldwork Performance.

A pass constitutes entry-level clinical competency for that skill. A fail constitutes lack of clinical competency, which is below a 80 % in any skill criterion. Failure in any one criterion will constitute a fail for the entire check-off. Failure will also result if there is any breach of professional behavior or safety. Each student will be given 3 opportunities to pass based on UNLV lab policy. The initial competency will be scheduled as per instructions in the course syllabi. If the student fails, they will have 2 additional opportunities to pass during the course of the semester. All competencies must be completed and passed prior to the final practical exam and/or OSCE or the student will not be allowed to take it.

The first re-take must be attempted within 2 weeks of the initial check-off. It is the student's responsibility to schedule this re-take with the instructor. If the first re-take is failed, the student will be allowed one additional re-take, which must be scheduled no later than one week prior to the final practical exam.

Each instructor will grade students on each performance criterion using their professional judgment in regards to the following areas: quality of care, supervision/guidance required (verbal cueing), accuracy/consistency of performance, complexity of task/environment, and efficiency of performance.

Consistent with course policy, if the student does not pass in 3 attempts, a failure in the course will result, regardless of the grade in the course prior to the third failed check-off. No retakes will be given for the final practical exam, which, in some cases, may also be pass/fail and may not be graded. In the case of pass/fail, failure of the final practical exam will result in failure of the course, regardless of the current grade.

Confidentiality and HIPAA-Related Policies

Students are expected to maintain the highest level of confidentiality while they are in the Occupational Therapy Program

at UNLV. An important part of professionalism in occupational therapy is maintaining the patient's confidentiality. Therefore, written work submitted to any professor must never contain the patient's full name. Patients must not be discussed with family or friends. If the Department ascertains that a patient's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

In addition, in the course of occupational therapy training, students will likely have access to confidential information related to other students, patients/clients, or others. Students will receive training in protecting patient/client confidentiality and Health Insurance Portability and Accountability Act (HIPAA) guidelines. This training will be completed during the first week in the program and repeated annually. It is the responsibility of the student to maintain confidential any information related to patients/clients. According to HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically (e.g., email), social media (e.g., Facebook, Twitter, Instagram), or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility
- Any tampering of patient information

This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to any personal/confidential information to which the student may have access while participating in occupational therapy education. Discretion should be used when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot easily be overheard by others. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained. Additionally, some clinical facilities will have their own published policies/ procedures related to protecting patient/client information that students are expected to follow. Violations of this policy may result in probation and may be grounds for separation from the program.

Consensual Relationships

The mission of UNLV is to promote the personal and academic development of students. This mission is promoted by professionalism in relationships between members of the university community. It is the university's goal to create an environment conducive to learning where students, faculty, and staff trust and respect one another.

The University of Nevada, Las Vegas prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. In that circumstance, both the university and the person in the position of influence are vulnerable to charges of sexual harassment from the person in the position of lesser power and/or by third parties.

Consensual relationships existing between individuals, neither of whom has direct professional influence or authority over the other, are not prohibited by this policy. A member of the university community is considered to have direct professional power or direct authority over another individual when he or she is in the position to do any of the following:

- Supervise a student in any capacity, including evaluating any academic work, assigning grades, academic advising, formal psychological counseling, or serving on thesis, dissertation, or scholarship committees;
- Influence a student's employment, graduate assistantship, housing, participation in athletics, or any other university activity;
- Supervise and/or evaluate the work performance of a member of the faculty or professional or classified staff;
- Recommend or award merit or promotions to a member of the faculty or professional or classified staff;
- Serve on promotion or tenure committees.

When a romantic or sexual relationship exists, both parties involved may be subject to disciplinary action. Both parties are equally responsible for reporting the existence of the relationship to the appropriate supervisor at the beginning of the relationship. A self-report will be kept confidential by the supervisor unless university policy requires him/her to divulge it.

Once the university administration learns of a romantic or sexual relationship, whether through self-reporting or otherwise, it will take immediate steps to eliminate the power and authority of the one individual over the other. This may be accomplished by reassigning duties or responsibilities or requiring withdrawal from a committee. If the

individuals involved fail to comply with this policy, or if the relationship is not self-reported, the university may impose one or more of the sanctions available through its disciplinary procedures, as outlined in the Nevada System of Higher Education (NSHE) Code (for faculty and professional staff), the Nevada Administrative Code (for classified staff), or the UNLV Student Conduct Code (for students).

When a relationship exists between a student who is being paid to administer a recognized student organization/group and another member of the organization/group, the above policy applies. If the student leader involved in such a relationship is not being paid to administer the organization, special circumstances apply; the involved students will report the relationship to the organization's advisor (or another university representative assigned by the office of the vice president for student life). Thereafter they will refrain from making decisions within the organization that are designed specifically to benefit or harm the other individual in the relationship. This policy shall not be construed to mean that either party to the relationship will necessarily be required to forfeit his or her membership status or position within the *organization*.

