



**OCCUPATIONAL  
THERAPY**

Eastern Washington University

**Department of Occupational Therapy  
Student Handbook**

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## INTRODUCTION

On behalf of the faculty and staff of the Department of Occupational Therapy (DOT) at Eastern Washington University (EWU), welcome! We are excited that you have chosen our program. Each course, learning experience, and fieldwork placement has been designed to transform you, the student, into a competent, compassionate, and creative occupational therapy practitioner. We look forward to getting to know you and working with you.

### PHOTOGRAPHY AND MEDIA RELEASE STATEMENT

As a student in the Eastern Washington University (EWU) Department of Occupational Therapy Program, you may be photographed or recorded during program-related activities. These images may be used for promotional purposes, including but not limited to social media, printed materials, the EWU and/or EWU Department of Occupational Therapy website, as well as other university-affiliated platforms. Additionally, all students are required to sign a Social Media Release as part of the Program Acknowledgement Agreement assignment disseminated at new student Orientation upon entry into the program to confirm understanding and consent (see Appendix 1 of this Student Handbook).

While participation in such media is generally expected; we recognize and respect that some students may have special circumstances (i.e., personal, cultural, legal, etc.) regarding the use of their image. However, it is the responsibility of the student to notify the Department of Occupational Therapy program in writing if they do not wish to be photographed or have their image shared. By not providing such notification, students acknowledge and consent to the use of their image as described above.

### STUDENT HANDBOOK ACKNOWLEDGEMENT AGREEMENT

This *Student Handbook* is designed as a guide to assist with information related to the Program and University. Each year the revised Student Handbook supersedes all previous versions. Students in the program are also governed by policies and procedures and information in the *Eastern Washington University Undergraduate and Graduate catalog* (see [EWU Catalog](#)). We recommend students pay special attention to the policies that govern graduate students (see [Graduate Programs Academic Policies < Eastern Washington University](#)).

Each student must sign and upload the MOT Acknowledgement Agreement to the assignment located in the canvas cohort page within the first week following Orientation (see Appendix 1 of this student handbook).

## SECTION 1 - GENERAL INFORMATION

### ACCREDITATION INFORMATION

The Occupational Therapy program at Eastern Washington University is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. You may contact ACOTE via telephone at 301-652-6611.

General Website link: [acoteonline.org](http://acoteonline.org)

Accreditation Link Specific to [EWU MOT](#)

### DEPARTMENT CONTACT INFORMATION

Department of Occupational Therapy

Eastern Washington University

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Spokane, WA 99202

(509) 828-1344 [The department staff responds to this number.]

[ot@ewu.edu](mailto:ot@ewu.edu) [The department staff responds to this email.]

### DEPARTMENT MISSION, VISION AND VALUES

#### Mission

- To develop person-centered occupational therapists of the highest integrity who practice with a strong occupation-based foundation to support and promote quality of life and full participation. We cultivate an inclusive, safe, and intellectually stimulating learning environment where students are empowered to explore, engage, and excel through evidence-informed, applied, and occupation-based education.
- To prepare students for a broad scope of practice with consideration for addressing the needs of the underserved. We are deeply committed to the academic growth, personal well-being, and professional transformation of our students.
- To deliver an academic program that meets a spectrum of educational needs for students and professionals, in collaboration with community partners, while demonstrating teaching and learning excellence. We champion interprofessional education and collaboration, preparing students for integrated, team-based healthcare that reflects real-world practice complexities.
- To develop emerging practitioners who critically review and provide innovative, cost-effective client services. We affirm professional integrity and mutual respect, recognizing the unique value of occupational therapy in advancing holistic, client-centered care.
- We lead through engaged teaching, impactful scholarship, and community-centered service while promoting regional well-being, sustainability, and responsiveness to workforce needs in high-demand fields.

#### Vision

We envision a learning community of students, faculty, and community partners who demonstrate a respect for diversity, a passion for learning and innovation. Using applied, hands-

on experiences, our program prepares occupation and evidence-based practitioners that are person-centered to meet the evolving health and wellness needs of variety of populations.

### **Values**

- ***Excellence in Learning***

We cultivate a learning environment that is inclusive, safe, empowering, and intellectually stimulating where students are supported to explore, engage, and excel through evidence-informed, applied, and occupation-based education. We commit to fostering a culture of belonging where all voices are valued, and where inclusion guides our teaching, service, and clinical practice.

- ***Holistic Student Development***

We are deeply invested in the academic growth, personal well-being, and professional transformation of our students.

- ***Collaborative and Interprofessional Practice***

We champion interprofessional education and collaboration to prepare students for integrated, team-based healthcare that reflects the complexity of real-world practice.

- ***Professional Integrity and Mutual Respect***

We affirm the unique value and scope of occupational therapy while recognizing and respecting the vital contributions of allied health professions in advancing holistic care.

- ***Engaged Teaching, Scholarship, and Service***

We lead through innovative pedagogy, impactful research, and community-centered service—promoting regional well-being, sustainability, and responsiveness to workforce needs in high-demand fields.

### **HISTORY OF THE PROGRAM**

Eastern Washington University discussed establishment of an Occupational Therapy Program at EWU as early as 1992. At the time, EWU wanted to expand the health science programs already offered, which included physical therapy, communication science and disorders, and dental hygiene.. This discussion and research process for the on-going debate eventually began the program's Self-Study process. In the fall of 1995, the Dean began a series of feasibility studies (available during the on-site review). Key agencies throughout the state and region were surveyed to determine the need for occupational therapy services. At that time there were five states in the Northwest and Rocky Mountain regions of the United States that did not have Professional Occupational Therapy Education Programs. These states included Alaska, Arizona, Idaho, Montana, and Hawaii (Kohler, 1993). Additional assessments indicated an overwhelming need for occupational therapy practitioners, specifically in the eastern region of Washington State as well as, in all states without OT Professional Educational Programs. In December 1996 the College of Science, Math and Technology (CSMT) along with University officials, submitted these findings with a proposal of intent to develop a program to the Higher Education Coordinating Board (HECB) of the state. During the fall of 1998, EWU submitted a formal proposal to the HECB to begin the development of a Bachelor of Science Degree in Occupational Therapy. The HECB granted approval for the development process and EWU submitted an official Intent to Develop a Program to the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) in January 1999. In 1998, the Dean of

the College of Health Sciences hired Elizabeth Kohler, Ed.D, OTR/L to organize the development of the Occupational Therapy program and to chair the department. Developing Program Status was awarded to EWU's Department of Occupational Therapy in August 1999 and the ACOTE Self-Study process was initiated. Two full-time and one part time faculty were hired the first year. The Department of Occupational Therapy at EWU received full accreditation from ACOTE in May 2001. The Department of Occupational Therapy continued as a bachelor's program and graduated its last bachelor class in June 2006.

The Higher Education Coordinating Board of the State of Washington approved a Master of Occupational Therapy degree in 2004 and the first Master's class started in the summer of 2004. The program was approved to continue to grant a combined Interdisciplinary Studies and Master of Occupational Therapy in the spring, 2006. The first Master's Class graduated in December 2006. The program originally held the capacity of 28 students per class until 2005 when the Department received grants from the Higher Education Coordinating Board of the State of Washington supporting the increase in the number of faculty and staff. Two additional students were added to the class size in 2006 and 2007, raising the class size to its current 34 students. One additional tenure-track faculty and support for the addition of an FTE for department secretary and academic fieldwork coordinator was added to the program through this grant. The College of Health Science and Public Health (CHSPH) was formed in July 2014 (see Section 2.1 for specific details of the College). With the formation of the CHSPH, a request to transition to semester-based programs ensured. In Fall 2016, the MOT moved to a semester curriculum and has continued to offer semester-only courses. In July 2023, the Washington state legislature approved applied doctorate degree-granting authority to state universities. The Department of Occupational Therapy is working toward transition to the Entry-Level Doctorate with an anticipated start date of August 2027.

