Western Oregon University

UNIVERSITY

Occupational Therapy

Western Oregon University
Occupational Therapy Doctorate
Student Handbook
2024 - 2025

Table of Contents

Note: Sections are bookmarked; hover mouse over desired topic, hold CTRL and click

Appendix D: Academic Progress Review Policy and Procedure

Western Oregon UNIVERSITY

Occupational Therapy

Welcome!

Welcome to the Occupational Therapy Doctorate (OTD) Program at Western Oregon University (WOU). We are excited to be a part of your journey towards becoming an occupational therapist.

The purpose of this manual is to provide faculty and students of the Occupational Therapy Doctoral program with general information, expectations, policies, procedures, and processes related to all aspects of the student experience and journey in the OTD program. All WOU OTD students are expected to follow the policies and procedures in the WOU Catalog, WOU Graduate Student Handbook, WOU Code of Student Responsibility, and this handbook. We recommend that you keep the websites and handbooks bookmarked on your computer for easy access. All OTD students are responsible for knowing and following all University and program-level policies and procedures in the aforementioned catalog, handbooks, and websites. The materials in this manual are subject to change as deemed necessary by the University, Graduate Studies Office, and OTD Program.

Definitions and Abbreviations

Abbrev	Full Name	Definition or Description
ACOTE	Accreditation Council for Occupational Therapy Education	Accreditation C and D Standards set by ACOTE that are addressed in the policies in this manual are indicated throughout.
AOTA	American Occupational Therapy Association	National association of occupational therapy in the U.S.
Canvas	Canvas	WOU learning management system (computer software)
COTA	Certified OT Assistant	A professional who has completed occupational therapy assistant education, passed a national certification exam, and maintains active and good standing status
DC	Doctoral Capstone	A student-directed portion of the occupational therapy education program consisting of a project and a 14-week experience. The doctoral capstone experience must begin after completion of all coursework, fieldwork, and preparatory activities.
EXXAT	EXXAT	OT Education Management Platform used by WOU OTD (computer software)
OTR	Occupational Therapist Registered	A professional who has completed occupational therapy education, passed a national certification exam, and maintains active and good standing status.
OTS	Occupational Therapy Student	Student enrolled in the WOU OTD program.
OSRC	OTD Standards Review Committee	The Committee in the Program of Occupational Therapy that oversees student progression through the program of study.
SSDT	Student Support and Development Team	The team of OTD faculty who support the academic success and professional identity development of students in the program.

WOU OTD History

In 2016, WOU contracted with STAMATS to do a market analysis and identify high-need and high-growth areas for graduate programming. The report identified Occupational Therapy (OT) and Physical Therapy (PT) as both being excellent candidates for WOUs first doctoral degree. WOU then established an advisory board and held key stakeholder meetings to identify which program would be the first clinical doctorate program initiated. Due to many factors, WOU decided to focus on an OT program and President Rex Fuller submitted a letter of intent to the Accreditation Council for Occupational Therapy Education (ACOTE) on December 6, 2019, to develop an Occupational Therapy Doctorate (OTD) program at WOU.

WOU applied for and was subsequently approved by the Higher Education Coordinating Commission (HECC) to develop the OTD at their October 12-13, 2022, meeting. WOU was already authorized to offer associate's, bachelor's, and master's degrees and in March 2023, applied to the Northwest Commission on Colleges and Universities (NWCCU) requesting authorization to add doctoral degrees, and specifically the OTD, to their roster of offerings. NWCCU granted approval of the OTD on April 11, 2023, to be effective September 30, 2024. In December 2023, WOU's candidacy application was submitted to ACOTE, and at their April 2024 meeting, ACOTE granted candidacy status for the first cohort to begin Fall 2024.

Western Oregon University Mission and Vision

Mission

Western Oregon University provides a personalized learning community where individuals experience a deep sense of belonging and empowerment.

Vision

Our vision is for Western Oregon University to be a model of intentional inclusion and accessibility. We strive to empower students to meaningfully impact our local community and beyond. Grounded in the principles of a public liberal arts education, we will enhance career and social mobility through a focus on critical thinking and communication skills that are essential for successfully navigating the complexities of life.

WOU Core Values

Our core values are the fundamental beliefs and guiding principles that shape the identity, culture, and actions of Western Oregon University. They serve as a foundation for planning, implementing, and evaluating initiatives. Decisions, interactions, and priorities will reflect the deeply held convictions that contribute to the ethical framework and mission of the institution.

Western Oregon University — Occupational Therapy

Centering students. At Western Oregon University, we put students first in everything we do. We are dedicated to enhancing the student experience by continually developing and improving the ways we work. Our decision-making is guided by a commitment to meeting student needs through innovation, inspiration, and data. We actively seek student input, ensuring their voices are heard and considered.

Embracing diversity. Western Oregon University values the unique qualities and differences that make our community strong. Diversity is a positive, transformational force, and we work to foster meaningful inclusion, empathy, open communication, and a willingness to understand and learn from each other.

Fostering accessibility. At Western Oregon University, we work to ensure inclusivity and eliminate barriers in our physical, social, and learning environments. We are dedicated to continuous improvement so that every member of our community can engage, contribute, and succeed.

Valuing community. Western Oregon University is dedicated to building strong communities within the university, as well as in the region, in the state, and beyond. We proactively cultivate relationships and partnerships to enhance the education of our students and serve the needs of the community.

