Carroll University
Master of Occupational Therapy Program
OTH 504 Medical Humanities II
Fall 2017

Course Offering 2 Credit Hours

Prerequisites Admission to the MOT Program

Format Seminar/Interactive Teaching
Class Day/Time Section A and B: T, 3-5:00 PM.
Class Location CGS 119 and LL16

Faculty Dr. Scott Hendrix
Office 206 Charles Street, office 202
Office Hours MWF, 2:45-4:00 or by appointment.
Phone 262-524-7272
Email shendrix@carrollu.edu

Faculty Dr. Lani Stockwell
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T 12:00-1:00 @ CGS or by appointment
Phone 262-951-3052
Email lstockwe@carrollu.edu

Course Description
This course explores the complexity of culture as it relates to health and the delivery of health services treatment and preventive interventions. Potential disparities related to health, access to care, and policy, models of service delivery, and systems will be presented. Students will examine the concept of cultural competence as an individual and organization within the context of cultural beliefs, behaviors, and needs presented by consumers and their communities. Health policy framework and quality improvement initiatives will be discussed and analyzed. Theory of ethical approaches to health care and the utilization of health care services will be highlighted.

Course Rationale
Disparities in access to health care are of growing concern. Barriers that undermine health and wellness are present at both the individual and organizational level. Familiarity with organizations and communities includes building capacity which includes knowledge of the values and assumptions of the community organization. Community practice and practice within an organization is supported by knowledge of coordinated care through various agencies, organizations, and individuals in the community. Having an awareness of public health models and theories will complement students’ developing cultural competence.
Relationship to Curriculum Design
This course supports the curricular threads of cultural and client-centered awareness and interprofessional and collaborative care through the integration of care issues on an individual and organizational level. Knowledge of the characteristics on both levels helps promote respectful and effectual intervention for recipients of services, helps build alliances with other professionals and supports community outreach. Service learning opportunities will nurture the development of cultural competence and promote the principles of social and occupational justice. Public health models and theories will complement content presented in concurrent courses, “Theories and Models of Occupation,” and “Evaluation and Assessment.”
<table>
<thead>
<tr>
<th>Student Learning Objectives/Instruction/Assessment</th>
<th>ACOTE Standards</th>
<th>Instructional Methods</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| **Student Learning Objectives** *(At course conclusion, students are expected to:)* | *B.1.4* | *Lecture*  
*Seminar/Interactive Teaching*  
*Class Discussion*  
*Inquiry Learning*  
*Blended Learning*  
*Case Studies*  
*Holistic Learning*  
*Assignments*  
*Role-Playing*  
*Readings*  
*Paper #2* | *Attendance*  
*Individual Participation*  
*Group Participation*  
*Self Assessment*  
*Group Assessment*  
*Problem Recognition Tasks*  
*Written Feedback*  
*Verbal Feedback*  
*CAT: Think-Pair-Share* |
| 1. Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. |  |  |  |
| 2. Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. | *B.1.5* | *Seminar/Interactive Teaching*  
*Class Discussion*  
*Inquiry Learning*  
*Blended Learning*  
*Holistic Learning*  
*Assignments*  
*Readings*  
*Paper #2* | *Attendance*  
*Individual Participation*  
*Group Participation*  
*Self Assessment*  
*Group Assessment*  
*Problem Recognition Tasks*  
*Written Feedback*  
*Verbal Feedback*  
*CAT: Think-Pair-Share* |
| 3. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. | *B.1.6* | *Seminar/Interactive Teaching*  
*Class Discussion*  
*Inquiry Learning*  
*Blended Learning*  
*Holistic Learning*  
*Assignments*  
*Papers*  
*Readings* | *Attendance*  
*Individual Participation*  
*Group Participation*  
*Written Feedback*  
*Presentation* |
| 4. Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context. | *B.4.7* | *Lecture*  
*Seminar/Interactive Teaching*  
*Class Discussion*  
*Inquiry Learning*  
*Blended Learning*  
*Assignments*  
*Readings*  
*Paper #2* | *Attendance*  
*Individual Participation*  
*Group Participation*  
*Problem Recognition Tasks*  
*Written Feedback*  
*Verbal Feedback*  
*CAT: Think-Pair-Share* |
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| 5. | Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. | B.5.7 | • Seminar/Interactive Teaching  
• Blended Learning  
• Holistic Learning  
• Assignments  
• Role-Playing  
• Readings  
• Paper #2 | • Attendance  
• Individual Participation  
• Group Assessment  
• Written Feedback  
• Verbal Feedback |
| 6. | Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. | B.5.18 | • Seminar/Interactive Teaching  
• Inquiry Learning  
• Blended Learning  
• Holistic Learning  
• Assignments  
• Readings | • Attendance  
• Individual Participation  
• Group Participation  
• Self Assessment  
• Group Assessment  
• Problem Recognition Tasks  
• Written Feedback  
• Verbal Feedback |
| 7. | Evaluate and address the various contexts of healthcare, education, community, political, and social systems as they relate to the practice of occupational therapy. | B.6.1 | • Lecture  
• Seminar/Interactive Teaching  
• Class Discussion  
• Inquiry Learning  
• Blended Learning  
• Case Studies  
• Holistic Learning  
• Paper #1  
• Readings | • Attendance  
• Individual Participation  
• Group Participation  
• Presentation  
• Self Assessment  
• Group Assessment  
• Problem Recognition Tasks  
• Written Feedback  
• Verbal Feedback  
• CAT: Muddiest Point |
| 8. | Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy. | B.6.2 | • Lecture  
• Seminar/Interactive Teaching  
• Class Discussion  
• Inquiry Learning  
• Paper #1  
• Readings | • Attendance  
• Individual Participation  
• Group Participation  
• Presentation  
• Self Assessment  
• Problem Recognition Tasks  
• Written Feedback  
• Verbal Feedback  
• CAT: Think-Pair-Share |
| 9. | Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services. | B.6.3 | • Lecture  
• Seminar/Interactive Teaching  
• Class Discussion  
• Inquiry Learning  
• Blended Learning  
• Paper #1 | • Attendance  
• Individual Participation  
• Group Participation  
• Presentation  
• Self Assessment  
• Problem Recognition Tasks  
• Written Feedback |
10. Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.