## SECTION 2 - FACULTY AND STAFF

### **DANIELLE DiLUZIO, ppOTD, MSOT, OTR/L**

Assistant Professor, Program Director

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- Higher Education: ppOTD, Gannon University, Erie, PA, 2019  
MS, Gannon University, Erie, PA, 2015  
BS, Biology, Pennsylvania State University, Erie, PA, 2012
- Interest/Expertise: Dr. DiLuzio has clinical experience working in a variety of practice settings. Her clinical practice has focused on serving adults with orthopedic and neurological impairments in the inpatient rehabilitation and hospital settings, as well as working with those with acute and chronic mental illness in an inpatient mental health setting. Dr. DiLuzio earned her OTD in 2019 with her Capstone Project focusing on preparation of students for an international immersion experience. Since graduating with her OTD, Dr. DiLuzio has been facilitating student success teaching in areas of research, professionalism and group dynamics, mental health and more. Dr. DiLuzio is passionate about providing empathetic, client-centered, and evidence-based occupational therapy care.
- Leisure Pursuits: Dr. DiLuzio enjoys spending quality time with her family including nightly walks, movie nights, and the occasional dance party. Dr. DiLuzio promotes occupational balance both in the classroom and in personal life.

### **SERENA DEWEY, MOT, OTR/L**

Academic Fieldwork Coordinator and Clinical Faculty

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- Higher Education: MOT, Eastern Washington University, Spokane, WA, 2020  
BA, Speech Communication, Walla Walla University, College Place, WA 2010
- Interest/Expertise: Professor Dewey is an occupational therapist whose clinical practice experience has primarily included work with the geriatric and pediatric populations. Work experiences include: providing services in skilled nursing facilities, assisted and independent living facilities, school districts, and early intervention. Her graduate

capstone research project focused on ways to promote emerging practice areas for occupational therapy to address women's health and wellness during the perinatal period. Professor Dewey is passionate about merging her experience working in higher education and as an occupational therapy practitioner to better serve and support students throughout the journey to becoming a successful OT practitioner.

Leisure Pursuits: Professor Dewey enjoys spending time outdoors gardening, camping, hiking, kayaking. Professor Dewey delights in spending time with her husband and two girls.

**KAYLYNN GARRISON, DrOT, MOT, OTR/L**

Assistant Professor

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Higher Education DrOT, The University of Kansas, Lawrence, KS, 2022  
MOT, Eastern Washington University, Spokane, WA, 2015  
BA, Psychology; Minor, Counseling Educational Development  
Psychology; Certificate, Disability Studies, Eastern Washington  
University, Cheney, WA, 2013

Interest/Expertise: Dr. Garrison has over 20 years of experience working in the medical field including long term, inpatient hospital, and psychiatric care. Her OT clinical practice has focused on servicing those with mental health considerations in Spokane and the rural surrounding area. During her clinical practice, she also provided mentoring to both students and clinicians. She has a passion for fostering the growth and development of students and the Occupational Therapy profession at the community level. Her experience in education involves teaching graduate-level courses in mental health, activity analysis/synthesis, leadership, group process, and physical disabilities for both adults and older adults. Her area of interest is promoting occupational therapy services for individuals within the community living with mental health disabilities using a trauma informed care lens. She also actively participates in both local and state advocacy efforts for the OT profession.

Leisure Pursuits: Dr. Garrison truly values spending quality time with her family and friends. She especially enjoys time with her loved ones that involves the outdoors, whether it is camping, spending time at the lake, walking, or biking. She also enjoys listening to a variety of interesting and thought-provoking podcasts and/or reading a good book.

**DANE VULCAN, ppOTD, MOT, OTR/L**

Assistant Professor

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Higher Education:

ppOTD, University of St. Augustine for Health Sciences, 2023

MOT, Eastern Washington University, Cheney, WA, 2008

BA, Biology, Concordia College, Moorhead, MN, 2004

Interest/Expertise:

Doctor Vulcan is an experienced Occupational Therapist with a diverse clinical background. He has experience in pediatrics, acute inpatient rehabilitation, and industrial rehabilitation. Much of his clinic experience is in adult physical rehabilitation where he worked with a variety of patient populations. Professor Vulcan has experience in spinal cord rehabilitation, orthopedics, stroke rehabilitation, and traumatic brain injury. Over his clinical career, Professor Vulcan has developed a passion for roles that support underserved populations. Those roles have included providing transitional skills training for young adults with disabilities and working with individuals who experience chronic pain. Professor Vulcan has considerable experience providing education in a clinical setting and a broad clinical background as a practicing therapist.

Leisure Pursuits:

Outside of his professional role, Professor Vulcan is a dedicated father and husband. He enjoys hiking, backpacking, fly fishing, canoeing, and woodworking. He also has passion for coaching/mentoring and shares his talents as a wrestling coach at a local high school.

**LEANNA McMANUS, MOT, OTR/L**

Clinical Faculty

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Higher Education:

Pursuing ppOTD at University of Montana

MOT, Eastern Washington University, Spokane, WA, 2012

BA, Magna Cum Laude, Pre-OT/ Interdisciplinary Studies, Minor in Psychology, Cheney, WA, 2010

Interest/Expertise:

Professor McManus is an experienced occupational therapist within the adult population, having extensive experience in the critical care setting. This includes treatment provided to individuals affected by cardiac and pulmonary dysfunction, trauma, neurological injuries, and stroke. She feels interprofessional

collaboration is the key to a strong care team and loves to practice this. Professor McManus has been heavily involved in program development regarding student and new hire experience, by providing mentorship along with improving and building student and new hire programs. She has also provided training and mentorship to experienced clinicians in the critical care setting. She is passionate about occupational therapy and specifically the process an OT takes to address client issues and return the individual to their highest level of functioning.

**Leisure Pursuits:** Professor McManus enjoys spending time camping, hiking, and traveling. Evening walks with her child, husband and dog are a must. She also enjoys reading, especially when sitting outside on a sunny day. Professor McManus and her family enjoy entertaining and are always happy to have a backyard full of people socializing around the fire pit.

**ALEX MYERS, OTD, OTR/L**

Lecturer

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**Higher Education:** DOT, Northern Arizona University, Phoenix, AZ, 2018  
BA, Communication; Minor: Psychology, Seattle Pacific University, Seattle, WA, 2009

**Interest/Expertise:** Dr. Myers earned her clinical doctoral degree from Northern Arizona University in 2018 and has spent her career working with adults in various settings, ranging from acute care to outpatient therapy. Working with patients across the care continuum, Alex developed a passion for pelvic health and has pursued clinical specialization in this emerging practice area since 2020. Alex is enthusiastic about incorporating pelvic health topics into entry-level OT curriculum and helping students to become prepared clinicians and thoughtful leaders within our profession.

**DeANN PELL, MOT, OTR/L**

Lecturer

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**Higher Education:** MOT, Eastern Washington University, Cheney, WA, 2019  
BA, Magna Cum Laude, Philosophy, Washington State University, Pullman, WA, 2007

Interest/Expertise: Professor Pell is an Occupational Therapist with experience in an inpatient, psychiatric setting. She is passionate about using strength-based, client-centered care to empower people with serious mental illness to lead their best lives. She has experience providing education in the clinical setting where she emphasizes the development of clinical reasoning skills, interdisciplinary collaboration, and confidence in utilizing therapeutic modes. DeAnn attained certification as an Education Specialist in Autism Spectrum Disorders in 2018 and has an additional special interest in evidence-based intervention for individuals of all ages that are on the spectrum.