Behavioral Sciences Division

Mission Statement

Our mission is to create lifelong learners utilizing the scientist-practitioner model. Students gain competence in accessing, evaluating, and integrating sources of knowledge within their field. Graduates of our program will understand the scientific foundations of their discipline and the core knowledge/concepts in the field.

Programs in the division provide opportunities for professional development, service to the community, and practicum experiences in preparation for graduate study and/or work in a variety of fields. Graduates will be able to apply such knowledge and skills in a manner consistent with an understanding of professional standards of ethical behavior. They will be prepared to interact effectively with others, and resolve issues that face us as a society, a nation and a world.

WOU OTD Mission and Vision

Mission

To produce socially conscious and evidence-informed OT practitioners that utilize the power of occupation to promote the health and well-being of people and their communities in our region and the larger world.

Vision

We envision a world where everyone has access to and the ability to participate in meaningful occupations that support health and well-being.

WOU OTD will achieve this vision by:

- Diversifying the profession of OT to increase access to occupational opportunities for historically underserved and minoritized persons in our communities locally, nationally, and globally.
- Cultivating student success by supporting the inclusion of, and respect for all learners, faculty, and staff while embracing the diversity of experience and thought present throughout our world.
- Producing resilient and innovative leaders who integrate the art and science of occupational therapy.

OTD Philosophy

The philosophy of Western Oregon University is reflective of the Philosophical Base of Occupational Therapy (AOTA, 2017), and is grounded in the belief that access to and the ability to engage in meaningful occupation is central to the health and well-being of all individuals, groups, and populations. At the heart of the Occupational Therapy Program at Western Oregon University, is an unwavering commitment to an educational journey that seamlessly integrates purpose, practice, and pragmatism. Our philosophy is rooted in the conviction that impactful education nurtures critical thinking, humility, and collaborative exploration. Through rigorous academic training, we equip students with the solid theoretical foundation to grasp human occupation, health, and well-being, as well as the clinical skills to effectively work with humans across the lifespan. Experiential learning transforms this knowledge into practical wisdom, cultivating empathy and collaboration with diverse individuals. Our philosophy underscores community engagement and advocacy for social justice, expanding the horizons of occupational therapy beyond clinical confines. By harmonizing purpose, practice, and pragmatism, we drive our mission to cultivate practitioners who ardently champion social and occupational justice, ushering valuable contributions to both the field of occupational therapy and society at large.

WOU OT Philosophy of Teaching and Learning

We believe that an OTD program should be developmental (Ringsted, 2011) and subject-centered (Hooper et al., 2020), such that foundational knowledge and skills grow over time around the core subject of occupation. As students move through the program they will experience a pragmatic curriculum designed to be universally accessible to diverse learners that provides the foundational knowledge and skills of OT in the 1st year, then integrates those skills and knowledge to translate them to practice settings in the 2nd year, and culminates in a 3rd year wherein students demonstrate their mastery of the art and science of occupational therapy through fieldwork and their capstone project. Using a social reform perspective (Pratt, 1998) our curriculum facilitates constant reflection, reconstruction, and critical analysis of dominant views in OT practice, on occupation, of

occupational justice, and on occupational engagement. Lastly, The WOU OTD curriculum is future-based (Young, 1999) such that graduates can navigate an ever-changing healthcare landscape and society all the while promoting occupational justice and access to occupational engagement that promotes health and well-being.

WOU OT Program Curricular Design

Occupational Therapy Curricular Design

Socially conscious and evidence-informed Occupational Therapy practitioners utilize the power of occupation to promote the **health and well-being of people** and their communities in our region and the larger world.

POWER OF OCCUPATION
Terms 1-7 | Foundational knowledge | Level I Fieldwork

COMMUNITY HEALTH AND SOCIAL CHANGE
Terms 6, 7 & 10 | Capstone Project Preparation

WEAVING THE ART & SCIENCE OF OCCUPATIONAL THERAPY
Terms 8-9 | Level II Fieldwork

CRITICAL AND INNOVATIVE THINKING
Terms 10-11 | Capstone Experience and Project Implementation

STEWARD LEADERSHIP & OCCUPATIONAL JUSTICE
Term 11 | Capstone Presentations and Graduation
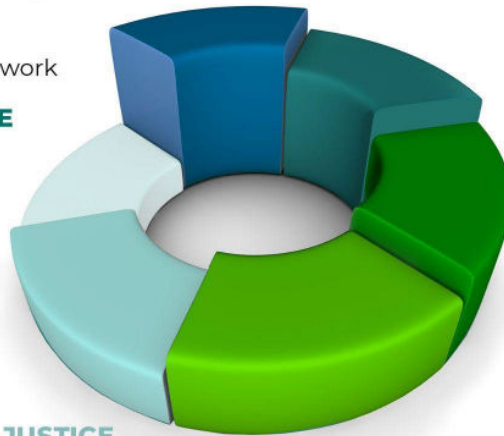
WOU OT Program Curricular Thread and Student Outcomes

The Power of Occupation
- Demonstrate ability to work with individuals across the lifespan and in various contexts.
- Utilize the transformative nature of engaging in occupations (meaningful activities) to promote health, well-being, and participation in purposeful life roles.

Weaving the Art and Science of Occupational Therapy
- Utilize the unique blend of theoretical knowledge, clinical skills, creativity, and human connection to help people achieve meaningful and purposeful lives.

Community Health and Social Change
- Understand what creates healthy communities, and how environments and contexts shape health and well-being,
- Evaluate how community and occupation interact with and influence one another for individuals and groups.

