



# Western Oregon UNIVERSITY Occupational Therapy

Western Oregon University  
Occupational Therapy Doctorate  
Student Handbook  
2025 - 2026



# Western Oregon UNIVERSITY Occupational Therapy

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# 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 WOU OTD Program is delivered primarily in-person at the WOU Center for Graduate Studies in Salem, Oregon with a limited number of hybrid courses that combine in-person and distance options. The WOU Center for Graduate Studies is a fully accessible location.

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 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. Any changes that are made will be to clarify continuity of expectations.



### 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.
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

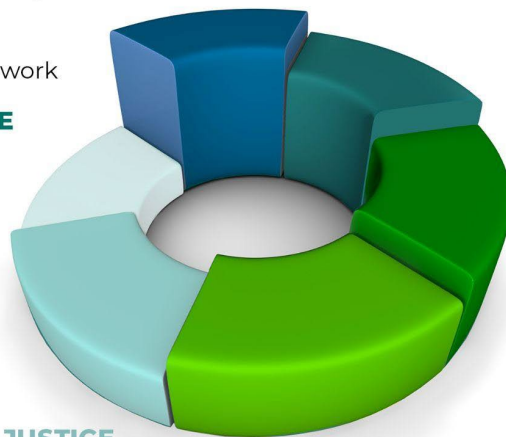
Terms 8-9 | Level II Fieldwork

#### CRITICAL AND INNOVATIVE THINKING

Terms 10-11 | Capstone Experience and Project Implementation

#### 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 housed in the OTD Student Resource Page on Canvas and on the OTD website.

### **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](#).

#### **Criterial for Successful Completion**

All work toward an Occupational Therapy Doctoral degree, including all Level II fieldwork and the doctoral capstone, must be completed within six years. Extensions of this time limit may be requested by submitting a Graduate Student Petition to Graduate Programs per the guidelines in the [Graduate Student Handbook](#).

Students must have an official program plan on file when they start the program that is used to track progress and successful completion of the requirements for the OTD degree. See the [Graduate Student Handbook](#) section, General Information for Graduate Students, for more information regarding the program plan and the procedure for applying for graduation.

#### **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 healthcare career and thus constitutes adequate cause for academic standing review. [Appendix E: Professional Identity and Ethical Conduct](#) describes specific expectations. [Appendix F: Professional Identity Standards Progress Review Policy](#) outlines the process for addressing concerns regarding professional identity standards concerns.

## **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 student status, the OTD student must maintain a minimum cumulative GPA of 3.00 (based on a 4.00 scale) in the courses that make up the OTD program. Per the Graduate Student Handbook, a graduate student whose overall GPA falls below 3.00 or receives a grade of D or F must submit a petition with a plan of remediation to the Graduate Studies Committee. The petition and plan of remediation must be approved by the student's advisor and program director. The Graduate Studies Committee will review the petition and either approve the student to continue in the program under the conditions of the remediation plan or deny the petition and dismiss the student from the program. The plan of remediation must include repeating any course(s) in which a D or F is earned at the next regular offering and achieving a passing grade.

Although grades of C+, C, and C- are below the graduate standard, up to eight credit hours may be counted as credit toward a graduate degree if the course(s) was/were taken through Western Oregon University. If a student exceeds eight credit hours of courses with a C+, C, or C-, they will be required to repeat the course credits in excess of the eight credit hours and achieve grades of B- or above before continuing in the program. This will necessitate taking a leave of absence until the required course(s) is/are offered again. A student in excess of eight credit hours at a C+, C, or C- will not be able to proceed in the program until they remediate and have no more than eight credits counting towards the degree that are at a C+, C, or C-.

If a student is anticipated to receive a course grade of C+ or below, or obtain a GPA lower than 3.0, an Academic Progress Review will be conducted per the procedure identified in [Appendix D](#) of this handbook. If the student does not maintain a GPA of 3.0 or above, the procedure outlined in [Appendix D](#), A.4, and as outlined in the Western Oregon University [Graduate Student Handbook](#) will be applied.