**LEE KNOUS**

Secretary Senior

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Higher Education: BA, Gender Studies, University of La Verne, La Verne, CA, 2011

Leisure Pursuits: Scrapbooking and paper crafts, genealogy, church activities.

**ACADEMIC YEAR 2025/26 ADJUNCT FACULTY**

**Lucretia Berg**, EdD., MSOT, OTR/L, cNDT  
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**Andy Cole**, MS, OTR/L, BCP  
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**Sr. Lecturer Emerita**  
**Diane Norell**, MSW, OTR/L  
Position: Adjunct Lecturer  
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**Samantha Blankenburg**, OTR/L  
Position: Adjunct Lecturer  
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**DEPARTMENT EMERITUS FACULTY**

**Professor Emerita** Wendy Holmes, PhD, OTR/L  
**Professor Emerita** Elizabeth Kohler, EdD, OTR/L  
**Sr. Lecturer Emerita** Diane Norell, MSW, OTR/L  
**Professor Emerita** Roberta Snover, DrOT, OTR/L

## SECTION 3 - PROGRAM DESCRIPTION

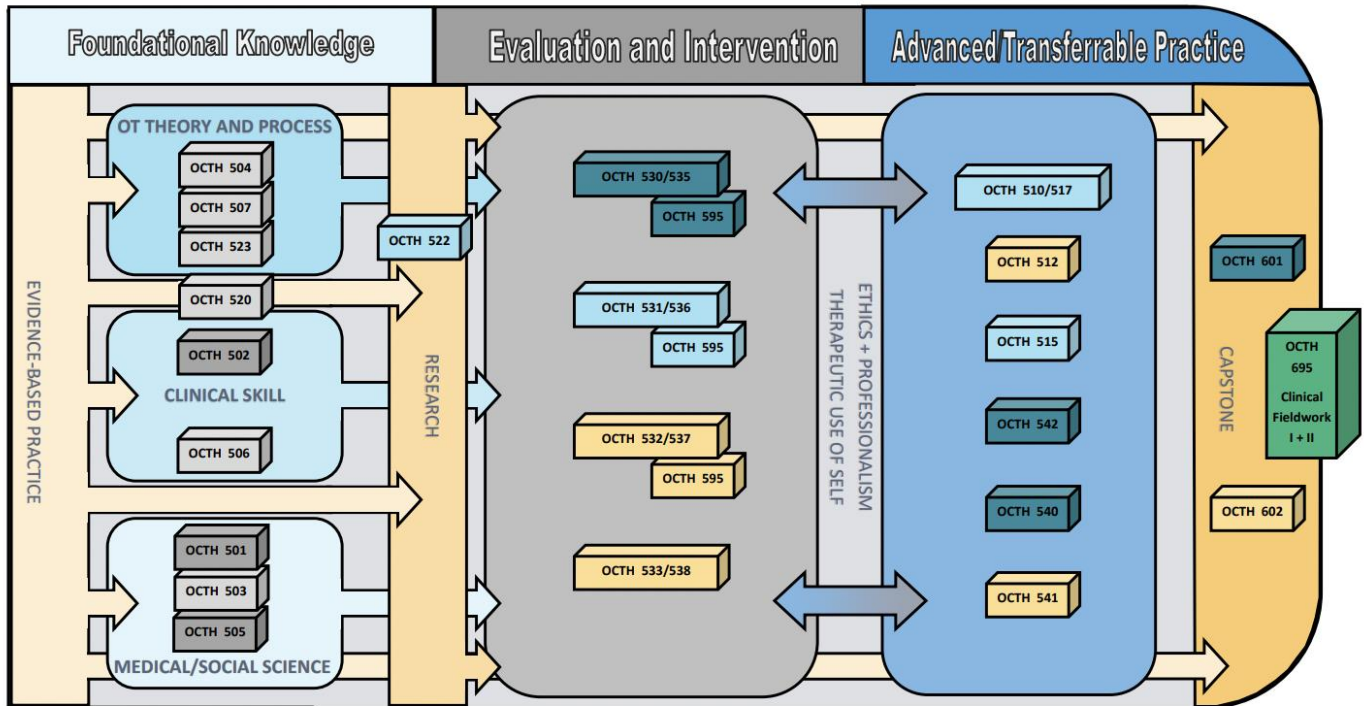
### PHILOSOPHICAL BASE OF THE PROGRAM

The philosophy of the OT Program includes three foundations: (1) *occupation* is a basic human need; (2) *shared humanity*-all human beings have intrinsic dignity and worth; and (3) *life-long learning* and a commitment to evidence-based practice are crucial for effective occupational therapy education and practice. The OT program at EWU seeks to educate effective and collaborative leaders of occupational therapy that provide a just, equitable, and inclusive service to all stakeholders. To achieve this goal, EWU MOT has created a curriculum that is informed by the cognitive domain of the revised Bloom's taxonomy (Anderson & Krathwhol, 2001, pp. 67-68) and by Fink's taxonomy of significant learning-in particular, the domains of 'learning how to learn', 'caring', and 'the human dimension' (Fink, 2013). The focus is on transformative learning (Merriam & Bierema, 2014, pp. 82-103) for the student and provides an integrative subject-centered learning (Hooper, Molineaux, & Wood, 2020). Through transformative learning (Merriam & Bierema, 2014), students are co-creators of their learning experience. They are provided opportunities to critically reflect upon previously learned content and experiences (what they know), then establish meaning-making (how they know) in relation to newly learned content. Through this process and the varied practical learning experiences within the MOT program, a fundamental change in student thinking, and understanding is fostered. This is accomplished through the process of metacognitive skills of critical self-reflection and self-directed learning--acquiring new knowledge and skills (AOTA, 2021) that facilitates the acquisition of a new perspective as an emerging practitioner (Merriam & Bierema, 2014). As a result, students demonstrate a deeper connection to the course content in relation to human occupation and reflect upon how to incorporate learned content into direct application with clients. Thus, students transform their view of themselves, the profession, and the world. The EWU MOT philosophical statement is connected to the AOTA philosophical base (AOTA, 2018) in relation to considering occupation as central to the outcome of client care. Students are encouraged to use knowledge gained to identify the best evidence to support intervention. It is the connection from theory to practice that is reflected in the EWU MOT philosophy of teaching as students progress through the program and engage in client care.

### THE CURRICULUM

The OT Program includes five semesters of didactic education followed by six months of fieldwork. During the OT Program, education and training emphasizes life and human sciences, occupation-based theory and practice, developmental processes across the life span, occupational therapy practice and services, professional behaviors, developing cultural humility, and evidence-based practice. Practice experiences at the level I and II fieldwork are an integral part of the educational program. The student will experience 3 level 1 fieldwork rotations in adults, mental health and pediatrics. Level I fieldwork is scheduled in the spring semester of year 1 and in both the fall and spring of year 2. Level II fieldwork is scheduled after successful completion of didactic academic coursework. Level II fieldwork provides students the opportunity to apply and integrate professional knowledge, skills, and behaviors to occupational therapy practice in traditional and emerging settings.

## Curriculum Schematic



[Foundational Knowledge occurs during the first year followed by occupational performance and Advanced/Transferable Practice courses.]