- Demonstrate how to act as social change agents alongside the communities we serve.

Critical and Innovative Thinking for Practice and Scholarship
- Think outside the box in order to engage in thoughtful analysis, and problem-solving.
- Continuously reflect on practice and the unique needs of individuals, groups, and populations.
- Implement creative solutions within the context of occupational therapy practice.

Steward Leadership and Occupational Justice
- Adopt roles that extend beyond traditional clinical practice to become advocates, facilitators, and supporters of positive change within the profession and society at large.
- Work to advance the field, promote ethical practice, and ensure that the principles of occupational justice are upheld.

Section 2: Clinical Education

The Clinical Education program at WOU's OTD program consists of Level I Fieldwork, Level II Fieldwork, and the Doctoral Capstone Project and Experience. Clinical education is pivotal to the development of entry-level OT knowledge, skills, and attitudes, and as such, reflects the ACOTE standards as well as the mission, vision, and values of the WOU OTD program. For policies and procedures regarding clinical education, please refer to the WOU OTD clinical education handbook.

Section 3: Academic Policies and Procedures

This WOU OTD Student Handbook will help you navigate policies and procedures commonly encountered by WOU graduate students. This publication does not replace the [Graduate Student Handbook](#) or [WOU catalog](#), which is the official, detailed, and complete final word on all graduate policies and procedures at WOU.

WOU OTD Program students are required to abide by all University and graduate student policies regarding due process for student misconduct, whether academic or otherwise. Students have all the rights and privileges as outlined in this Handbook, the WOU catalog, the Graduate Student Handbook and [Code of Student Responsibility](#).

Academic Integrity

It is the student's responsibility to maintain academic integrity regarding class assignments, examinations, and all other course requirements. Charges of academic dishonesty will be investigated thoroughly. Cheating, plagiarism, and knowingly assisting other student(s) who violate academic integrity will not be tolerated. What constitutes a

violation of academic integrity, the University's response to those violations, and student rights of appeal regarding charges of such violations, are further explained in the University Student Handbook and the Student Rights and Responsibilities published by the University and the Code of Student Responsibilities.

See the WOU University catalog for more information on communicating, educating and learning about Academic Integrity. As an essential element of WOU's mission is to educate the mind, heart, and spirit, members of the University dedicate themselves to upholding the highest moral and ethical principles.

Professional Identity and Ethical Conduct

The WOU OTD program reserves the right to define professional identity and behavior, to establish standards of excellence, and to evaluate students regarding them. To maintain good academic standing, students must demonstrate professional/ethical conduct and attitudes that lead to professional competence. Students are expected to demonstrate behavior consistent with the WOU Code of Student Responsibility and Graduate Student Handbook, the most current AOTA Code of Ethics for Occupational Therapy, and state and federal laws governing the conduct of occupational therapy practitioners. Students must demonstrate behavior that leads to an ethical professional identity and positive interpersonal and professional relations including social media participation. Demonstration of behavior that is unethical and unprofessional, or that does not lead to positive interpersonal and professional relations, is considered evidence that a student is not suited to a professional career and, thus, constitutes adequate cause for academic standing review.

Academic Progress Procedure

Grade Point Average (GPA) is a numerical indication of a student's academic achievement. GPA is the average of letter grades earned toward a degree. To maintain full graduate status, the OTD student must achieve a minimum cumulative GPA of 3.00 (based on a 4.00 scale) in the courses that make up the OTD program. OTD students must achieve a grade of C or better in the courses that make up the OTD program. Failure to receive at least a grade of C may result in the OTD student being dismissed from the OTD program. The OTD student who fails to make satisfactory progress may be subject to academic probation and/or dismissal. When the cumulative GPA of an OTD student falls below 3.000 in any period of 8 credits, the student is automatically placed on academic probation.

If a student is anticipated to receive a course grade or obtain a GPA lower than 3.0, an Academic Progress Review will be conducted. Upon review with the student's academic advisor, the student, in consultation with the advisor, will identify the cause and establish a verbal agreement to rectify the lower-than-expected GPA or course grade. The verbal agreement will be documented within the OT department.

If the student does not obtain a final GPA above 3.0, they will be required to write an Academic Progress Plan in writing that will be submitted to their permanent student file. If

the student does not receive a GPA above 3.0 in the subsequent review period the process as outlined in the Western Oregon University [Graduate Student Handbook](#) will be applied.

Financial Aid and Scholarships

Conditions for loan eligibility and many scholarships usually require students to complete a specified number of credits each year and maintain a specified quality point average. Questions about the effect of unsatisfactory academic standing on loans should be directed to the Office of [Financial Aid](#). Questions about the effect of unsatisfactory academic standing on scholarships should be directed to the respective department or organization awarding the scholarship.

Enrollment Status

Full-time status is required to remain in the program except in the case of repeating a single course, or a partial administrative withdrawal, which may result in temporary part-time status in the program. An administrative withdrawal may be granted due to extraordinary circumstances beyond the student's control that negatively impact academic performance. Tuition rates will be calculated by the business office. Refer to the registrar's catalog page on grades and grade point average to determine how repeated courses apply to GPA.

Academic Progress Review

The Academic Progress review is intended to identify academic performance that is below graduate standards and to create a plan for improvement with the student and their academic advisor **prior** to a formal action that may lead to academic dismissal or probation. Documentation is retained only within the Occupational Therapy Department.