### **Repeating A Course, Fieldwork, or Capstone**

Failure (grade of D+, D, D-, F, or NP) 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 a petition with a plan of remediation to the Graduate Studies Committee, following the procedure outlined in the [Graduate Student Handbook](#) (section G-8 Graduate Student Expectations, Grade Expectations). The Graduate Studies Committee may grant a return to the OT program and repeat the coursework or fieldwork/capstone experience in the next time frame the course or fieldwork/capstone experience is offered. The student will be required to take a leave of absence until the affected course(s) or fieldwork/capstone experience is/are offered again and may not progress in the program until passing the affected course(s). Failure to pass the course or fieldwork a second time will result in dismissal from the program. See [Appendix D](#) for the specific policy and procedures.

### **Academic Progress Review and Plan**

The Academic Progress Review and Plan 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.

### **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](#). The [WOU Code of Student Responsibility](#) document outlines expected standards of student conduct.

### **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.

## **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 [the Division of Student Affairs website](#).

### **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 current Team Chair is Dr. Lisa Porter. Team members are the OTD Faculty serving terms on the SSDT. The SSDT will meet regularly to 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 below 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, at which time the capstone advisor assumes the academic advisor role. The function of the academic advisor is to support your orientation to the program (including fieldwork and the doctoral capstone); to explain the degree requirements; to review progress and academic standing; 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, including conduct and responsibilities to enter the profession of occupational therapy.

#### ***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 due to ethical concerns, insufficient advisor availability, or communication challenges (see [Appendix F: Requesting an Academic Advisor Change](#)), 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](mailto: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](mailto: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](mailto: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.





### ***Disability Access Services***

Any student who feels they need an accommodation(s) may submit a request with Disability Access 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 [Disability Access Services](#), or contact the office via email at [das@wou.edu](mailto:das@wou.edu) or call 503-838-8250.

## **Section 6: Student and Professional Organizations**

### **OT Student Organizations**

The Entry-Level OTD Cohorts 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.



## Western Oregon UNIVERSITY Occupational Therapy

### ***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 Center for Graduate Studies](#) grows, there may be opportunities to house future student groups.

### **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)***



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[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 and Assessment Loan Policy and Procedure

POLICY   PROCEDURE TITLE		TYPE
OT Equipment and Assessment Loan Policy and Procedure		STUDENT
ACOTE STANDARD(S) A.2.11 & A.4.4 (2023)	ISSUED   REVISED September 2024   February 2025	PAGES 2
APPROVED BY Sean Roush, OTD, OTR/L, FAOTA, Program Director	REVIEWED & APPROVED 2/28/25	VERSION 2
University, College, Division, and Program policies and procedures remain in effect for the duration of a student's enrollment and are subject to change without notice.		

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.

Assessments checked out by students must be returned within 48 hours 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.



## Appendix C

### Generative Artificial Intelligence Usage, Practices, and Guidance

POLICY   PROCEDURE TITLE Generative Artificial Intelligence Usage, Practices, and Guidance		TYPE STUDENT
ACOTE STANDARD(S) NA	ISSUED   REVISED September 2024   February 2025	PAGES 3
APPROVED BY Sean Roush, OTD, OTR/L, FAOTA, Program Director	REVIEWED & APPROVED 2/28/25	VERSION 2
University, College, Division, and Program policies and procedures remain in effect for the duration of a student's enrollment and are subject to change without notice.		

#### 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

#### **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:**

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



## Appendix D

### Academic Progress Review Policy and Procedure

POLICY   PROCEDURE TITLE Academic Progress Review Policy and Procedures		TYPE STUDENT
ACOTE STANDARD(S) A.3.5 & A.4.4 (2023)	ISSUED   REVISED September 2024   April 2025	PAGES 3
APPROVED BY Sean Roush, OTD, OTR/L, FAOTA, Program Director	REVIEWED & APPROVED 2/28/25, 4/28/25	VERSION 2
University, College, Division, and Program policies and procedures remain in effect for the duration of a student's enrollment and are subject to change without notice.		

#### A. Academic Progress Review Procedure

The following provides a plan for documenting and supporting student progress before and after the occurrence of a course failure or GPA below expectations outline in the Graduate Student Handbook.

1. Should a faculty member be concerned the student is at risk for having a course grade at or below a C+ or having a term GPA lower than a 3.0, the faculty member will submit a Student Progress Notification ([Appendix H](#)) to the program director and SSDT. The program director will notify the student and their academic advisor of the concern and then the student must meet with their advisor to review the concern and create an Academic Progress Plan to address the concern. 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 at or below a C+ or a lower than 3.0 term GPA.
    - i. The Academic Progress Plan is then stored in the student's confidential profile on EXXAT. The plan remains in effect until the student achieves one full term, start to finish, without further incident.