## Occupation

Occupations are everyday tasks that people of all ages do to look after themselves (activities of daily living), to enjoy life (leisure/play), and to contribute to the social and economic fabric of their communities and the world (productivity/work). As an important determinant of health and well-being, occupation brings meaning, purpose, choice, and satisfaction to individuals depending on their life phase, culture, and social experience. Occupation as a basic human need also serves to organize a person's time and behavior in daily life.

An individual's performance of occupation is influenced by the environment, or the contexts and situations surrounding the individual. The environment includes the physical, cultural, social, spiritual, technological, and political aspects of life and may have a constraining or enabling effect on individual occupational performance. Although the environment includes that which is immediate to the individual, it also includes other levels of influence such as online, the community, the state, the nation, and the world.

The dynamic relationship between individuals, their environments, and occupations results in an individual's occupational performance. Thus, when occupational therapy practitioners want to enable an individual's occupational performance, they may highlight one of these components.

Therefore, occupational therapy practitioners work with clients to analyze their occupational performance, provide a blueprint for improving occupational performance, and form client-

practitioner partnerships for decision-making and advocacy. Occupational therapy practitioners enable people to fully participate in occupations and life as they choose.

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl.2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

American Occupational Therapy Association. (2021). AOTA 2021 Standards for Continuing Competence in Occupational Therapy. *American Journal of Occupational Therapy*, 75(Suppl. 3), 7513410040. <https://doi.org/10.5014/ajot.2021.75S3009>

Anderson, L., & Krathwohl, D. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Fink., L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses, (2nd ed.)*. Jossey-Bass.

Hooper, B., Molineux, M., & Wood, W. (2020). The subject-centered integrative learning model: A new model for teaching occupational therapy's distinct value. *Journal of Occupational Therapy Education*, 4(2). <https://doi.org/10.26681/jote.2020.040201>

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.

### **Shared Humanity**

Each human being has intrinsic dignity and worth. Regardless of health status, disability, age, culture, or social condition, each being has the right to participate in meaningful and purposeful occupations contributing to life satisfaction. Humans are integrated and complex beings with physical, emotional, mental, social, cultural, political, and spiritual differences. To honor these differences, occupational therapy practitioners must view a person holistically and demonstrate unconditional positive regard.

Each human being also possesses the potential for change. Individuals at risk, recovering from illness or disease, or experiencing a disability can adapt to participate more fully in life. Through meaningful, purposeful occupations that are age-appropriate and culturally significant, humans can continuously adapt. Occupational therapy practitioners are focused on the health, well-being, and life satisfaction of each human being along with the common good of all people.

### **Life-Long Learning**

Continuous learning is crucial for effective occupational therapy education and practice. Prerequisite occupational therapy courses provide students with a foundation of liberal arts focusing on humanity, critical thinking, science, and communication. The pre-service level focuses on advancing students' intelligence in the cognitive, emotional, sacred, cultural, and political aspects of occupational therapy practice. An emphasis on resourcefulness, innovation, creative inquiry, and a commitment to the common good is fostered throughout the professional program.

In the OT Program, students will be offered a variety of learning environments in recognition of the differences in learning styles, the need to integrate multiple intelligences, and the strength of diverse settings and people to the educational experience. These include inquiry-based

learning in small groups, didactic education (i.e., lecture, discussion, demonstration), classroom experiences (i.e., practical skills application, laboratory, student projects, simulations), and community experiences (i.e., observations, field trips, fieldwork). Role modeling and mentoring from occupational therapy faculty and occupational therapy practitioners in the community will be another avenue for students to gain practice competencies and professional behaviors. Leadership skills will be promoted throughout the entire educational program.

## **PROGRAM LEARNING OUTCOMES**

Program learning outcomes are based on the program's philosophical base, the mission statement, standards of accreditation as outlined by ACOTE, and the curricular design and sequence. Each ACOTE standard has been listed with the program outcomes below. Additionally, the program learning outcomes can be connected to the philosophies of the program (Occupation Based Practice, Commitment to the Common Good and Communication and Professional Behaviors).

### **Program Learning Outcomes (PLOs)**

1. Demonstrate and apply knowledge of the biomedical and social sciences to clinical practice (ACOTE Standards B.1.1, B.1.2, B.1.3, B.2.3, B.2.4, B.2.5, B.2.6).
2. Understand and apply the research process and utilize available evidence to inform clinical practice (ACOTE Standards B.1.4, B.2.4, B.5.1, B.5.2, B.5.3, B.5.4).
3. Articulate the basic tenets of occupational therapy and apply OT theory to decision making (ACOTE Standards B.2.1, B.2.2, B.2.3, B.2.4).
4. Understand and implement the occupational therapy process. (ACOTE Standards B.3.3, B.3.4, B.3.7, B.3.10)
5. Develop skilled intervention plans with an emphasis on occupation-based interventions and evaluate their efficacy (ACOTE Standards B.2.7, B.3.6, B.3.8, B.3.9, B.3.11, B.3.12, B.3.13, B.3.14, B.3.15, B.3.16).
6. Demonstrate sound clinical reasoning and professional judgement (ACOTE Standards B.2.8, B.3.2).
7. Demonstrate strong interpersonal and communication skills to support clinical practice as well as inter-professional and intra-professional collaboration (ACOTE Standards B.2.12, B.3.1, B.3.17, B.3.19, B.3.21, B.3.22, B.4.3).
8. Explore and articulate emerging roles for occupational therapy practitioners and opportunities to advance the profession (ACOTE Standards B.3.13, B.3.20, B.4.6).
9. Demonstrate skills related to leadership and advocacy (ACOTE Standards B.2.11, B.4.1, B.4.2, B.4.4, B.4.7, B.4.8, B.4.9).
10. Demonstrate a commitment to cultural humility, ethical practice, professional accountability, and lifelong learning (ACOTE Standards B.2.9, B.2.10, B.4.5).

## SECTION 4 - ACADEMIC INFORMATION

### **CATALOG**

Please consult the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog* online at [EWU Catalog](#). (Please be aware that references contained in this version of the Student Handbook are from the 2024-2025 Eastern Washington University Graduate and Undergraduate Catalog as the 2025-2026 Eastern Washington University Graduate and Undergraduate Catalog will be published September 2025 after this document is revised.. Please refer to the most current version of the catalog, as necessary.) Other important program information such as curricula, course schedules, textbook lists, the MOT capstone project guidelines, and the comprehensive oral requirements are available on the Occupational Therapy Canvas cohort portal sites all students accepted into the OT Program are given access to upon their admittance to EWU.

### **CLASS SCHEDULE**

The sequence of coursework and semester schedules of the Occupational Therapy program requires a full-time commitment by the student. The full-time Master of Occupational Therapy program, housed on EWU's scenic Spokane Campus, begins each year in June. The two-and-a-half-year course of study is organized around a cohort model primarily taught in person with select courses offered online or hybrid. Student cohorts interact and build community as they work together toward degree completion. Classes and fieldwork must be completed in sequence, culminating with two 12-week Fieldwork Level II experiences.

A class schedule for the semester is posted on the Canvas portal. The schedule is based upon adult learning theory methodology, classroom availability, instructors' professional schedules, guest lecturer and client availability, and university resources. The class schedule may occasionally change at the discretion of the course instructor due to scheduling conflicts and/or program needs.

### **GRADE SCALE**

Each course has its own evaluation criteria; however, grade equivalents are standard in each of the Departmental courses unless otherwise specified in the course syllabus. The grading equivalents of the Department of Occupational Therapy are listed below. Course grades at EWU are assigned by letter grade. Standard mathematical rounding will be used to assign the final grade for each course (example: 94.4 = A- and 94.5 = A).