Academic Progress Plan

This is a detailed document outlining the student's academic history and status throughout the OTD program. If a student does not maintain a GPA of 3.0 or higher post an Academic Progress Review an Academic Progress Plan will be created following the process outlined in the [Graduate Student Handbook](#). The OSRC will review these progress plans upon receiving appeals from students for academic progress notices, FW or Capstone concerns, or professional identity concerns as brought forth to the student and their advisor.

Probation, Suspension, and Dismissal

The Occupational Therapy Program adheres to the University policies and procedures regarding probation, suspension, and dismissal. Graduate students must have a 3.00 cumulative GPA to be eligible to graduate. Visit the [WOU Catalog](#) for the University policy and procedure regarding probation, suspension, and dismissal. Visit the policy and procedure regarding academic probation in the [Graduate Student Handbook.](#)

Visit the [WOU Code of Student Responsibility](#) document which outlines nonacademic standards of conduct appropriate to the University in consonance with the educational goals of the University.

Repeating A Course, Fieldwork, or Capstone

Failure of a course, fieldwork, or capstone experience is grounds for dismissal. In this situation, a student who fails a course, fieldwork, or capstone experience may submit an appeal to the program director for consideration by the ORSC. An appeal may grant a return to the OT program and repeat the coursework or fieldwork in the next time frame the course of fieldwork is offered. Failure to pass the course or fieldwork a second time will result in dismissal from the program. Full-time status is required to remain in the program except in the case of repeating a single course, or a partial administrative withdrawal, which may result in temporary part-time status in the program. An administrative withdrawal may be granted due to extraordinary circumstances beyond the student's control that negatively impact academic performance. Tuition rates will be calculated by the business office. Refer to the registrar's catalog page on grades and grade point average to determine how repeated courses apply to GPA.

Section 4: Administrative Policies and Procedures

Student Health and Other Records Onboarding Procedures

Students are required to complete onboarding health and compliance action items prior to beginning the program. Moreover, students need to stay compliant throughout the program with the various requirements. At any point a student isn't compliant, it can jeopardize fieldwork and capstone experiences. Please see the WOU OTD Clinical Education Handbook and WOU OTD Student Compliance Checklist for more details. EXXAT is the program's compliance, clinical education, and curriculum management system. This is where students should store all compliance records.

Mandatory Reporting

As an employee at Western Oregon University, the instructor is required by federal law to report any incident of sexual misconduct. If the student wishes to speak with the instructor about something that has occurred to themselves or another student, the instructor must inform university personnel. Reporting this information helps the university to safeguard students and get students the help and support needed. The student has the right to maintain their privacy. The instructor will only report what the student confides. Additional information about sexual misconduct response at WOU can be found at www.wou.edu/student/assault_care.php

OTD Equipment Loan Policy and Procedure

The WOU OTD program instructs students in the proper use and application of equipment

and materials needed for evidence-informed OT client assessment and intervention. Students have access to equipment and materials after completing training in proper use and care. Students may use equipment and materials in the OT building for study purposes during open building hours when it is not being used in classes for instructional purposes. Students may also check out equipment/materials for independent study as long as the requested equipment/materials are not needed for classroom activities during the requested period.

NOTE: Fragile and/or calibrated equipment may not be taken outside of the OT building by students. See Appendix B below for the full policy and checkout procedure.

Section 5: Student Support and Professional Development

WOU OTD Student Support and Development Team (SSDT)

This is a team of WOU OTD Faculty who are dedicated to student advising, student success, and the professional and personal development of WOU OTD students. The Team Chair is Dr. Halley Read. Team members are the OTD Faculty serving terms on the SSDT. The SSDT will meet regularly, and ensure policies and procedures for advising and student development are followed, updated regularly, and available for students, faculty, and staff. All Student Support, Advising, and Professional Development forms, processes, and requirements are housed on the Student Resource Canvas page.

Role of the Academic Advisor

Upon entry to the OTD program, the SSDT will follow Student Advisor Paring processes to match students with an academic advisor. The advisor's role is to help students navigate the program of study until a faculty capstone advisor is assigned in the second year. The function of the academic advisor is to support your orientation to the program; to explain the degree requirements; to provide recommendations, referrals, and support in advocating for specific learning needs; and to support the student through the multifaceted journey of graduate school and preparation for professional practice.

Student/Advisor Pairing Process

Students will be paired with a faculty advisor through an intentional pairing model. All faculty who are advising students will have their photo(s), mentorship style, cherished occupations, scholarship, teaching, and other identity(s) information available for review on the Student Resources Canvas page. Students should use that to review faculty before orientation. At orientation, students should interact with faculty they are interested in pairing with. In the first week of the fall term, students will complete an Advising Pairing Form where they will list their top 3 advisor choices. The SSDT will then pair students with advisors using this information through a lottery approach. By the start of Week 2 of the Fall Term, students will be partnered with an Advisor.

Students must consult with the academic advisor at least one time per term and whenever questions arise whether academically or in other aspects of graduate student life. It is the

policy of SSDT and the WOU OTD Program that a) students can request an advisory change at any time (see Student Resources Canvas page), and b) upon the official pairing with their capstone faculty advisor, the duties of academic advisor move to the capstone faculty advisor such that all advising comes from that mentor.

Student Support Services in WOU at Large

A wide variety of student support services are available to all WOU students. Links to all of these services can be found at the WOU Student Resources page on the website. These services encompass Academic Support Services, Student Support Services, Getting Involved, and other general resources.

A variety of student support services and enrichment programs are available at WOU. Select programs are included in this section. For a comprehensive list, please visit WOU Resources.