Persons bringing groundless or malicious charges under this policy are subject to disciplinary action for personal misconduct under the appropriate faculty/staff personnel policies or the Student Conduct Code.

Copyright and Fair Use Laws

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: <http://www.unlv.edu/provost/copyright/>

Course Policies

1. All students are required to be skilled in all course content. Attendance is mandatory for all lecture and lab sessions. See policy details in section *Class Attendance*. Tardiness will not be tolerated. See policy details in section *Class Attendance*. If you are unable to attend due to illness or other extenuating circumstances, the professor must be contacted prior to class. The student will be held responsible for all missed information.
2. Exams must be taken on the scheduled dates and assignments are to be handed in on their due dates. Late assignments without approval from the professor may be subject to a penalty assessment of up to 10% off per day. Some instructors may have a more rigorous penalty for late assignments (see specific class syllabus for details). Make-up exams will not be given unless prior arrangements are made with the instructor.
3. All printed homework assignments must be of high print quality (i.e., no blurred printing, no lines across the page). Students who are asked to reprint papers will be held to the late assignment policy (See #2 above).
4. Any grade below that of 80% reflects unsatisfactory work on the graduate level and as all work builds on preceding concepts, the following format will be followed:
 - Students must receive a grade of B- or above in all required occupational therapy courses.
 - Any student who receives a grade less than a B- in any course at the end of the semester will be notified in writing by the program. They will then be placed on academic probation via Grad College process.
 - Any course receiving a grade of C+ or below is subject to being placed on academic probation and possible cessation of progress in the program, the student may be placed in the subsequent cohort, and the course repeated when it is offered again in curricular sequence for a passing grade of B-.
 - Students must maintain a 3.0 average throughout every term in the program. Any student who does not maintain a 3.0 average for that term will be placed on academic probation, possibly be placed in the subsequent cohort, and retake the course with the lowest grade when it is offered again in curricular sequence.
 - A failing grade on the end of term OSCE will result in the student placed on probation and possibly in the subsequent cohort, to retake the OSCE for a passing grade when it is offered again in the curricular sequence the following spring. Upon successful passing of the OSCE the student will then be allowed to advance in the program including placement for Fieldwork.
 - Students who receive a second grade of C+ or lower in any course in the same or any semester are subject to the recommendations of the Academic Review Committee (ARC). They will be

placed on academic probation, possibly ceasing progress in the program, possibly placed in the subsequent cohort, to retake the course next time it is offered in the curricular sequence.

- A student's separation recommendation in the program will be determined by the Chair/Director of the Academic Review Committee (ARC), Graduate Coordinator, and Dean of the School of Integrated Health Science and made to the UNLV Graduate College for final decision.

5. Probation period typically extend through one ensuing semester. However, the probation period will be outlined in the probation letter issued by the Graduate College. In the event of probation in or at the end of a Spring semester, the probationary status may extend through the Summer and Fall semesters.

6. A student on probation must maintain grades of "B-" or better in all coursework, in addition to maintaining a minimum semester and cumulative GPA of 3.0 at the end of the semester, to be removed from probationary status.

7. If a student faces probation more than one time, the ARC will review the matter and a recommendation will be forwarded to the Program Director and Graduate Coordinator (see Probation).

8. An earned "Fail" in any didactic lab or Clinical Education course (Fieldwork) will follow the subject to being placed on academic probation and possible cessation of progress in the program, the student possibly placed in the subsequent cohort, and the course repeated when it is offered again in curricular sequence for a passing grade of B-.

9. If a student is suspected of cheating, the case forwarded to the Office of Student Rights and Responsibilities. If found guilty of cheating the student will be placed on academic probation, possible cessation of progress in the program, the student possibly be placed in the subsequent cohort, and the course repeated when it is offered again in curricular sequence for a passing grade of B-.

Drop/Withdrawal Policy

The curriculum in the Occupational Therapy Program is designed in a sequentially graded manner, and students are required to take all courses in that sequence. Therefore, dropping or withdrawing from a course may constitute cessation of progress in the program, the student may be placed in the subsequent cohort, and the course repeated when it is offered again in curricular sequence for a passing grade of B-.

In the case of a life altering event or disabling illness that prevents the student from attending class for more than two consecutive class days, the student's case will be sent to the Academic Review Committee for review. Students may appeal any decisions rendered by the ARC through the Graduate College process.

Drugs and Alcohol

There will be no tolerance of alcohol or drug use during class, class breaks, or clinic hours. In accordance with the Drug-Free Schools and Communities Act Amendment of 1989, UNLV is committed to the prevention of alcohol or other drug abuse on campus. If a student appears to be under the influence, the case will be immediately referred to the ARC and the student will not be allowed to participate in classroom or clinical activities until the situation has been resolved.

Drug Screens

All students enrolled in UNLV Occupational Therapy Program will have to complete a drug screen at least one time during the course of the program. Students will be required to pay for the drug screen. Results are faxed or emailed to the Occupational Therapy Program. The Academic Fieldwork Coordinator will then fax or email the results to the appropriate staff member at the fieldwork site.