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<th>Readings</th>
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<td>B.6.4</td>
<td>Seminar/Interactive Teaching</td>
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11. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.

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<td>B.6.5</td>
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<td>Readings</td>
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12. Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services.

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13. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client

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<td>B.9.1</td>
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<td>Course Objectives</td>
<td>ACOTE Standards</td>
<td>Teaching Methods</td>
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<td>14. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.</td>
<td>B.9.4</td>
<td>Lecture, Seminar/Interactive Teaching, Class Discussion, Inquiry Learning, Blended Learning, Case Studies</td>
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<td>Readings</td>
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<td>15. Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.</td>
<td>B.9.10</td>
<td>Lecture, Seminar/Interactive Teaching, Class Discussion, Inquiry Learning, Blended Learning, Case Studies, Holistic Learning, Paper #1, Readings</td>
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<td>Attendance, Lecture, Seminar/Interactive Teaching, Class Discussion, Inquiry Learning, Blended Learning, Case Studies, Holistic Learning, Paper #1 Rubric/Feedback, Readings</td>
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<td>16. Describe and discuss strategies to assist the consumer in gaining access to occupational therapy services.</td>
<td>B.9.12</td>
<td>Lecture, Seminar/Interactive Teaching, Class Discussion, Inquiry Learning, Blended Learning, Case Studies, Holistic Learning, Paper #1, Readings</td>
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**ACOTE Standards Relating to Course Objectives**

*This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:*

- B.1.4 Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.
- B.1.5 Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.
• B.1.6 Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.
• B.4.7 Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.
• B.5.7 Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
• B.5.18 Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
• B.6.1 Evaluate and address the various contexts of healthcare, education, community, political, and social systems as they relate to the practice of occupational therapy.
• B.6.2 Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.
• B.6.3 Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services.
• B.6.4 Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.
• B.6.5 Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.
• B.7.1 Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services.
• B.9.1 Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.
• B.9.4 Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
• B.9.10 Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
• B.9.11 Explain the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.
• B.9.12 Describe and discuss strategies to assist the consumer in gaining access to occupational therapy services.