Student Health & Counseling Center

WOU students can access confidential medical and counseling services on the main campus. Please visit the Student Health & Counseling Center website for more information. To make an appointment, call 503-838-8313, email at health@wou.edu or visit the clinic during hours of operation.

Academic Support and Advising

WOU offers several programs available to students for academic support and advising, including free tutoring. For more information, please visit the Student Success and Advising, contact them at 503-838-8428 or studentsuccess@wou.edu

Writing Center

For additional support with writing or learning new citation formats, students may access free tutoring and resources at the Writing Center. Please visit the site for more information, schedule an appointment online or contact them at writingcenter@wou.edu or 503-838-8286.

Information Technology (IT) Support

Contact the Technology Support Center for technical assistance, including help with email, passwords, and accounts.

Office of Disability Services

Any student who feels they need an accommodation(s) may submit a request with the Office of Disability Services. Accommodations can include alternative formats, classroom access, note-taking support, testing accommodations, deaf and HOH services, and

university housing accommodations. For more information, please visit the [Office of Disability Services](#), or contact the office via email at ods@wou.edu or call 503-838-8250.

Section 6: Student and Professional Organizations

OT Student Organizations

The first Entry-Level OTD Cohort will determine which student organizations they wish to establish at WOU. These may include:

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

COTAD's mission is to empower occupational therapy leaders to engage in practices that increase justice, equity, diversity, and inclusion (JEDI); anti-racism and anti-oppression for a transformative occupational therapy profession. COTAD chapters are student-led groups that integrate/advocate/align the mission within occupational therapy education programs and in the profession. COTAD chapters provide numerous benefits to students, including access to safe spaces, community building and collaboration with other JEDI advocates, and mentorship opportunities. Information on [starting a COTAD chapter](#) can be found on the website.

Diverse-OT

Diverse-OT aims to advance the cultural climate within OT/OTA programs and the greater OT profession by providing opportunities for discussion and education on diversity and inclusion. They strive to create pathways for marginalized students and foster a strong community of occupational therapy students who are knowledgeable about the experiences of underrepresented peoples and equipped to address health disparities. Information on [starting a Diverse-OT chapter](#) can be found on the website.

WOU OTD Student Occupational Therapy Association (SOTA)

SOTA chapters provide students with professional development opportunities through education, leadership opportunities, networking, volunteer events, social events, and fundraising. Through representative positions, students have a voice in the OT profession on state and national levels.

Assembly of Student Delegates (ASD)

Assembly of Student Delegates (ASD) provides a mechanism for the expression of student concerns and offers a means whereby students can have effective input into the affairs of AOTA. The membership of the ASD is made up of the student members of AOTA. A delegate from each cohort is elected from the OTD program, some of whom will represent WOU at the ASD Pre-Conference Delegate Meetings (before the Annual AOTA INSPIRE conference). Serving as an ASD representative is an excellent introduction to the profession's national operations and builds a foundation for future AOTA leadership opportunities.

Adopted 11/5/2024

![Western Oregon University Occupational Therapy logo]

WOU Student Organizations

WOU's Monmouth campus is home to numerous student organizations and resources, including Abby's House, Center for Equity & Gender Justice; Black Student Union; Non-Traditional Student Lounge; The Stonewall Center; WOU Student Veterans of America; and more! As the WOU Salem campus grows, there may be opportunities to house future student groups.

Dean's Graduate Student Council (DGSC)

DGSC advises the Dean of Graduate Studies and Research and serves as a liaison between WOU graduate students, WOU administration, and the WOU Student Government. The Council is made up of a maximum of 12 student representatives from diverse student populations, programs, and course delivery modalities. The council will be meeting 1-2 times per term for 1-2 hours to discuss current events affecting graduate students. If you are interested in joining this council, please send an email to Amber Deets at deetsa@wou.edu to request an application.

Occupational Therapy Professional Organizations

Occupational Therapy Association of Oregon (OTAO)

OTAO provides professional representation for legislative and reimbursement issues within the state of Oregon. Membership in OTAO requires a nominal fee for students. OTAO provides many benefits to its members including, networking opportunities, continuing education events, eligibility for office and committee positions; occupational therapist (OT) and occupational therapy assistant (OTA) student scholarships, and much more. Complete information about membership benefits can be found on their website. Students are strongly encouraged to join the state association and actively participate.

> **Student Positions.** SOTA has two elected representative positions on OTAO committees that provide opportunities for professional interactions and development of leadership skills: a) Student representative to the Executive Committee, and b) Student representative to the OTAO committee that plans the annual state conference. WOU graduates can serve in the OTAO leadership, and pathways into these roles often include volunteer activities that began while they were students.

American Occupational Therapy Association (AOTA)

AOTA represents more than 230,000 occupational therapists, occupational therapy assistants, and occupational therapy students in the United States and beyond, to advance occupational therapy practice, education, and research. AOTA's mission is to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public. More information about membership, clinical tools and resources can be found by visiting the AOTA website.

Adopted 11/5/2024

WOU OTD students are required to maintain a student membership with AOTA while in the program; it is part of their compliance requirements and provides access to materials used in the OTD program.

Society for the Study of Occupation: USA (SSO: USA)

The Society for the Study of Occupation is a research society that strives to build a body of knowledge in occupational science to benefit humanity. Occupational science is a multidisciplinary field though it has a strong connection to occupational therapy, and has helped advance the field through the application of occupational science findings. Student members are welcome and can contribute to the annual research conference by presenting occupational science research. Learn more at the [SSO: USA](#) website.