Emergency

On the UNLV Campus:

If an emergency arises, contact the departmental office at (702) 895-1624 and the administrative assistant will contact the appropriate parties. The following are emergency telephone numbers for police, fire and rescue:

- Public Safety (UNLV Police) (non-emergency number – 702-895-3668) • Public Safety (emergency number – 911)
- Fire and Rescue (emergency number – 911)

In the event of a patient or student code:

- Faculty and students working directly with the patient will perform assessments and run life-saving measures.
- Students and faculty observing the patient will be designated to do the following tasks
 - Call 911 – Remember, you must dial 8 then 911 if using a land line in one of the BHS rooms.
 - Retrieve any assessment tools needed
 - Make ready all chart and patient information upon arrival of medical personnel
 - One student to wait outside the building
 - One student to hold elevator
 - Other faculty and students are to clear the room and create easy access to the patient
 - Remember to stay calm

On the Shadow Lane Campus:

In the event of an emergency at 1001 Shadow Lane or 1125 Shadow Lane, all students, faculty, staff, and visitors must exit the building immediately according to established Shadow Lane Emergency Plan.

Evacuation of Research Subjects or Patients

On the UNLV Main Campus:

In the event of a fire alarm or disaster alarm, all faculty members and students are to check BHS 131 as they prepare to evacuate the building. They are to make certain no subjects or patients are in these rooms. If a subject or patient is present, faculty members and students must assist in the evacuation of these individuals. As a result, faculty members and students may have to do a fire carry of the individual on the second floor. This might mean that 2 to 4 faculty members and students would make a “chair” to physically carry the individual to the outside of the building. Other faculty members and students would carry the individual’s wheelchair to the outside to be available for the subject or patient. Faculty members and students who check BHS 131 should assist in whatever way needed to evacuate an individual to the outside of the foyer of the building.

On the Shadow Lane Campus:

In the event of a fire or other disaster at the 1001 Shadow Lane or 1125 Shadow Lane property, all faculty, staff, students, and any visitors are to exit the property immediately and move to the designated evacuation area. If there are visitors at the site that require physical assistance to evacuate the premises, they must be assisted by faculty/staff/students.

Employment

Due to the academically rigorous nature of this program and the extensive time required for academic, lab, and clinical requirements, the faculty strongly recommends that you not seek outside employment. If you choose to work, then it must not interfere with coursework and cannot be used as an excuse for leniency if academic issues arise.

Equipment Usage

Within each lab course in the program, instructors are responsible for demonstrating to students the correct use of equipment being introduced. A sign-off sheet is used to document this procedural policy. Students may check out occupational therapy program equipment for class-related activities and may use the equipment on-site with the instructor’s permission.

Family Educational Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. Under FERPA, students have rights to view their personal UNLV records. UNLV cannot disclose student records to anyone without the student’s permission. This includes parents, legal guardians, clinical instructors, and prospective employers. As such, the UNLV Occupational Therapy Program will have each student sign a FERPA release at the beginning of the program that will allow us to discuss your academic record with your fieldwork educators and prospective employers should you desire us to become a reference for you. Additional information about FERPA is available at: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Fieldwork

See UNLV OTD Fieldwork Manual for policies related to fieldwork.

Grading Policies

Grading Scale:

A = 93 – 100

A- = 90 – 92

B+ = 87 – 89

B = 83 – 86

B- = 80 – 82

C+ = 77 – 79

C = 73 – 76

F = <73

Graduation Awards

To be determined at a later time.

Grievance – Due Process Typical Procedural Steps

Appeal. Students who are denied the privilege of readmission to UNLV OTD after separation have the right to appeal. The appeal process will follow the steps outlined below beginning at step #3. If the complaint is regarding an appeal for readmission, then the complaint must first go to the Program Director and Graduate Coordinator, and then to the Dean of IHS as warranted.

Steps within the College. If a student is unhappy with their educational experience (e.g., grading issues) in any course, a written grievance must first be submitted by the student to the faculty member involved and may ask their Academic Advisor to be present.

If the complaint is related to student-student interactions the complaint must first attempted to be resolved by the students involved. If that does not work, then the Academic Advisor is to be consulted. The Academic Advisor can assist the student with conflict management strategies and refer to the Program Director and Graduate Coordinator.

If the complaint is against a faculty member (e.g., faculty-student interactions) or an administrative assistant then the complaint must first go to the Program Director and Graduate Coordinator, and then to the Dean of IHS as needed.

If the grievance is not resolved to the student's satisfaction after this initial submission, the grievance may be submitted in a step-wise fashion through the following administrative channels:

1. Faculty member involved
2. Student Advisor
3. Academic Review Committee (if appropriate)
4. Program Director and Graduate Coordinator
5. Associate Dean, School of Integrated Health Sciences
6. Dean, School of Integrated Health Sciences

Steps External to the College.