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	75-76
F	<75

## **COURSE ASSIGNMENTS AND SUBMISSION**

***Practicum:*** Within the course of the program, student competence with clinical skills learned will be assessed through practicum examinations. Another aspect of the practicum examinations is the development of professional behaviors and mannerisms needed to work in the occupational therapy field. For those courses that require a graded practicum examination the following information is critical. All practicums are graded. Points are utilized for the instructor to determine whether passing criteria was met or not. A minimum passing score of 75% is required on all practical examinations. Should a student receive less than 75% on the practicum, a second attempt will be permitted if the student is eligible. Students are only allowed 2 practicum retakes over the course of the OT program and only 1 retake per practicum. If the student receives lower than 75% on the second attempt, the student will receive a “0” for the practicum given that competency in the skill(s) covered in the practicum were not demonstrated. This 0 grade may impact overall course grade and successful passing of the course.

***Documentation Assignments:*** All documentation assignments must receive a 75% passing grade. If a 75% grade is not achieved with the first submission, a second attempt will be provided. On the second attempt, a 90% must be achieved to demonstrate competency of material. Upon passing the assignment with a second attempt, the student will receive a 75% passing score instead of the original failing score. If a 90% is not achieved during the second attempt, the student will receive the original failing grade for the assignment which may impact the final course grade. Students will only be permitted 1 second attempt on only one (1) documentation assignment within each course throughout the program. Earning a failing grade on more than one documentation assignment within a course will result in a failure for the course, requiring the student to retake the course. Because all semesters are prerequisites of the next, a student who fails a course will not be able to enroll in the next semester but will be required to wait until that course is offered again to continue in the program.

***Late Submissions/Late Assignments:*** Time management and responsibility are essential skills in the professional environment. As such, all assignments are expected to be fully submitted by the assigned due date and time. Students must plan accordingly for assignments, especially those which are larger and may take additional time to upload to canvas. Even one second past the assigned due date and time is considered late. If the student suspects they will experience a challenge in meeting a due date they should discuss extended timelines with all course instructors (via EWU email) 24 hours prior to the deadline. If 24 hours is not possible, it is still a requirement for the student to communicate about the late assignment to the instructor(s). Lack of communication may result in a “0”. It should be noted that a request for a due date extension does NOT guarantee that an extension will be granted. The request is left to the discretion of the course instructor(s).

A minimum of a 10% grade reduction will be applied for all late assignments accompanied by email correspondence from the student to the instructor. Any assignments submitted 24-hours past the due date and without email correspondence with the course instructor(s) will receive a “0”. **All assignments must be completed and turned in to pass a course, even if the student is**

**not eligible to earn points on the assignment.** Please note that all instructors reserve the right to accept late submissions and provide partial credit due to extenuating circumstances.

A behavior pattern of greater than 2 late assignments in any one course violates the Responsibility behavior in the Professional Behaviors Assessment form (Time Management Skills) and a penalty of 10% reduction may be reflected in the Professional Behavior assessment grade at the end of the semester. [See Appendix 3 of this handbook]

### **CAPSTONE PROCESS**

Students will engage in the capstone process during the program. Please see the Department of Occupational Therapy Capstone Manual in the cohort canvas page. This manual will be introduced within the research methods course and in subsequent capstone courses.

### **FINAL COMPREHENSIVE EXAMINATION**

In the last term of didactic coursework, the student must pass a final comprehensive examination. The oral defense is presented to the student's graduate committee which is composed of two occupational therapy faculty members and one graduate faculty member outside of the department. Successful completion of the comprehensive examination is required prior to enrollment into level II fieldwork (OCTH 695S).

## SECTION 5 - PROGRAM EXPECTATIONS AND POLICIES

### **ADVISING**

During the summer term, the department Chair (or faculty designee) will serve as academic advisor. At the start of the fall semester, each student will be assigned an advisor from the Department of Occupational Therapy. This advisor will support the student's academic and professional development in year 1. If any difficulties arise that impact the student's academic performance, the advisor should be contacted immediately. It is the student's responsibility to inform the advisor of any concerns or problems. Students will transition to advising with their capstone/research project mentor in fall of year 2. Students are advised by the academic fieldwork coordinator during their final six-month Fieldwork II placements after the didactic portion of the program. Advisors will meet with each assigned student a minimum of once each semester. Advisors will document each student advising session and progression through the program within the Navigate advising portal.

Students pursuing the MOT via the Combined Bachelor to Masters pathway are responsible for close consultation with their undergraduate advisor to ensure advancement for timely bachelor degree attainment. Students who do not anticipate having their bachelor's degree completed by the end of their first full academic year (spring semester) should consult their occupational therapy advisor to discuss their options for continuing coursework in occupational therapy at EWU.

### **COMPUTER AND TECHNOLOGY**

Students are expected to be proficient with and have access to a computer. All courses require access to a computer system that will permit web-based learning (including webcam, audio, internet access, appropriate processing speed, ability to download web-based learning modules directly onto the hard drive, storage capability to retain content and access as needed, and access to Canvas via the internet). All courses require word processing programs to be compatible to engage in course assignments. Many public libraries also provide internet access. A computer check out is located on the 3rd floor of Catalyst Building and in the basement of Cheney library. Exams will be taken within the classroom environment. Students must be prepared and bring computers or devices with camera access to these sessions.

### **ZOOM EXPECTATIONS**

Students are required to have access to the Zoom application via a technology device with a webcam and microphone. Zoom access is provided to the students. Students are expected to maintain professionalism while navigating online courses or individual classes done within the Zoom format. Professional attire, attendance, and preparation is expected with every Zoom meeting-whether it's lecture or lab based. Students are **required to have cameras on** to ensure academic integrity standards are upheld. Further direction regarding Zoom will be in each class syllabi.

## **COMMUNICATION**

The student's Eagles email is considered the primary email throughout the Program and must be used for any school-related communications. It is the student's responsibility to check their Eagles email frequently and respond in a professional and timely manner within 24-48 business hours. Students are required to maintain professionalism when communicating questions and concerns to professors. Students must use appropriate EWU signage at the bottom of all email correspondence.

Professors are readily available to meet with students during office hours, by appointment, and will answer questions via email. However, students are encouraged to ask questions that may benefit their entire class in the classroom setting or in course specific discussion boards (i.e., clarifying expectations for an assignment). For online or hybrid courses, students will be encouraged to ask questions during Zoom meetings, and on a designated discussion platform within the course, so that answers can be accessed and reviewed by all students. Professors aim to respond to emails within 48 business hours (not including weekends or holidays), but replies may take longer during busy times like midterms or finals.

## **USE OF CELL PHONES**

Audible notifications and noises from cell phones, tablets, or computers are disruptive to the learning environment. Students are expected to use these devices responsibly and respectfully. Cell phones must be turned off during class and lab sessions. Texting or other non-course-related use of phones, tablets, or computers is not appropriate during instructional time. Students who do not adhere to this policy may be subject to a professional behavior plan. Exceptions will be considered only with prior instructor approval and on a case-by-case basis.

## **DRESS CODE**

The OT Program's classroom, lab, clinic, community and fieldwork experiences are critical elements in your development toward becoming a professional occupational therapist and ability to build a therapeutic relationship with a client. Students must maintain a professional demeanor at all times. This includes dressing appropriately and professionally for class.