Required Texts
Select handouts and readings placed on eLearning course site by the instructor. Additional readings will be placed on the eLearning course site.

**Schedule of Topics and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Sept. 12th</td>
<td>Opening day, discussion of syllabus, assignments, and expectations.</td>
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</table>
| Sept. 19th | “Changes in empathy among first year medical students before and after a medical humanities module.” (SH)  
“The Place of Medical Humanities in Medical Education in Lithuania.” (SH)  
“Defining Lives: Occupation as Identity: An Essay on Competence, Coherence, and the Creation of Meaning” (LRS) |
| Sept. 26th | “An Ill Newborn, A Loving Family And A Litany Of Wrenching Choices.” (SH)  
“The Ethics of Abortion: The Arguments for and Against.” (SH)  
“Beyond Inclusion: Recognizing the Humanity of the Profoundly Impaired (LRS)  
“The Ethics of Meaning in Dementia Care.” (LRS) |
| Sept. 3rd  | “The Case for Black Doctors.” (SH)  
“Lack of Black Doctors Traced Primarily To Pre-College Factors, Study Finds.” SH  
“The Affect of Affirmative Action Bans on The Representation of Students of Color in Medical Schools.” (LRS)  
Is There a “Workable” Race-Neutral Alternative to Affirmative Action in College Admissions? (LRS) |
| Oct. 10th  | “Examining our privileges and oppressions: incorporating an intersectionality paradigm into nursing.” (SH)  
“Explaining White Privilege to a Broke White Person.” (SH)  
“Is Reporting Race and Ethnicity Essential to Occupational Therapy Evidence?” (LRS) |
| Oct. 17th  | No class, Fall Break                                                   |
| Oct. 24th  | *The Immortal Life of Henrietta Lacks*, parts I and II.  
Informed consent assignment DUE |
Nov. 7th:  “Examining our privileges and oppressions: incorporating an intersectionality paradigm into nursing.” (SH)
“Explaining White Privilege to a Broke White Person.” (SH)
“How Science Goes Wrong.” (SH)
“Is Reporting Race and Ethnicity Essential to Occupational Therapy Evidence?” (LRS)

Nov. 14th:  “Institutional Corruption of Pharmaceuticals and the Myth of Safe and Effective Drugs.” (SH)
“Mandatory Reporting: WI State Practice Act, Regulations and Practice Guidelines” (LRS)

Nov. 21st:  “What’s in a face? The role of doctor ethnicity, age and gender in the formation of patients’ judgments: an experimental study.” (SH)
“Importance of physicians’ attire: factors influencing the impression it makes on patients, a cross-sectional study.” (SH)
“Creating a Positive, Professional Image.” (LRS)
“Beauty Work: Individual and Institutional Rewards, the Reproduction of Gender and Questions of Agency.” (LRS)

Nov. 28th:  “Occupational Justice Bridging theory and practice.” (SH)
“Occupational Consciousness.” (LRS)
“Driving social change: Occupational therapists’ contributions to occupational justice.” (LRS)
WFOT Position Paper: Human Rights (LRS)

Dec. 5th:  Presentations, round 1.
Dec. 19th:  Final paper due: submit to Canvas by 8 pm.

Class Organization
You will be expected to complete all assigned readings on the dates assigned. This course will focus heavily on in-class discussion and critical analysis of complex ideas. In order to participate, careful reading of the assigned material is a must. Furthermore, we will often be considering cultural ideas that may vary from your own. While it is good to critically analyze these concepts and their implications, we will do so in a sensitive and polite manner.