7. The Graduate College (gradrebel@unlv.edu)

Graduate Appeals and Issue Resolution

The Office of Graduate Student Services at the Graduate College assists graduate and professional students with addressing concerns and overcoming personal, academic, or financial challenges that might hinder their ability to be successful in their program. The office also provides information and student-centered issue-resolution services and offers guidance, information, and assistance when regular channels have failed to provide graduate students with the information they need to solve problems. Please see website for more information:

<https://www.unlv.edu/graduatecollege/appeals-issue-resolution>

Please note that at anytime, students may contact the Graduate College (gradrebel@unlv)

Grievances that Fall Outside the Realm of Due Process

The policies and procedures for filing a complaint that falls out of the realm of due process, such as complaints from clinical education sites, employers of graduates, and the public may include the following:

An individual or organization that is unhappy with their experience or encounter with any student, faculty or staff member of UNLV OTD is encouraged to file a written complaint against the program. The complaint will be kept on file in the Dean's Office files under "Program Complaints" for a period of 5 years. The process for handling a complaint against the UNLV Occupational Therapy Program:

1. When possible, the Program Director will discuss the complaint directly with the party involved within 20 business days of receipt of the official complaint. If the matter is reconciled at this point, a letter from the Program Director acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant. The Graduate Coordinator will be kept abreast of all cases and are the official liaison with the Graduate College.
2. If no resolution is attained with the discussion with the Program Director and the Graduate Coordinator, or if the complaint is against the Program Director, the involved party may submit a written complaint to the Associate Dean of Integrated Health Sciences.
3. The Associate Dean will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt a solution. A letter outlining the resolution by the Associate Dean should be filed with the complaint in the Program Director's office.
4. If the party feels that additional complaint is necessary, then the line of complaint is to the Dean of the School of Integrated Health Sciences. A letter outlining the resolution by the Dean should be filed with the complaint in the Program Director's office. Complaints should be addressed to: Program Director, Occupational Therapy Program, School of Integrated Health Sciences, University of Nevada, Las Vegas 4505 S. Maryland Parkway, Las Vegas, Nevada 89154-3019 The Graduate Coordinator will be kept abreast of all cases and will inform the Graduate College.

Health Risks and Injuries

Health Conditions of a Continuing Nature

In the event of pregnancy, students may continue their fieldwork placement in accordance with agency policy. Students having health problems of a continuing nature may be referred to the DRC and the Graduate Coordinator. In any situation where a student has a significant change in medical status, a new physical must be completed before the student can resume either the fieldwork placement or coursework.

Health Risks

Students will be informed of health risks that they may encounter throughout the educational program and will follow the OSHA regulations as stated in the Fieldwork Education Manual.

Student Injury in the Classroom or Clinical Area

The faculty member and/or fieldwork educator assesses the extent of injury to determine if the student can remain in the classroom or clinical area. If the student requests medical care, the faculty member and/or fieldwork educator will assist the student in obtaining appropriate care. The student and faculty member and/or fieldwork educator must complete an incident report if required by the University or fieldwork site. The faculty member and/or fieldwork educator has the right to not allow the student to participate in class or fieldwork based on the extent of the injury. All incidents must be reported to the Graduate Coordinator and Department Chair.

Informed Consent

Informed consent forms will be provided to all patients or subjects who may participate in classroom demonstrations or research projects. Additional consent forms will be provided if the patient/subject is to be filmed or photographed.

Assumption of Risk/Release of Liability Form

Included with the OTD Student Handbook is an Assumption of Risk/Release of Liability Form that explains the potential risk involved with demonstration and practice of clinical skills sponsored by UNLV Occupational Therapy Program. Each student in UNLV Occupational Therapy Program must sign this form prior to initiating any fieldwork activities. Lack of a signature will preclude students from participating in these activities.

Office Hours

The UNLV Occupational Therapy Program makes a commitment to be accessible to students. As such, the faculty commit to responding back to students in a timely manner to their queries via electronic media. In addition, each faculty member will make themselves available for student appointments on a regular basis of 4 hours / week according to UNLV Faculty policy. Visits by students outside of these office hours will need to be made by appointment. In general, please respect the faculty member's time and make your visit efficient. Office hours are posted in syllabi.

Probation

Students may be placed on probation if they fail to meet the UNLV Occupational Therapy Program standards in the areas of academics, professional behaviors, fieldwork performance and/or Capstone performance. All recommendations for probation will be made to the Program Director to the Graduate Coordinator, who will then make recommendations to the Graduate College Dean. The Graduate College Dean in consultation with the unit will make all disciplinary decisions and notify the student of such actions. In most cases, the probationary period will extend through one ensuing semester. In the event of probation in or at the end of the Spring semester, the probationary status will extend through the Summer and Fall semesters. If a student is placed on probation a second time for any reason, the ARC will make recommendations regarding separation, probation, probationary time frame, and/or remediation to the Program Director and Graduate Coordinator. A student who meets any of the following criteria will be placed on probation via the Graduate College process:

- A student earns a grade below 80% (B-) in any one course at the end of a semester • A student earns a semester GPA that falls below 3.0
- A student commits any infraction of professional behaviors
- Any clinical performance that is deemed unsatisfactory will result in remediation. If a student requires clinical remediation, they will be placed on probation (see remediation policy in Fieldwork Education Handbook)