**General Guidelines:** Appropriate professional dress is expected throughout the duration of the program. The wearing of hats, caps, etc. will be at the discretion of the course instructor or site supervisor. In all environments students are expected to:

- maintain meticulous personal hygiene
- have their chest, midriff and buttocks fully covered with no undergarments exposed
- have clean and trimmed (no more than ¼ inch past the tip of the finger) fingernails to avoid any skin damage or injury to others
- be conservative in use of or avoid altogether any cologne, perfume, or fragrant hygiene products
- ensure jewelry, including body piercings, is appropriate to the setting and pose no risk to students, volunteers, community members or clients (Jewelry and piercings cannot interfere with the ability to communicate and safely and effectively treat clients)
- wear clothing that is clean and in good repair

- wear comfortable, clean tennis shoes for community labs and experiences, and fieldwork sites when appropriate

**Classroom:** For typical classes that do not have guest speakers or community partners more casual, but still appropriate, attire is allowed. The same policy for professional modesty must be applied. Clothing that closely resembles pajamas is not appropriate (e.g., pajama pants, slippers). General attire, such as denim, moderate length shorts, sleeved or sleeveless tops, is appropriate.

**Labs:** Students should be able to vigorously reach and move without exposing any portion of skin on your midriff, buttocks or chest. Sleeveless tops (with the exception of during the anatomy course) are permitted as long as underwear is properly covered. Some labs, as specified by the instructor, may require clothing more conducive to movement and practicing of skills (i.e., tank-tops for muscle palpitation). You must wear closed-toed low-heeled shoes during all lab, clinic, community and fieldwork experiences unless otherwise instructed.

**Guest Speakers and Content Expert Lectures/Experiences:** Department name tag must be clearly visible. Professional attire required. See also each course syllabus for instructions on dress code in relation to guest speaker and content expert lectures. In most community based settings, students are required to wear the red EWU polo.

**Practicums:** Clean clothing including the EWU polo, casual/professional pants (khakis, slacks, etc., no jeans/leggings), and closed toed low-heeled shoes (i.e., dress shoes, flats, neutral colored tennis shoes, etc.) must be worn. Department name tag must be clearly visible.

**Fieldwork:** Wear casual (e.g., Khakis) but professional pants (no jeans) and shirts/blouses or Department polos (no T-shirts or slogans) unless otherwise directed by site supervisors. You will be required to ask your fieldwork site supervisor concerning dress-code before you begin. Department name tag must be clearly visible at all times.

## **ATTENDANCE**

The purpose of this policy is to describe how absences are classified within the occupational therapy program, to establish fair limits on absences, to outline student responsibilities related to absences, and to articulate consequences for patterns of repeated absences.

**Scope:** This policy applies to all students, faculty, and staff involved in the EWU OT Program. It is applicable to all coursework, labs, fieldwork, and all academic-related activities.

**Philosophy:** Regular attendance is a requirement within the occupational therapy program. Learning experiences in the curriculum are arranged sequentially to help support the development of knowledge and skills. All content within the curriculum is critical to future professional practice. The collaboration and interactive learning that takes place in the classroom is an essential component of the learning process and there is no substitute for direct interaction with the course professor(s) and fellow students. Furthermore, some classroom experiences such as labs, simulations, community experiences, and guest presentations cannot reasonably be

repeated or replicated. Missing course content puts both the student and their future clients at a disadvantage.

**Attendance Expectations:** Regular attendance within the program is **mandatory**. Students are expected to attend all course sessions and learning activities outlined on the course schedules. Course instructors are required to provide students with the course schedule on the first day of class and must notify students of any anticipated changes to the course schedule. Absences can and will occur for a variety of circumstances over the course of an academic term. Absences will be classified as either **excused** or **unexcused** based on the following criteria:

### **Excused Absences**

1. **Illness:** Students who are ill are not expected to attend class, particularly in situations where the illness may be contagious. Excused absences will be granted to students who are experiencing an illness or other medical condition.
2. **Bereavement:** Students who are suffering the loss of an immediate family member are entitled to appropriate bereavement and will be excused from attending class. Students who are suffering the loss of a close friend or a member of their extended family may also be entitled to appropriate bereavement and may be excused from attending class at the discretion of the course instructor.
3. **Extenuating Circumstances:** Students may be granted excused absences in the event of extenuating circumstances. Examples of such circumstances may include, but are not limited to medical emergencies, family emergencies, change in health status, or car troubles.
4. **Religious Holidays:** Students may be granted excused absences for religious holidays. Absences of this type must be arranged with the course instructor in advance.
5. **Military Exercises or Service:** Students will be granted excused absences for required military exercises or service. Absences of this type must be arranged with the course instructor in advance.
6. **Personal Days:** Students may be granted an excused absence for a pre-arranged personal day at the discretion of the course instructor. These types of personal days should be reserved for major life events. Examples of such events include, but are not limited to weddings, graduations, and other important celebrations. Absences of this type must be arranged with the course instructor in advance and may not be granted in situations where the course content cannot be reasonably repeated or replicated. Students may be permitted a **maximum of 2 personal days per academic year**. A single personal day is utilized any time a student misses one or more classes on a given calendar day.

### **Extended or Repeated Absences**

If an illness or medical condition would result in an extended absence (3 or more consecutive days) or repeated absences (3 or more occurrences) throughout the academic term, students should work with Student Accommodations and Support Services (SASS) to establish appropriate accommodations. This ensures transparency and may provide for additional latitude regarding departmental attendance requirements.

## **Unexcused Absences**

Absence from class for any reason other than those described in items 1-6 above will be considered unexcused. Absences that occur without appropriate notification as outlined above will be considered unexcused. A pattern of unexcused absences demonstrates poor professionalism. Any student who incurs more than one unexcused absence per term (across all courses) will be placed on a professional behavior plan to help remediate problematic behaviors. Failure to comply with the terms of the professional behavior plan may result in dismissal from the program.

## **Tardiness**

Punctuality is an expectation within the occupational therapy program. If a student arrives for class more than 15 minutes after the scheduled start of the class period, without providing appropriate notice to the course instructor, that student may incur an unexcused absence for that course date at the discretion of the course instructor. Students who demonstrate a pattern of tardiness (4 or more instances) may be placed on a professional behavior plan to help remediate problematic behaviors. Failure to comply with the terms of the professional behavior plan may result in dismissal from the program.

## ***Student Responsibilities***

### **1. Appropriate Notification**

- Students should seek to notify course instructors as soon as possible regarding absences. In the case of an illness, bereavement, or extenuating circumstances, students should seek to inform course instructors of the absence with as much notice as is feasible. In some cases, advanced notice may not be possible. The student's obligation regarding appropriate notice may be fulfilled retroactively if the situation dictates.
- For all other absences, notification must be provided in advance of the scheduled course date. Absences related to religious holidays, military exercises or service, and personal days must be pre-arranged in advance. Such absences should be identified at the start of each term.
- Notice must be provided directly to the course instructor via email or direct personal communication. Notice provided through a surrogate (i.e. another student) does not meet the requirement related to appropriate notification. If a student must miss more than one class on a given date, they must communicate the absence to each individual course instructor. If a student must miss class in a co-instructed course, both instructors must be notified.

### **2. Zoom Options:**

Zoom options are available at the discretion of the instructor. Requests for zooming into class should be presented at least 60 minutes prior to the start of class. It is the students responsibility to make arrangements to have a fellow student assist with opening a zoom option.

### **3. Course Content:**

- The obligation to make up missed content due to absences lies with the student. Students should communicate with the course instructor regarding expectations to make up missed content. At a minimum, students will be expected to review appropriate course

materials and obtain notes from a classmate.