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2. If a student has 9 or more credits of courses with final course grades of “C+”, “C” or “C-”, they will be given an Academic Warning ([Appendix I](#)) and 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 course(s) is/are offered again the following year. The student must repeat the course(s) and achieve a B+ or above 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](mailto: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.
3. If a student does have a GPA below 3.0 for a term, they will be given an Academic Warning ([Appendix I](#)) and 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 their academic advisor and 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](mailto: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 (grade of D+, D, D-, F, or NP) of a course, fieldwork, or capstone experience is grounds for dismissal. In this situation, a student who fails a course, fieldwork, or capstone experience will be given an Academic Warning ([Appendix I](#)) and may submit a petition with a plan of remediation to the Graduate Studies Committee, following the procedure outlined in the [Graduate Student Handbook](#) (section G-8 Graduate Student Expectations, Grade Expectations). The Graduate Studies Committee may grant a return to the OT



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program and repeat the coursework or fieldwork/capstone experience in the next time frame the course or fieldwork is offered. The student will be required to take a leave of absence until the affected course(s) is/are offered again and may not progress in the program until passing the affected course(s). Timing of fieldwork or capstone internship repeats will be contingent upon the availability of a site.

- 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 their academic advisor and 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](mailto: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.
- 2) Failure to pass the course, fieldwork, or capstone a second time will result in dismissal from the program.
- 3) 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](#).
- 4) 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).



**Appendix E**  
**Professional Identity and Ethical Conduct**

POLICY   PROCEDURE TITLE Professional Identity and Ethical Conduct		TYPE STUDENT
ACOTE STANDARD(S) A.3.5 & A.4.4 (2023)	ISSUED   REVISED September 2024   April 2025	PAGES 2
APPROVED BY Sean Roush, OTD, OTR/L, FAOTA, Program Director	REVIEWED & APPROVED 2/28/25, 4/28/25	VERSION 2
University, College, Division, and Program policies and procedures remain in effect for the duration of a student's enrollment and are subject to change without notice.		

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 Identity 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 matters of fact with integrity.



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- 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





## Appendix F

### Professional Identity Standards Progress Review Policy

POLICY   PROCEDURE TITLE		TYPE
Professional Identity Standards Progress Review Policy		STUDENT
ACOTE STANDARD(S)	ISSUED   REVISED	PAGES
A.3.5 & A.4.4 (2023)	February 2025   April 2025	2
APPROVED BY	REVIEWED & APPROVED	VERSION
Sean Roush, OTD, OTR/L, FAOTA, Program Director	2/28/25, 4/28/25	2
University, College, Division, and Program policies and procedures remain in effect for the duration of a student's enrollment and are subject to change without notice.		

## PURPOSE

A student's standing in the WOU OTD program is not solely based on didactic course performance, but also on their ability to demonstrate and consistently uphold the *Professional Identity Development Standards* (outlined in Appendix D, section C of the [WOU OTD Student Handbook](#)). These standards are precursors to being an ethical and clinically sound practitioner. Moreover, these criteria are used to evaluate students for fieldwork and capstone experiences per ACOTE standards.

An OTD faculty/staff member may report concerns about students' ability to demonstrate these standards to the program director and OTD Student Support and Development Team at any time during the academic year. The OTD program will follow the procedure below for concerns with a student's professional identity development.

## POLICY | PROCEDURE

1. Should a faculty/staff member be concerned the student is at the risk of failing to meet the WOU OTD Student Professional Identity Development Standards (identified above in Appendix E), the faculty/staff member will submit a Student Progress Notification ([Appendix H](#)) to the program director and Student Support and Development Team. The program director will notify the student and their academic advisor of the concern.
  - a. An advising meeting should be scheduled within one week of the reported concern.
  - b. The student, in consultation with the advisor, will identify the causes of the challenge/concern, and complete an Academic Progress Plan to rectify the concern of not meeting the WOU OTD Student





Professional Identity Development Standards (Appendix E above).