Professional Appearance Standards

Students are required to wear attire that conforms to the image of the professional occupational therapist. The UNLV Occupational Therapy Program is a setting where students, faculty, guests, patients, other professionals, and the general public form an initial impression about us and our profession based on our appearance and conduct. Therefore, the appearance and dress of UNLV Occupational Therapy Program students and faculty should be professional and should reflect modesty and cleanliness. The appearance and dress code policy of the UNLV Occupational Therapy Program is the following and should be adhered to whenever the student is Main or Shadow Lane Campuses, on fieldwork/Capstone placements, in the offices of professors, conducting research, when on any errand for the UNLV Occupational Therapy Program, or on community visits/outings related to classroom experience.

Appearance. Students should be well-groomed and bathe/shower regularly. Hair should be kept clean and neat and must be fashioned such that it does not fall forward or over the sides of the face when working with patients/clients. Hairstyles that are extreme in color (i.e., must fall within natural occurring shades) or style are not allowed as there are fieldwork sites that prohibit them. Beards and mustaches must be clean and neatly trimmed. Nails must be kept short and clean; nail extensions are not permitted. Distracting body art such as facial/body piercings or easily visible tattoos are to be covered with clothing (or temporary cover) or camouflaged with makeup. Underwear or any type of cleavage should never be visible. No excessive use of makeup, cosmetics, perfumes, colognes or scented lotions is allowed. No excessive use of jewelry is allowed. Facial piercings are limited to one small stud earring in the nose unless prohibited by a fieldwork site. Earrings should be appropriate to the setting; dangling earrings should not be worn when working with children. Only wedding or simple rings are allowed. Refer to the Fieldwork Manual.

Dress. Scrubs approved by UNLV Occupational Therapy Program are the required dress for the classroom and for research activities at all times unless otherwise directed by faculty. Scrubs that are tattered or dirty are not appropriate. No hats may be worn unless for religious reasons. Shoes should be conservative in style and should be closed-toed. Clean sneakers or Dansko are appropriate with scrubs. Flip-flops, Crocs, or sandals are not allowed. Scrub overjackets or softshell jackets in UNLV approved grey are the only outerwear allowed in the classroom. Jerseys, sweatshirts or any other jacket or pull over are not permitted.

Clinical attire. Occasionally, students will be asked to dress in clinical attire rather than their UNLV Occupational Therapy Program scrubs. This might include a Program polo and/or khaki or black pants. Students should conform to the policies and procedures of the clinical site to which they are affiliated. The following are not appropriate: jeans, t-shirts, revealing clothing (either low cut or see through), sneakers, crocs, and sandals. Loose fitted clothing that may be revealing in certain positions is not appropriate. Underwear or any type of cleavage should never be visible. Refer to Fieldwork Manual for details.

Lab attire. There may be times when you will be asked to wear clean, loose fitting shorts and t-shirts for labs. Underwear must be worn but should not be visible. Sports bras are recommended. Should a student need to visit faculty members or the administrative assistant or for other purposes, scrubs must be worn over the lab attire. No exceptions are allowed.

Professional business attire. Students will wear business attire (i.e., business suits) for final research presentations or when required by faculty. High heeled shoes may be worn for professional presentations. Students presenting to class or a professor's office violating any of the aforementioned professional appearance standards will be asked to leave and not allowed to return until properly dressed or groomed. While the UNLV Occupational Therapy Program wishes to maintain a professional appearance standard, the onus is on the student to adhere to these professional standards. As professionalism is a core value of the UNLV Occupational

Therapy Program. Students who repeatedly violate these standards will be referred to an ARC consult. Failure to comply with these standards could result in probation or possible cessation of progress in the program, placed in the subsequent cohort to continue and/or separation from the program and the university.

Professional Behaviors

See section regarding "AOTA Code of Ethics" and "Professional Behaviors" at the end of the UNLV Occupational Therapy Program Student Handbook.

Professors

Instructors should be addressed by their preferred title (such as 'Professor' or 'Doctor') and their last name.

Re-Application Policy

In the event that a student is separated from the UNLV Occupational Therapy Program, they may have the option to reapply for admission. Students may appeal the separation decision using the Graduate College process.

Favorable application process is as follows:

- The student must reapply to the Graduate College and the UNLV Occupational Therapy Program to be readmitted no earlier than one semester following the semester of separation. The reapplication to the program must include a statement addressing the reason for discontinuation and actions that have been taken to secure the student's success in completing the Occupational Therapy program if re-admitted. The student may include any documentation that may support or validate their growth and development in academic, professional and/or clinical areas in the time since their separation from the UNLV Occupational Therapy Program.
- The re-applicant must reapply using OTCAS and the UNLV Grad Rebel Gateway.