An essential part of becoming a well-educated professional is the development of the ability to discuss ideas intelligently and to explain your ideas to others. That being the case, a substantial portion of the course in which you are now enrolled will revolve
around your ability to speak intelligently about important ideas, to raise thought-provoking questions, and to explain your ideas to others. We are all intelligent adults and diversity of opinion is encouraged. I will never penalize you for holding or expressing an idea at variance with my own or your colleagues. However, I do expect you to respect both me and your colleagues!

Intelligent questions are highly encouraged. They can only benefit you!

Course Assessment
Grading for this course will be based on a total possible accumulation of (950) points, with letter grades applied to a percentage of this total as follows:

Grading Scale:  
93-100 % = A  
90-92.9% = A/B  
83-89.9% = B  
80-82.9% = B/C  
70-79.9% = C  
60-69.9% = D  
<60% = F

Progress will be evaluated through the following means

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
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<tbody>
<tr>
<td>Final paper</td>
<td>200</td>
<td>1-4, 13-14</td>
<td>B.1.4, B.1.5, B.1.6, B.4.7, B.9.1, B.9.10</td>
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<tr>
<td>Presentation on final research project</td>
<td>200</td>
<td>1-6</td>
<td>B.1.4, B.1.5, B.1.6, B.4.7, B.5.7, B.5.18</td>
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<td>Total</td>
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**Attendance:** Attendance is required. It is never “ok” to skip class. **Any absence, except for those arising from absolutely unavoidable circumstances, result in a reduction in your overall course grade.** This is a seminar rather than a lecture class. What that means
is that every day we will discuss shared readings—I will not lecture at you. Simply put, if you are not in class you cannot participate in these discussions. Therefore, any day that you are absent, for any reason, you will receive a zero (0) for class participation.

**Class participation:** Oral participation is required. This can make or break your grade. Therefore, you should pay close attention to your assigned readings. **Class participation means more than simply being present; you must regularly contribute in a meaningful way. Failure to do so will ensure less than a C in discussion.** This is a significant portion of your grade (see below).

**Papers:** These analyses will focus on topics as assigned collaboratively between the instructor and the student. You will be graded based upon the mechanics of good writing as well as the ability to critically analyze and effectively present and support the ideas under consideration. Grading rubric can be found as a separate handout on the eLearning course page.

**Paper #1: Informed Consent and Medical Research**—Please see handout on this assignment for further details. Handout located on the course page in eLearning.

The purpose of this paper is to explore the issue of ethics in medical research and, in particular, the issue of informed consent. You will be required to write an argumentative essay exploring the right NOT to know and the right to be informed. Be sure to include the opposing side as a counterclaim. Argument must address the ethical dilemmas that may arise in the clinical setting should you encounter such a scenario as a practitioner. Further instructions for this assignment can be found on the eLearning course site.

**Paper #2: Wisconsin state law and health practitioners assignment**— Please see handout on this assignment for further details. Handout located on the course page in eLearning.

The purpose of this paper is to promote thought about the way that state law and public policy can affect both patients and health care providers, as well as patients. It will be key to consider why Wisconsin law has been crafted the way it has and think about the way that this law affects health care delivery in the state.

**Final paper and presentation.** This will be a group project. Each group will research a particular area of biomedical ethics and consider not just the facts of the assigned case, but also—and crucially!—consider what the long-term effects of the case have been. Do people today remember the instance? If so, what people and where? How has the instance affected the public and/or individual’s perceptions of health care providers, government agencies, and so forth? Each topic will be researched by a team and the final ten-page paper will be team written. Since an important element of this assignment is to demonstrate the ability to work well with others, the grades will be group grades and everyone will earn the same grade. The presentations will occur during the last two class periods and will be group presentations. The paper will not be due at that time, because it
is possible that the group will get new ideas from audience feedback, which may then be incorporated into the final paper.