World Federation of Occupational Therapists (WFOT)

The World Federation of Occupational Therapists (WFOT) promotes occupational therapy as an art and science internationally. The Federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society. WFOT is funded through subscriptions from national associations and individual members. Donations and bequests are welcomed. See the [WFOT website](#) for more information.

Professional Development

Professional development requires internal motivation and a desire to transform. Resources on professional development are available to help students engage in effective professional development. As a future OT practitioner, students must learn and appreciate the critical and valuable role of continuing professional development. For more information on this from the American OT Association, please visit and read *[Continuing Professional Development in Occupational Therapy](#)*

Occupational Therapy Academic Honor Society (Phi Theta Epsilon)

[Pi Theta Epsilon (PTE)](#) is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. PTE recognizes and encourages superior scholarship among students enrolled in accredited educational programs across the United States.

National Board for Certification in Occupational Therapy (NBCOT)

[NBCOT](#) is the entity that develops and administers the certification exam after completing the OTD program and is necessary prior to pursuing state licensure to practice as an occupational therapy practitioner. The mission of NBCOT is to serve the public interest in its diversity by advancing just, equitable, and inclusive client care and professional

practice through evidence-based certification practices and the validation of knowledge essential for effective and safe practice in occupational therapy.

Section 7: Safety Standards

Appropriate Use of Equipment and Supplies

Policy

OTD students must be familiar with the contents of the Department of Occupational Therapy Safety Binder.

Purpose

Knowledge of health and safety issues is necessary to maintain the health and safety of students, faculty, and clients during all educational activities. Some course activities and assignments may require the OTD student to use potentially hazardous equipment and/or chemicals.

Procedure

While course instructors review safety information prior to using hazardous equipment and chemicals, it is the OTD student's responsibility to be familiar with safety precautions. Information pertaining to the safe handling of equipment, and, as per the Occupational Safety and Health Administration (OSHA) regulations, Material Safety Data Sheets (MSDS) for all chemicals, and infection control, medical emergency, and evacuation procedures are available in the Safety Binders located in classrooms/laboratories of the Occupational Therapy Program.

OTD Program Goals

Upon completion of the OTD program, graduates will be able to:

1. Demonstrate entry-level occupational therapy clinical skills.

2. Develop a new or refine an existing program that enhances occupational therapy practice.

3. Demonstrate positive interpersonal skills and insight into one's professional behaviors to accurately appraise one's professional disposition strengths and areas for improvement.

4. Demonstrate the ability to practice educational roles for clients, peers, students, and others in community and clinical settings.

5. Influence policy, practice, and education by advocating for occupational therapy services for individuals and populations and for the profession.

6. Demonstrate leadership aptitude and characteristics to assume leadership roles at the local, national, and international levels in occupational therapy, health professions, and the community.

7. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.

8. Apply principles and constructs of ethics to individual, institutional and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.

Western Oregon UNIVERSITY

Occupational Therapy

OT Equipment Loan Policy and Procedure

The WOU OTD program instructs students in the proper use and application of equipment and materials needed for evidence-informed OT client assessment and intervention. Students have access to equipment and materials after completing training in proper use and care.

Students may use equipment and materials in the OT building for study purposes during open building hours when it is not being used in classes for instructional purposes. Students may also check out equipment/materials for independent study as long as the requested equipment/materials are not needed for classroom activities during the requested period.

NOTE: Fragile and/or calibrated equipment may not be taken outside of the OT building by students.

Equipment checked out by students must be returned within 1 week unless prior arrangements have been made with the OT Administrative Office.

Students are responsible for the equipment/materials they have checked out through the equipment loan process and will be charged for lost or damaged items.

All items must be returned in the same condition as they were when checked out.

All items checked out by a student must be returned before a student is cleared for graduation.

Procedure

1. Student identifies the equipment/materials they wish to check out and submits a written request to the OT Administrative Office.

2. The OT Administrative Office staff coordinates with the OTD Faculty to ensure the requested equipment is available for check out.

3. The OTD Administrative Office staff and/or an OTD faculty member logs the specific item(s) checked out to the student and notes the condition at the time of checkout.

4. Upon return of checked out item(s), both the student and an OTD program staff or faculty member must sign and date the log to confirm return of the item(s). The condition of the item(s) on return will also be noted in the log.

Western Oregon University Occupational Therapy

Appendix C

Generative Artificial Intelligence Usage, Practices, and Guidance

Beliefs about Learning:

At WOU OTD, we aim to prepare our students for their futures by developing their critical thinking skills, knowledge, and diverse perspectives through various learning experiences. We recognize that new technologies, such as generative artificial intelligence (GAI), can potentially enhance teaching and learning. It is important to appreciate and understand the learning processes when employing GAI to avoid confusion or misuse. As we move forward, we will remain mindful of how learning occurs to maximize the benefits of GAI and future technologies.

We believe that active participation and engagement are fundamental to the learning process. Assignments are thoughtfully designed to support your learning journey, where the "doing" is an essential component. As occupational therapy students, you understand that occupational participation—actively engaging in meaningful activities—is instrumental to your future practice, your ability to interact with others and the development of your professional identity. Through these experiences, you will contribute meaningfully to the profession.

This statement serves as an addendum to the WOU OTD Student Handbook, Graduate Student Handbook, and WOU Code of Student Responsibility. It is designed to guide the usage of GAI tools within the WOU OTD program while we continue to develop a deeper understanding of the implications these tools have on learning.