- Course instructors may require students to complete additional make-up assignments to promote and evaluate student learning. The requirements and due dates of such assignments are determined by the course instructor. In most cases, students will be required to submit a 1-2 page paper that adheres to APA formatting and citation requirements, responding to prompt(s) identified by the course instructor. Course instructors may impose additional requirements related to unexcused absences to ensure compliance with course objectives.

#### **4. Group Work:**

Many courses within the occupational therapy program involve group projects. Absences may disrupt the group process and impact a student's ability to contribute equitably to group projects. It is the responsibility of the student to inform group members of absences and work with group members to limit the impact on group work. Failure to do so may be reflected in peer evaluations. If absences significantly impact a student's ability to contribute equitably to group projects, they may be asked to complete the project or portions of the project independently.

#### ***Staff and Faculty Responsibilities:***

When a student is absent from class, the course instructor will determine if the absence is excused or unexcused. If the absence is excused, the course instructor should also determine the criteria that was used to excuse the absence. Once a determination is made, the course instructor will report the absence to the departmental secretary and the absent student via email. Course instructors will also notify the department secretary and the student via email in situations where the student is determined to be tardy. The department secretary will maintain a log of all absences and tardiness for each student. An attendance report will be provided at each bi-weekly faculty meeting to monitor compliance with this policy.

#### ***Noncompliance:***

Without specific accommodations, any student who is absent for more than 25% of the scheduled course meetings in each course will not be eligible to pass the course. Excused and unexcused absences are both counted in this calculation, regardless of the reason for the absence.

A pattern of unexcused absences demonstrates poor professionalism. Any student who incurs more than one unexcused absence per term (across all courses) will be placed on a professional behavior plan to help remediate problematic behaviors. Failure to comply with the terms of the professional behavior plan may result in dismissal from the program.

Students who demonstrate a pattern of tardiness (4 or more instances) may be placed on a professional behavior plan to help remediate problematic behaviors. Failure to comply with the terms of the professional behavior plan may result in dismissal from the program.

Students must complete all make-up assignments by the end of the academic term to pass the course. Course instructors have no obligation to accept make-up assignments after the assigned

due date but reserve the right to do so at their own discretion. Because there may not be an individual score associated with make-up assignments, course instructors also reserve the right to impose a penalty on the overall course grade of up to 10% (per assignment) for late submission of make-up assignments.

### **USE OF ARTIFICIAL INTELLIGENCE**

The purpose of this policy is to guide the appropriate use of Artificial Intelligence (AI), specifically generative AI technologies, by defining acceptable and unacceptable use of AI, ethical obligations related to reporting AI contributions, faculty and student responsibilities, and implications for non-compliance. Please refer to [EWU Academic Guidelines for the Use of Generative AI](#) for formal definitions related to Generative AI.

**Scope:** This policy applies to all students, faculty, and staff involved in the EWU OT Program. It is applicable to all coursework, labs, fieldwork, and all academic-related activities.

**Philosophy:** The cornerstone of effective occupational therapy practice is strong clinical reasoning. The program prioritizes learning experiences that develop students' critical thinking, problem-solving, and decision-making abilities. When used appropriately, AI technologies can be a powerful tool in helping students to organize information and gain insights that facilitate the development of strong clinical reasoning. When used inappropriately, AI tools can circumvent important learning processes and interfere with this critical development. Furthermore, students within the program have an obligation to follow ethical principles of the profession and the university. AI tools must not be used in a way that undermines academic integrity or the authenticity of student work. Although AI tools are becoming increasingly common, many clinical environments do not routinely incorporate AI tools. Students must be prepared to function independently of such technologies.

**Limitations of AI:** Despite the advancement of AI technologies, it is important to acknowledge that content generated by AI may contain inaccurate, outdated, or biased information. Students and faculty who use AI to facilitate the learning process should carefully fact-check and review all content for accuracy.

- **Acceptable Use of AI:** Unless specifically prohibited, generative AI may be used to a limited and supportive capacity to help facilitate the **process** of learning.
- **Prohibited Use of AI:** Unless specifically authorized, the use of generative AI to facilitate the creation of a product or a portion of a product for submission is strictly prohibited.
- **Ethical Obligations for Reporting AI Use:** Any use of AI generated content should be properly acknowledged and appropriately cited using guidelines provided by the American Psychology Association (APA). This allows for transparency regarding authorship and is required for responsible content evaluation.
- **Privacy and Information Security:** State and Federal law as well as University policy prohibits the sharing of confidential information with unauthorized third parties. The disclosure of protected data (HIPPA, FERPA, etc.) could lead to unauthorized disclosures, legal liabilities, fines, and other consequences.

Using a generative AI system will likely result in creating a public record under Washington state's Public Records Act. Federal Copyright policy does not offer protections for AI generated content in the absence of substantial human authorship.

- **Faculty Obligations:** Faculty should seek to model the responsible use of generative AI through their behavior. Faculty should also endeavor to facilitate constructive conversation with the students about how AI tools can be leveraged responsibly. Faculty have an obligation to be clear and transparent about their expectations related to AI use and must clearly designate each assignment with one of the following classifications.

### **Assignment Classifications**

1. **Encouraged** – The utilization of AI is encouraged for this assignment and AI may be used to generate the final **product**. Learning to use AI tools effectively will be an important skill in evolving clinical and academic environments. Please adhere to the following recommendations as you complete this assignment
  - a. Refinement of your prompts is crucial to achieve high-quality outcomes; minimal effort will yield unsatisfactory results.
  - b. Validate any data acquired from the AI; assume that initial information may be incorrect and corroborate with reliable sources. You bear the responsibility for any misinformation.
  - c. Delineate and acknowledge AI's contribution(s) and the prompt(s) used to produce the **product**. AI contributions must be properly cited according to APA standards. Non-adherence to this stipulation violates our academic honesty principles.
  - d. AI generated content may be included as part of the final **product**. Your original thoughts and understanding must be reflected in the content generated by the AI, while acknowledging the support of AI tools.
2. **Limited Use** – The limited use of AI to facilitate the learning **process** is permissible for this assignment, but AI may not be used to generate the final **product**. Please adhere to the following recommendations as you complete this assignment.
  - a. Refinement of your prompts is crucial to achieve high-quality outcomes.
  - b. Validate any data acquired from the AI; assume that initial information may be incorrect and corroborate with reliable sources. You bear the responsibility for any misinformation.
  - c. Delineate and acknowledge AI's contribution(s) and the prompt(s) used to organize or summarize information.
  - d. AI generated content should not be included as part of the final **product**. The final submission must include your original thoughts and understanding, while acknowledging the support of AI tools.
3. **Prohibited Use** – The use of AI is strictly prohibited for this assignment to maintain a grounded learning approach. Please adhere to the following recommendations as you complete this assignment.
  - a. The foundational educational philosophy and intent of this assignment necessitates independent work devoid of AI assistance.

- b. Leveraging AI tools will be considered a breach of academic integrity policies upheld by EWU.
- c. The final submission must exclusively feature your original thoughts and understanding, without the support of AI tools.

**Student Obligations:** Students should seek to use generative AI and other AI tools responsibly. Students must be open to constructive conversation with faculty about how AI tools can be leveraged responsibly. Students have an obligation to be clear and transparent about their AI use and must follow the guidelines related to each classification of AI use as defined in this policy.

**Academic Integrity:** EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Failure to follow the parameters outlined by the assignment classifications within this policy may constitute a violation of EWU's policy related to academic integrity. Failure to acknowledge the contributions of AI tools or to properly acknowledge and cite AI generated content may also constitute a violation of EWU's policy related to academic integrity.