**Mechanics:** We will discuss writing in class. Always make a copy of your paper for yourself, before turning it in. If you are having trouble, come see Dr. Hendrix or Dr. Stockwell immediately! Loose papers are not accepted. Staple or otherwise attach them.

The MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded. It is strongly recommended that students purchase the *Publication Manual of the American Psychological Association, 6th Edition*. Copies have been made available at the Carroll Todd Wehr Memorial Library on main campus. In addition, numerous resources both at the library and online can be used to help with writing and formatting papers. Please consider utilizing the support of the Writing Center located in the library Learning Commons.

**Academic Progression and Proficiency**
Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade. The minimum passing score for practical examinations and skill checks is 80%. If a student does not pass the exam in the initial attempt, remediation occurs and reassessment is performed to ensure competence. The recorded grade from the initial examination remains unchanged. The maximum number of attempts varies between courses/faculty and depends on examination content and faculty judgment. Failure to meet this standard results in a failing grade in the course and an inability to progress in the program. In addition, students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

**Statement on Academic Integrity**
The Carroll University Academic Integrity Policy is located in your student handbook on the University website. [http://www.carrollu.edu/campuslife/](http://www.carrollu.edu/campuslife/). Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course.
Some examples of violations will be discussed on the first day of class. These will include:

(1) Plagiarism
   - Must use OWN words
• If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
• A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

(2) Failure to return or removal of an exam
(3) Submitting work completed by another individual
• A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.

(4) Discussing quiz/exam questions with students who have not yet taken the quiz/exam.
(5) Any other forms of cheating

Core Professional Behaviors

1. PERSONAL RESPONSIBILITY
• Student is punctual
• Student completes assignments and tasks on time
• Student attends all lecture and laboratory sessions

2. PERSONAL HONESTY & INTEGRITY
• Student is honest in word and actions and is accurate in reporting all information
• Student maintains positive learning environment
• Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
• Student gives full attention to lecturer, does not talk in class, treats others with dignity
• Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)

4. TEACHABILITY/ADAPTABILITY
• Student takes responsibility for own actions and understands consequences of inappropriate actions
• Student behavior is appropriate during times of high stress

5. COMMUNICATION
• Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
• Student refrains from spreading rumors regarding instructors and course assessments
• Student follows appropriate procedures for discussion of course issues and concerns
  ➢ 1st → Student contacts their lecture or laboratory instructor
  ➢ 2nd → Student communicates concerns to course coordinator (should the need arise, the coordinator will direct the student to the Departmental Chair)

6. RELATIONSHIP WITH PEERS
● Student participates in class and small group discussions
● Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).

7. PERSONAL APPEARANCE
● Student dresses appropriately for presentations and palpation

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)
*At the discretion of the Instructor:
➢ A deduction in course points (i.e., -10 pts for cell phone use)
➢ Removal from class/fieldwork experience
➢ Tardiness of required assignments, -2% per day late
➢ Multiple offenses may result in a full letter grade deduction

Disability/ Illness
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations for students with documented disabilities.
If you are ill and unable to attend a class, it is your responsibility to notify me in a timely fashion. In order to make up an assignment you must document that illness. Only the direst of emergencies will allow you to make up an exam.
Extended illness may make it impossible for you to complete the class requirements.

Courtesy
I will treat you with respect, and I expect the same in return. I also expect you to respect your fellow students. Therefore, please do the following:

1. Turn off your cell phone, beeper, or anything else that might make noise.
2. Do not converse while the teacher or a fellow student is speaking in class.
3. You are expected to arrive on time. If, because of some problem, you are forced to come in late, do come in. However, do so quietly and do not walk in front of me while I am lecturing. There is no excuse for chronic lateness. Those who are routinely late will be invited to withdraw from the class and have points deducted from their class participation grade. If you have an emergency, please let me know.
4. Computer use policy: If you use a computer, it must be used ONLY for taking notes UNLESS I specifically give you permission otherwise. If you use a computer for any other purpose, you will permanently lose computer use privileges in my classroom.

Modification to the Syllabus:
The instructor and the University reserves the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).