Western Oregon University OTD Practices Regarding Use of Generative Artificial Intelligence:

These practices are the starting point for this work across the program and will be subject to regular review and development to remain current.

WOU OTD:
- Supports faculty in acquiring and honing the skills necessary to use GAI tools for both educational and operational purposes
- Remains responsive to the requirements of accrediting bodies (ACOTE & NWCCU) and WOU policies
- Clarifies the expectations of WOU OTD community members in the ethical use of generative artificial intelligence

Adopted 11/5/2024

Western Oregon UNIVERSITY
Occupational Therapy

Faculty Practices:

Faculty will communicate lesson objectives and expectations for how the work will be completed, with clarity regarding GAI. Through ongoing training and collaboration with colleagues, faculty will:

- Explore the possibilities for using GAI tools within their teaching practices
- Develop appropriate skills and methods for using GAI to enhance learning
- Teach, discuss, and model the appropriate use of GAI tools
- Ensure that GAI tools are used legally and appropriately in the context of higher education
- Identify appropriate levels of AI use according to the *GAI Acceptable Use Scale* posted below

Student Practices:

Through ongoing learning experiences and partnerships with faculty and other relevant community members, students:

- Include a disclosure statement and properly cite any use of GAI tools in their work according to APA format, ensuring transparency in how GAI has contributed to their assignments
- Engage in processes that support WOU OTD's approach to the ethical and appropriate use of GAI tools
- Seek guidance from their faculty when in doubt about the expectations for completing an individual assignment
- Confirm the authenticity of the materials if GAI has been used. Please note that GAI often tends to "hallucinate" and produce incorrect material when it does not know the answers.
- Adhere to assignment instructions, including when GAI use is prohibited (see scale below)

Types of Assignments where GAI use is NOT permitted:
- Looking up answers to quiz questions.
- Assignments that require reflection or stating your opinion about a given topic.
- Assignments that require a synthesis of different resources.

GAI Acceptable Use Scale:

Adopted 11/5/2024

Western Oregon UNIVERSITY
Occupational Therapy

Levels of Use	Full Description	Disclosure Requirements
0	**No Use of AI Tools**: The assignment is completed entirely without the assistance of AI tools.	**No disclosure required.**
1	**Minimal Use of AI Tools**: AI tools are used for low-stakes tasks such as basic grammar checks.	**Minimal disclosure required**: A simple acknowledgment of AI use is sufficient (e.g., "AI used for grammar check").
2	**Moderate Use of AI Tools**: AI is used for specific tasks like generating ideas or providing suggestions, but not for final content.	**General disclosure required**: A statement indicating AI was used for brainstorming or suggestions (e.g., "AI assisted in idea generation").
3	**Substantial Use of AI Tools**: AI tools are used to draft or develop significant portions of the content.	**Detailed disclosure required**: Proper APA citation acknowledging AI contributions, including a description of how AI was used in the assignment.
4	**Extensive Use of AI Tools**: AI is heavily relied on to create or complete most of the assignment content.	**Full disclosure required**: Proper APA citation, including specific details of AI use and links to AI-generated content or chats.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh.

APA Citation Example:

Open AI. (2024). *Chat GPT* (GPT-4o). https://chatgpt.com

Saigon South International School. (2024). *High school handbook.* www.ssis.edu.vn

*Breach of this GAI policy will result in disciplinary action as outlined in the OTD Student Handbook, Graduate Student Handbook, and WOU Code of Student Responsibility.

Adopted 11/5/2024

Appendix D

Academic Progress Review Policy and Procedure

A. Academic Progress Review Procedure

The following provides a plan for documenting and supporting student progress before the occurrence of a course failure, GPA below expectation, or failure to meet WOU OTD Professional Identity Development Standards (see section C below).

1. Should a student or faculty member be concerned the student is at risk for having a course grade below a C, having a term GPA lower than a 3.0, and/or are at the risk of failing to meet the WOU OTD Student Professional Identity Development Standards (identified below in section C), the student must meet with their advisor. This process aims to have plans created before a true failure or low GPA occurs.
   a. An advising meeting should be scheduled within one week of identifying the concern.
   b. The student works with their advisor to identify the reasons for the concern.
   c. The student, in consultation with the advisor, will identify the causes of the challenge/concern, and complete an Academic Progress Plan to rectify the challenge/concern putting the student at risk for a grade below a C, a lower than 3.0 term GPA, or risk of not meeting the WOU OTD Student Professional Identity Development Standards (section C below).
      i. The Academic Progress Plan is then stored in the student's confidential profile on EXXAT.
2. If a student does fail a course (course grade of D+ or lower), they will be required to complete an Academic Progress Plan to submit with a [petition](#) to continue in the OTD program to the Graduate Studies Committee for review and approval (see [Graduate Student Handbook](#), "Grade Expectations" section). The student may be required to take a leave of absence until the failed course is offered again the following year. The student must retake the course and achieve a passing grade to progress in the program.
   a. The student will complete the Academic Progress Plan in consultation with their advisor to submit to the program director for approval.
   b. Once approved by the program director, the student will submit a petition to continue in the program, along with the Academic Progress Plan, to the Graduate Studies Committee (graduateprograms@wou.edu).
   c. If approved by the Graduate Studies Committee, the Academic Progress Plan will be housed on EXXAT within the student's confidential profile.
3. If a student has 9 or more credits of courses with final course grades of "C+", "C" and "C-", they will be required to complete an Academic Progress Plan to submit with a

petition to continue in the OTD program to the Graduate Studies Committee for review and approval (see Graduate Student Handbook, "Grade Expectations" section). The student may be required to take a leave of absence until the failed

course is offered again the following year. The student must retake the course and achieve a passing grade in order to progress in the program.

   a. The student will complete the Academic Progress Plan in consultation with their advisor to submit to the program director for approval.
   b. Once approved by the program director, the student will submit a petition to continue in the program, along with the Academic Progress Plan, to the Graduate Studies Committee (graduateprograms@wou.edu).
   c. If approved by the Graduate Studies Committee, the Academic Progress Plan will be housed on EXXAT within the student's confidential file.