- i. The Academic Progress Plan is then stored in the student's confidential profile on EXXAT. The plan remains in effect until the student achieves one full term, start to finish, without further incident.
2. A student who receives a single documented Professional Identity Development Standards concern must create and adhere to an Academic Progress Plan. The plan remains in effect until the student achieves two full terms from start to finish, without further incident.
3. A student who accumulates two documented Professional Identity Development Standards concerns (either multiple standards in a single incident or multiple incidents) in a single term will be given a Professional Identity Development Standards Warning ([Appendix I](#)) and must complete an Academic Progress Plan and petition the Graduate Studies Committee for continuation in the program at the end of the term in which the warning is issued. The plan remains in effect until the student achieves one full year, without further incident.
4. A student who accumulates three documented Professional Identity Development Standards concerns (either multiple standards in a single incident or multiple incidents), regardless of which term they occur, will be given a Professional Identity Development Standards Warning ([Appendix I](#)) and must complete an Academic Progress Plan and petition the Graduate Studies Committee for continuation in the program at the end of the term in which the warning is documented. The plan remains in effect until the student achieves one full year, without further incident.
5. A student who is in warning status and is still on an active Academic Progress Plan, is not eligible to participate in international Level I or Level II Fieldwork experiences until the conditions of the Academic Progress Plan have been met and the plan is closed.
6. Per the [Graduate Student Handbook](#), Students are allowed to submit no more than two petitions during their academic program. If a student exceeds this limit they will be removed from their program and required to take a minimum of one academic year off their studies. After this leave of absence, they can submit a petition that includes a plan of remediation to be considered for reinstatement. Petitions for reinstatement require program director support. No reinstatement is guaranteed.

## Appendix G

### Requesting an Academic Advisor Change

POLICY   PROCEDURE TITLE Requesting an Academic Advisor Change		TYPE STUDENT
ACOTE STANDARD(S) A.3.5 & A.4.4 (2023)	ISSUED   REVISED September 2024   February 2025	PAGES 2
APPROVED BY Sean Roush, OTD, OTR/L, FAOTA, Program Director	REVIEWED & APPROVED 2/28/25	VERSION 2
University, College, Division, and Program policies and procedures remain in effect for the duration of a student's enrollment and are subject to change without notice.		

## PURPOSE

The WOU OTD Program recognizes that students may desire a change in Academic Advisor during their first two years of the program. This policy is meant to guide how to make a request, and what the outcomes can be.

## POLICY | PROCEDURE

This procedure outlines the steps a student should take to make an Advisor Change Request.

The factors that are considered in the outcome of the request are:

- The student's reasons for the change.
  - Conditions justifying change request:
    - Advisor lack of availability or communication
    - Ethical concerns
- Faculty availability and alignment with the student's needs/desires.
- Timing of the request (e.g., Is there only one more term with this advisor before Capstone Advisor is established?).

The possible outcomes of the request are:

- The request is granted.
- The request is denied.
- Further information is requested of the student before a decision is made.

Students are to send an email to the Student Support and Development Team (SSDT) lead, currently [Dr. Lisa Porter](#), and copy the [Program Director](#). The email needs to outline their request and include the following:

- Their reason for requesting a change of Academic Advisor.
- Their other three choices/preferences for an advisor.



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The Program Director and SSDT coordinator have 15 business days to review the request and make their decision.

- Regardless of decision, documentation of the request will be stored in the OTD drive in the Student Support and Development Team folder.



**Appendix H**  
**Student Progress Notification**

**Student Information**

- Student Name:
- Academic Year/Cohort:

**Faculty/Staff Submitting Notification**

- Faculty/Staff Name:
- Date of Observation/Incident:

**Type of Notification** (Check all that apply)

- ☐ Academic Performance
- ☐ Professional Identity Development
- ☐ Other: \_\_\_\_\_

**Detailed Description of Concern:**

Please provide a specific and objective description of the observed behaviors, performance issues, or professional identity concerns:

**Specific Professional Identity Standards Not Being Met:**

Reference specific, [Professional Identity Development Standards](#) that the student is not meeting:

**Supporting Documentation**

Attach any relevant documentation (performance reviews, previous communication, etc.)