- The Graduate Coordinator with input from the Program Director, and the Dean of Integrated Health Sciences, will make recommendations to the Graduate College Dean, about decision regarding readmission. If a student was temporarily separated for an unsatisfactory GPA, a grade lower than a B-, or for receiving 2 “C+’s” in any one semester, recommendations may be made by the ARC, Academic Advisor, and/or Program Director and Graduate Coordinator to devise an action plan to restore a satisfactory standing in the program. The student will also be placed on probation via the Grad College process, possible cessation of progress in the program and possibly placed in the subsequent cohort with a required passing grade of a B- in the course and attaining a cumulative GPA of 3.0. The Graduate Coordinator will provide recommendations to the Graduate College for final decision regarding these matters.
- If a student’s program progress was ceased for professional behaviors, they may be re-admitted at the point in which they were previously enrolled in the program, contingent upon a favorable recommendation from an ARC panel, the Program Director, and Graduate Coordinator.
- If a student’s program progress was ceased based on clinical performance, they may be readmitted at the point in which they were previously enrolled in the program and they must complete academic and clinical coursework contingent on the recommendation of the ARC, the Program Director, the Graduate Coordinator, Department Chair, Academic Dean, and the Graduate College Dean.
- If a student is re-admitted and probation is warranted for any reason after their readmission, they may be immediately separated after being placed on probation and review of the case by the Graduate College with input from the Academic Unit. Please note that students have an opportunity to appeal decisions rendered following the Grad College process.

Recruitment

UNLV is dedicated to the equality of educational opportunity, and the creation and maintenance of a campus environment free of barriers that effectively discriminate against those with disabilities. Equality in access is achieved through reasonable classroom accommodations, and reasonable adaptation of examination and evaluation procedures. Nevada residents will receive special consideration for admission to ensure that the UNLV Occupational Therapy program provides occupational therapists to meet the needs of Nevada. However, this is not to imply that the requirements for admission are lowered for Nevada residents.

Religious Holiday Notification

If a student must miss a class or assignment because of religious observance, notification for the absence must come at the beginning of the semester prior to the date stipulated in class syllabus. As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the professor of anticipated absences by the last day of late registration to be assured of this opportunity.

Research

Students have the opportunity to become involved in projects through the UNLV Occupational Therapy Program as well as through collaborative studies with other departments in the School for Integrated Health Sciences.

Retention of Students

The UNLV Occupational Therapy Program is student-centered and thus the ability to address students’ issues and concerns is crucial to its success. There are always open lines of communication between faculty and students. For example, students are encouraged to seek faculty consultation on any academic or professional issue they believe is pertinent to their success in the program. Each student is assigned a faculty advisor and is required to meet at least once per semester. They also have the option of seeking further help as needed. Faculty may provide individual counseling, hold mid-term evaluations of student progress, hold regularly scheduled office hours, and may hold open labs to assist in competency check offs. Students must access the Disability Resource Center if reasonable accommodations are needed.

Rights and Safety of Individuals

The rights and safety of individuals involved in any aspect of the UNLV Occupational Therapy Program are protected by an appeals process. If a student wishes to file an appeal or a grievance pertaining to his or her graduate education, the UNLV Graduate College procedural steps are outlined in the Graduate Catalog. .

Unsafe or unprofessional behavior or practice may lead to probation or separation from the UNLV Occupational Therapy Program. In addition to observance of the Student Academic Misconduct Policy (<http://www.unlv.edu/studentconduct/misconduct/policy>), students in the UNLV Occupational Therapy Program must act in a safe and professional manner. Unsafe or unprofessional behavior at a fieldwork site or in the classroom may be grounds for immediate separation from the program with approval of the Graduate College, regardless of previous academic or clinical performance. Examples of unsafe or unprofessional behavior include, but are not limited to the following:

- Inadequate preparation for safe patient care
- Failure to seek appropriate assistance with new or unfamiliar procedures
- Dishonest or unprofessional interactions with patients, families, staff, faculty, or peers
- Engaging in practice when not mentally or physically fit
- Placing or leaving a patient in a hazardous condition or circumstances
- Any breach of the UNLV Occupational Therapy Program policy or procedure

UNLV OTD Program Scholarships

A portion of the differential fees that students pay to UNLV is set aside for scholarships. Each spring, scholarships will be awarded to students by the Scholarship Committee. Criteria for applying and procedures will be made available to students each year.

Student Services and Responsibilities

UNLV has an extensive array of services intended to support students. Please see the website for the most up-to-date information: <https://www.unlv.edu/campuslife/student-support>

Computer Services

Many computer and software related training sessions are offered via seminars (e.g., Word, Excel, Access, PowerPoint, Adobe Acrobat) from the Office of Information Technology (OIT) (see training schedule at <https://oit.unlv.edu/help/training/trainingschedule>). The IT help desk provides technology support for UNLV faculty, staff, and currently enrolled students. Contact the IT help desk when you need assistance with password resets, new accounts, wireless, Rebelmail, WebCampus or other computing problems (Student Union 231 or CBC B113; phone: 895-0777; <https://oit.unlv.edu/help>). You can activate your Rebelmail account at <http://rebelmail.unlv.edu>.

