



Western Oregon
UNIVERSITY
Occupational Therapy

Western Oregon University
Occupational Therapy Doctorate
Student Handbook
2024 - 2025

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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.

Section 1: WOU OTD 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 WOU's 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.

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

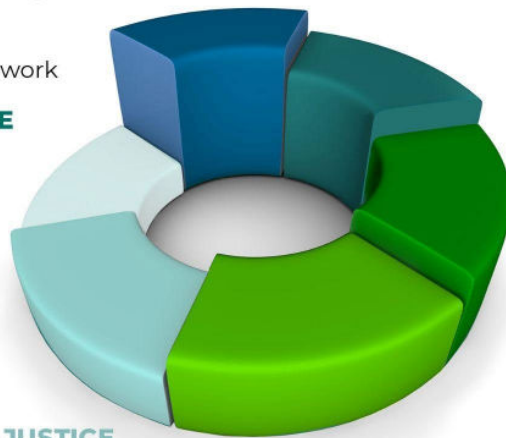
Terms 8-9 | Level II Fieldwork

CRITICAL AND INNOVATIVE THINKING

Terms 10-11 | Capstone Experience and Project Implementation

STEWARDSHIP 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 or 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 Pairing 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.

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](#).

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.

Appendix A

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.

Appendix B

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.