Faculty Signature:

Date:

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\*For Student Support and Development Team Use Only\*

Received By: \_\_\_\_\_

Date Received: \_\_\_\_\_

Initial Review Date: \_\_\_\_\_

**Recommended Follow-up:**

- ☐ Informal discussion with student
- ☐ Meeting with student, to include:
  - ☐ Advisor
  - ☐ SSDT
  - ☐ OTD Director
- ☐ Formal advisory committee meeting
- ☐ Formal intervention plan
- ☐ Academic progress plan review
- ☐ Addendum to current Academic Progress Plan

Confidentiality Note: This document is confidential and will be handled with discretion by the Student Support and Development Team.



## **Appendix I**

### **Academic/Professional Identity Development Standards Warning**

#### **Student Information**

- Student Name:
- Academic Year/Cohort:

#### **Documented Concerns**

- Dates of documented concerns:

#### **Type of Concern** (Check all that apply)

- ☐ Academic Performance
- ☐ Professional Identity Development
- ☐ Other: \_\_\_\_\_

#### **Detailed Description of Concerns (include reference to prior documentation of concerns):**

Please provide a specific and objective description of the observed behaviors, performance issues, or professional identity concerns:

#### **Specific Professional Identity Standards Not Being Met (include reference to prior documentation of concerns):**

Reference specific, [Professional Identity Development Standards](#) that the student is not meeting:

#### **Supporting Documentation**

Attach any relevant documentation (performance reviews, previous communication, etc.)

Program Director Signature:

Date:

---



**Western Oregon**  
**UNIVERSITY**  
**Occupational Therapy**

\*For Administrative Team Use Only\*

Received By: \_\_\_\_\_

Date Received: \_\_\_\_\_

Initial Review Date: \_\_\_\_\_

**Required Follow-up:**

- ☐ Meeting with student, to include:
  - ☐ Advisor
  - ☐ SSDT
  - ☐ OTD Director
- ☐ Formal advisory committee meeting
- ☐ Formal intervention plan
- ☐ Academic progress plan review
- ☐ Addendum to current Academic Progress Plan
- ☐ Petition submission to Graduate Studies Committee

Confidentiality Note: This document is confidential and will be handled with discretion by the WOU OTD Administration Team.



## Appendix J

### WOU OTD Summer Advising Policy

POLICY   PROCEDURE TITLE WOU OTD Summer Advising Policy		TYPE STUDENT
ACOTE STANDARD(S) A.3.5 & A.4.4 (2023)	ISSUED   REVISED November 2024	PAGES 2
APPROVED BY SSDT Team & Sean Roush, OTD, OTR/L, FAOTA, Program Director	REVIEWED & APPROVED 11/18/2024	VERSION 2
University, College, Division, and Program policies and procedures remain in effect for the duration of a student's enrollment and are subject to change without notice.		

#### Overview

The WOU OTD program does not require or typically schedule advising meetings during the summer term. This document outlines the protocols for students needing support and advising during this period.

#### Regular Faculty Availability

- Faculty members on 9-month appointments are not available for advising during the summer term.
- Students should not expect regular communication from their academic advisors during the summer months.

#### Planning Ahead

Students are strongly encouraged to:

1. Meet with their academic advisor before the end of spring term to discuss summer advising needs.
2. Complete any necessary paperwork requiring primary advisor signatures before the end of the Spring Term.

#### Contact Procedures

1. Due to faculty summer schedules, for urgent academic matters, students should email the program director (roushs@wou.edu), academic fieldwork coordinator (vieybraendles@wou.edu), and capstone coordinator (readh@wou.edu). The first of those individuals able to respond to the email will triage the needs and connect the student with available supports.
2. Include in the subject line: "Summer Advising: [Brief Description of Need]"





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3. In the email body, please provide:
  - Your regular faculty advisor's name
  - A clear description of your needs
  - Any relevant deadlines
  - Any documentation related to your request

### **Response Time**

- Summer advisors will respond to emails within 2 business days.
- For time-sensitive matters, mark your email as "Urgent" in the subject line.

### **Scope of Summer Advising**

#### **Summer advisors can assist with:**

- General academic guidance
- Emergency academic situations

#### **Summer advisors cannot:**

- Override decisions made by primary advisors
- Make substantial changes to approved academic plans

### **Emergency Situations**

For genuine emergencies that require immediate attention:

1. Mark the subject line as "URGENT: Academic Emergency"

### **Resumption of Regular Advising**

Regular advising will resume at the beginning of the Fall Term. Students should reconnect with their academic advisors to review summer progress and plan for the upcoming academic year.

*This policy is effective immediately and will be reviewed annually.*