OIT maintains 47 computer labs across the campus with some 1,400 computers available for academic use. These 47 labs provide access to the technology and software (e.g., Word, Excel, Access, PowerPoint, SPSS) required by graduate students.

Financial Aid

The steps for application of financial aid at UNLV can be found at <http://finaid.unlv.edu/about/>. In addition, information about grants and scholarships is available through the Graduate Student Association and the Graduate College. Loans available to graduate students include: Federal Perkins Loans, Federal Direct Subsidized Loans, and Federal Direct Unsubsidized Loans.

Laboratories

Equipment in the Occupational Therapy Program laboratories will be available to OTD students only when permission has been granted by the Program Director. Family members and friends are not allowed in the laboratories unless given permission by a faculty member. Violation of this code may result in probation or separation from the program.

Libraries

All University library services are available to students. Refer to the UNLV library website at <https://www.library.unlv.edu/>

Parking Permits

Yearly student parking permits may be purchased at the Claude I. Howard Department of Public Safety (<http://www.unlv.edu/parking/permits>). Students may use the garage at the Shadow Lane campus utilizing their parking permits. Parking in the lot behind the Shadow Lane Lab is reserved for faculty, staff, visitors and handicapped parking.

Professional Organization Membership

All UNLV Occupational Therapy Program students are required to become members of the American Occupational Therapy Association (AOTA) and maintain this membership throughout the duration of their enrollment in the OTD program. This is at the student's own expense. The AOTA is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services. By becoming a member, students gain access to a large number of benefits and professional opportunities. One significant benefit is access to the *American Journal of Occupational Therapy* and *OT Practice*, (which will be utilized for many course assignments) and access to discounts on national and regional conferences and continuing education courses. In addition, the students will have access to the Occupational Therapy Practice Framework and other professional development resources. The student will gain automatic membership in the Association for Student Delegates (ASD). AOTA sponsors an annual Student Conclave that provides students with access to the latest trends and issues in the profession. Membership applications and information will be given to each student at the beginning of the OTD program. Information may also be found on at <https://www.aota.org/>. Students are also encouraged to become active in the Nevada

Occupational Therapy Association (NOTA), which typically sponsors an annual conference, and offers other opportunities for professional service, networking, skill development and promotion of the profession. This is a very useful way for the student to become more acquainted with the occupational therapy profession.

Student Governance

Student Occupational Therapy Association (SOTA)

Students in the UNLV Occupational Therapy Program are members of the UNLV Student Occupational Therapy Association (SOTA). This is a way for students to have a voice in the greater occupational therapy profession and to stay updated with the latest news and opportunities. Each SOTA is part of the governance structure of AOTA. Every SOTA should have an elected Assembly of Student Delegates (ASD) Representative and Alternate Delegate. It is the responsibility of this ASD Representative to share SOTA members' interests, questions, and concerns to the ASD Steering Committee, a group of elected student officials. It is also the responsibility of ASD Representatives to relay information from the ASD Steering Committee to their SOTA on topics such as professional updates, calls for action, resources, and other AOTA opportunities. The ASD Steering Committee officers serve as the student voice on several instrumental AOTA governing bodies including the Board of Directors, Representative Assembly, the Commission on Practice, and the Commission on Education. In addition to electing an ASD Representative, students should also elect a President, Vice-President, Secretary and Treasurer. There will be a Faculty Advisor to the SOTA. The policies and procedures for the SOTA will be developed and adopted by the SOTA members.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

The Coalition of Occupational Therapy Advocates for Diversity is a national organization and the OTD Program at UNLV has formed a chapter that students may elect to join. They elect their own officers and plan activities for members.

Pi Theta Epsilon – Alpha Pi Chapter

Pi Theta Epsilon is a national honor society for occupational therapists and alumni. Its mission is to promote research and scholarship among occupational therapy students. Only the top 35% of the class is accepted into the chapter. They elect their own officers and plan the Induction Ceremony and fundraising activities.

Public Safety (Security)

The Claude I. Howard Department of Public Safety houses the Public Safety Department, which includes the divisions of police, traffic, and parking. It contains a 24-hour-a-day communications center, which fields all emergency responses on the campus. The Police Division provides police service to the university 24 hours a day, 365 days per year; the phone number is 895-3668. Copies of the rules and regulations are available in the Public Safety building. You may obtain information by visiting or calling 895-1300.

Student Health Service

The Student Health center is open to all currently registered and enrolled UNLV students, regardless of insurance coverage. The student health fee is charged to all admitted students and supports Student Wellness (Student Health Center, Student Counseling and Psychological Services, Rebel Wellness Zone and The Care Center). Routine appointments are free and cover general health services; however, there are fees for some services. It is located in the Student Wellness and Recreation Center. More information can be found by calling 702-895-3370 or at <http://www.unlv.edu/srwc/health-center>

Student Counseling and Psychological Services (CAPS)

The Student Counseling and Psychological Services <http://www.unlv.edu/srwc/caps/about> can help you manage your mental health so that you can make the most out of your experience in the UNLV Occupational Therapy Program. CAPS is staffed with clinicians that are trained to help you work through problems commonly experienced by college students of all ages and backgrounds. Psychological services offered to students include individual, couples and group counseling, consultation and outreach, referral services, substance abuse services, career interest testing and 24-hour information hotline and crisis/emergency intervention.