4. If a student does have a GPA below 3.0 for a term, they will be required to complete an Academic Progress Plan to submit with a petition to continue in the OTD program to the Graduate Studies Committee for review and approval (see Graduate Student Handbook, "Grade Expectations" section)..

   a. The student will complete the Academic Progress Plan in consultation with their advisor to submit to the program director for approval.
   b. Once approved by the program director, the student will submit a petition to continue in the program, along with the Academic Progress Plan, to the Graduate Studies Committee (graduateprograms@wou.edu).
   c. If approved by the Graduate Studies Committee, the Academic Progress Plan will be housed on EXXAT within the student's confidential file.

B. Repeating a Course, Fieldwork, or Capstone

1) Failure of a course, fieldwork, or capstone experience is grounds for dismissal.
   a) In this situation, a student who fails a course, fieldwork, or capstone experience may submit a petition to the program director for consideration by the OTD Standards Review Committee (OSRC).
      i) The student must submit the petition to the director within 10 business days of failure notice.
      ii) The director then calls an OSRC to form. The OSRC will review the petition, gather any additional necessary information, and attempt to render a decision within 10 business days. The decision may be delayed if further information is needed to ensure a thorough review.
      iii) Recommendations from the OSRC, along with the student's petition, are then forwarded to the WOU Graduate Studies Committee for review and approval.
2) A successful petition may grant a return to the OT program and repeat of the course, fieldwork, or capstone internship in the next time frame it is offered. In the instance of a failed course, the student may not progress in the program until the course is repeated and passed. If continuation is granted by the WOU Graduate Studies

Committee, failure of a course may require the student to take a leave of absence until the course is offered again. Timing of fieldwork or capstone internship repeats will be contingent upon the availability of a site.

3) Failure to pass the course, fieldwork, or capstone a second time will result in dismissal from the program.
4) Full-time status is required to remain in the program except in the case of repeating a single course, or a partial administrative withdrawal due to medical or other emergency issues beyond the student's control, which may result in temporary part-time status in the program.
   a) Students must consult with the [WOU Financial Aid Office](#) to determine the impact of part-time enrollment on financial aid status in this situation.
   b) Tuition rates will be calculated by the [WOU Business Office](#).
5) An Academic Leave of Absence may be granted due to extraordinary circumstances beyond the student's control that negatively impact academic performance (see [Graduate Student Handbook](#), "Academic Leave of Absence" for further information and instructions to request).

C. Professional Identity and Ethical Conduct

The WOU OTD program reserves the right to define professional identity and behavior, to establish standards of excellence, and to evaluate students regarding them.

WOU OTD Professional Identity Development Standards

1. The WOU OTD program has established the following Professional Identify Development Standards. All students are expected to adhere to these standards in order to maintain good academic and professional identity competence.

   Students will:

   a. Demonstrate behavior consistent with the [WOU Code of Student Responsibility](#) and [Graduate Student Handbook](#), the most current [AOTA Code of Ethics for Occupational Therapy,](#) WOU OTD Professional Identity Development Standards, and state and federal laws governing the conduct of occupational therapy practitioners.
   b. Follow Alcohol and Controlled Substance Use standards as defined in WOU Code of Student Responsibility and WOU OTD Clinical Education Handbook.
   c. Follow Computer, Network, Computer Services, and Resource Misuse standards as stated in the WOU Code of Student Responsibility.
   d. Maintain non-reckless or unreasonable behavior that promotes community safety, psychological safety, and peace such that they are not interfering with or infringing on the rights of others.
   e. Comply with academic, course, and clinical education requests.

f. Represent all others b fact with integrity.

g. Follow all policies and procedures of the WOU OTD program.

h. Adhere to the AOTA Code of Ethics in all courses, fieldwork, capstone project, and any community-involved event in which they are representing WOU, and the WOU OTD program as either a student or a volunteer.

i. Embody the AOTA Code of Ethics' Core Values of altruism, equality, freedom, justice, dignity, truth, and prudence.

j. Adhere to safety regulations and report/document incidents appropriately.

k. Ensure the safety of self and others during all class, fieldwork, and capstone activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

l. Communicate clearly and effectively, both verbally and nonverbally.

m. Produce clear and accurate documentation.

n. Collaborate with cohort members, faculty, fieldwork educator(s), and capstone mentors to maximize the learning experience.

o. Respond constructively to feedback promptly that shows evidence of insight into the reason(s) for the feedback.

p. Demonstrate consistent and acceptable work behaviors.
    i. Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance

q. Manage relationships effectively through the therapeutic use of self and adjusting approach to meet the needs of peers, faculty, clients, and others.

r. Demonstrate effective time management.
    i. Examples: plans ahead, adhere to schedules, complete work in the expected timeframe

s. Demonstrate respect for the diversity factors of others.
    i. Examples: culture, socioeconomic status, beliefs, identity