Student Responsibilities

General clean up and maintenance of the UNLV Occupational Therapy Program areas on a regular basis are the responsibilities of the students. At the end of each day, students are responsible for cleaning the tables, putting away all equipment, and placing laundry into the hampers.

Test Policy

If an electronic test is administered, it is the student's responsibility to bring their own laptop/tablet and have sufficient battery life to take the test.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in Central Desert Complex Building 3. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Annual Mandatory Individual Development Plan

Students will be assigned a Faculty Academic Advisor upon admission to the Occupational Therapy Program. All students are required to meet with their advisors just after midterm of each semester to discuss his/her academic progress, status within the program, professional behaviors, fieldwork, and Capstone. In addition to required meetings, students may request a meeting with their advisor at any point during their tenure with the program as need arises.

Academic grades will be calculated at mid-term each semester and will be provided to the faculty advisors who will in turn meet with their students to discuss progress and performance. The advisor will be responsible for reporting any mid-term grade falling below a "B-" to the Chair of the ARC. If any action is deemed necessary the Chair of the ARC will convene a meeting with the student.

Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

Faculty Advisors/Graduate Coordinators have the option to provide feedback to each students' submitted IDP and provide acknowledgement that they have reviewed the IDP.

Reported student data is shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring

plans so that students know what they need to do in order to progress successfully through their programs in a timely manner.

Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track UNLV metrics related to the annual productivity of all students. In the Doctor in Occupational Therapy Program, this is accomplished with an assigned faculty mentor each fall and spring term.

Additional Program Information

Upon completion, an entry-level professional degree is awarded. This degree prepares graduates and is required to sit for the National Board for the Certification of Occupational Therapy exam. Licensure for occupational therapists is required to practice in all 50 states and requires successful passing of the National Board for Certification of Occupational Therapy (NBCOT) certification examination.

University Resources

The Graduate Academy: Innovative Leadership, Professional, and Career Development

The goal of the Graduate Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

Alumni Engagement

With an alumni base 150,000+ strong, the UNLV Alumni Engagement offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

Commencement Office

Located in the UNLV Office of the Registrar, the commencement office is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students' responsibility to ensure they apply for graduation on time and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College Student Services Team and questions regarding required forms should be directed to the Graduate College RPC Team.

Institutional Engagement and Experience

The vision of the Institutional Engagement and Experience is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission is to provide leadership and support for UNLV's engagement mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office is housed under the Division of Human Resources and also handles UNLV Title IX questions, inquiries, and reporting.

Disability Resource Center (DRC)

The DRC is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

Graduate Appeals and Issue Resolution

The Office of Graduate Student Services at the Graduate College assists graduate and professional students with addressing concerns and overcoming personal, academic, or financial challenges that might hinder their ability to be successful in their program. The office also provides information and student-centered issue-resolution services and offers guidance, information, and assistance when regular channels have failed to provide graduate students with the information they need to solve problems. Please see website for more information: <https://www.unlv.edu/graduatecollege/appeals-issue-resolution>

UNLV Global and the Office of International Student and Scholar Compliance

International Student and Scholar (ISSC) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

The Care Center

The Care Center is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

The Intersection

The Intersection is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

UNLV Libraries

UNLV Libraries has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

Graduate & Professional Student Association (GPSA)

The Graduate & Professional Student Association serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

Office of Student Rights and Responsibilities

The Office of Student Rights & Responsibilities is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Rights & Responsibilities collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

Military and Veteran Services Center

The Military and Veteran Service Center is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

The Financial Aid & Scholarships Office

The Financial Aid & Scholarships Office supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

Writing Center

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the Online Writing Lab (OWL) page.

University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jean Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the [online reporting form](#), by email at titleixcoordinator@unlv.edu, by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the Graduate College website contains additional information regarding policies and procedures.

Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.

Handbook Information

Last revised	Revised by	Changes summary
5/15/19	Donna Costa	
4/1/21	Donna Costa (votes: 3/30, 6-0)	OTD Graduate Coordinator changed; Capstone Committee Guidelines revised, School name changed to Integrated Health Sciences, Degree Program Benchmarks revised
3/30/2023	Donnamarie Krause (Votes: 2/24/2023 8-yes, 0-no, 0-abstention)	Program revisions of course eliminations and additions, credit changes, course title and description changes following accreditation and student feedback and to meet UNLV and NSHE Faculty Workload policy.
3/08/2025	Donnamarie Krause (Votes:**))	Capstone course updates were to balance curricular content and meet student and faculty determined program needs.
01/11/2026	Donnamarie Krause (5-yes, 0-no, 0-abstain)	Ensuring all program policies and procedures are included