**Noncompliance:** If concerns regarding inappropriate use of AI tools arise, faculty reserve the right to engage in a process of inquiry with individual students. This inquiry may include asking the student to provide additional information about how AI was used in assignment completion or to demonstrate evidence that original thoughts and understanding were included in assignment submissions. The purpose of this initial inquiry is not punitive, and the dialogue should be used to help guide student learning and promote responsible use of AI.

In situations where the initial inquiry is not conclusive or constructive, due to lack of transparency, insufficient evidence of original thoughts and understanding, or a lack of responsiveness to feedback, the situation may be submitted for independent review. This independent review process allows for student learning and ensures impartiality. If an assignment prohibits the use of AI-based tools and there is reasonable suspicion that a student has violated this policy, faculty will refer alleged cases to the Student Success, Policy, and Planning Office in accordance with [EWU Academic Guidelines for Use of Generative AI](#).

### **CLASSROOM/WORKPLACE INCIVILITY**

The purpose of this policy is to foster a respectful, inclusive, and supportive academic learning environment by defining and addressing workplace incivility within the Eastern Washington University (EWU) Department of Occupational Therapy Program. Incivility undermines the values of professionalism, collaboration, and mutual respect that are essential to the preparation of competent and compassionate occupational therapy practitioners.

**Scope:** This policy applies to all students enrolled in the EWU Department of Occupational Therapy Program and covers behavior occurring in classrooms, laboratories/community

experiences, fieldwork placements, campus facilities, virtual platforms, and other program-related settings, including but not limited to interactions with peers, faculty, staff, clinical instructors, and community partners.

**Definition of Workplace Incivility:** Workplace incivility is defined as low-intensity, disrespectful, and/or rude behavior that violates norms of mutual respect in the academic and/or clinical setting, whether verbal, nonverbal, written, or digital. These behaviors may be ambiguous in intent but have the potential to harm individuals or degrade the learning and professional environment fostered within the EWU Department of Occupational Therapy program.

Examples include, but are not limited to:

- Dismissing others' contributions or interrupting repeatedly.
- Using sarcastic, mocking, or condescending language.
- Ignoring communications or excluding others from relevant discussions.
- Spreading gossip or rumors.
- Eye-rolling, sighing loudly, or other nonverbal gestures of disrespect.
- Engaging in passive-aggressive behaviors or undermining authority.
- Inappropriate or disrespectful digital communication (e.g., emails, messages, social media, etc.).

**Policy Statement:** EWU Department of Occupational Therapy Program is committed to maintaining a professional culture that values civility, constructive communication, and mutual respect. Students are expected to model behaviors consistent with the [AOTA Code of Ethics](#) (see Appendix 2 of this handbook) and to uphold the program's standards of professionalism, and contribute to a safe, positive learning environment. Further, occupational therapy students are preparing for a profession rooted in compassion, empathy, and ethical practice. Maintaining a civil environment is not only a matter of academic conduct but a critical component of professional identity formation.

### **Reporting and Response Procedures**

#### **1. Informal Resolution**

When appropriate and safe, students are encouraged to address incidents of incivility directly with the individual(s) involved, using respectful and constructive dialogue.

#### **2. Formal Reporting**

If informal resolution is not feasible or the behavior persists or escalates, students should report incidents to:

- The Course Instructor
- The Academic Fieldwork Coordinator (for fieldwork-related issues)
- The Program Director/Chair

A written account of the incident(s) may be requested. Confidentiality will be maintained to the greatest extent possible.

#### **3. Investigation and Outcomes**

- The program leadership will review reports in a timely and impartial manner.
- Actions may include facilitated discussions, mediation, behavioral expectations contracts, or referral to the Office of Student Rights and Responsibilities.

- o Incidents that violate EWU policies or professional standards may result in disciplinary actions in accordance with the Student Conduct Code ([172-121](#)).

**Protection from Retaliation:** EWU prohibits retaliation against any student who reports incivility or participates in an investigation. Acts of retaliation will be treated as separate violations and addressed accordingly.

**Resources and Support:** Students experiencing workplace incivility may access support through:

- Assigned Department of Occupational Therapy Program Faculty Advisor(s)
- EWU Student Counseling and Wellness Services
  - o 225 Martin Hall, Cheney
  - o Phone: 509.359.2366
  - o Website: [Counseling and Wellness Services – Eastern Washington University](#)
- Office of Diversity, Equity & Inclusion
  - o 114 Showalter Hall, Cheney
  - o Phone: 509.359.4769
  - o Website: [Office for Diversity, Equity & Inclusion – Eastern Washington University](#)
- Student Rights and Responsibilities (SRR)
  - o 129 Showalter Hall, Cheney
  - o Phone: 509.359.6960
  - o Website: [Student Rights and Responsibilities – Eastern Washington University](#)

## **STUDENT ACCOMMODATIONS**

The purpose of this policy is to establish a clear and consistent process for students enrolled in the Occupational Therapy Program at Eastern Washington University (EWU) to request and receive accommodations for academic and clinical education experiences. This policy ensures compliance with university procedures and applicable federal laws, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

**Scope:** This policy applies to all students enrolled in the EWU Occupational Therapy Program who are seeking accommodations for any component of their academic coursework or clinical fieldwork experiences. The policy applies to both on-campus and off-site learning environments and covers didactic instruction, laboratory activities, exams, and fieldwork placements.

**Policy Statement:** Eastern Washington University assures equal access to instruction through collaboration between students with disabilities, instructors, and Student Accommodations and Support Services (SASS). If a student believes they may have a disability adversely affecting their performance in the classroom or clinic, students are responsible to request accommodations through the SASS office. Only accommodations that have been reviewed, approved, and documented by SASS will be implemented by program faculty and fieldwork educators. For more information and step by step process review: [Requesting Reasonable Accommodations – Student Accommodations and Support Services](#)

**Fieldwork Accommodations:** Students are strongly encouraged to have any needed, reasonable accommodation in place at least 60 days prior to the start date for fieldwork. It is the student's responsibility to communicate the need for accommodations with the fieldwork site, fieldwork educator and the Academic Fieldwork Coordinator. The student should be aware that fieldwork site accommodations may be different than those received during the academic program. It is critical that the student understands the difference between reasonable accommodations for ADA and for academic learning.

Many clinical sites require students to be fully vaccinated against COVID. When not fully vaccinated it may impact which clinical sites will accept you for placement. EWU can not guarantee a placement site will be located. However, we will work with students who have medical or religious accommodations to find sites that do not require the full COVID vaccination.

The Occupational Therapy Department does not evaluate or authorize accommodation requests independently. All faculty, instructors, and fieldwork educators will review the accommodations as outlined in the official documentation provided by SASS to ensure they are reasonable. If the accommodations are unreasonable in nature, the Occupational Therapy Department will coordinate with the student and SASS to discuss possible reasonable accommodations available to the student.

#### **Contact information for SASS**

Cheney Campus, [SASS](#), 015 Hargreaves Hall,

Email: [sass@ewu.edu](mailto:sass@ewu.edu)

SASS – Testing/Accommodations: 509-359-6871

SASS – Care/Support Services: 509-359-7924

Fax: 509-359-7458

#### **DEPARTMENTAL STUDENT DUE PROCESS AND EWU GRADE APPEALS POLICY**

The purpose of the Grade Appeal Policy is to provide students with a safeguard against receiving an unfair final grade, while respecting the academic responsibility of the instructor. Every student has a right to receive a grade assigned upon a fair and unprejudiced evaluation based on a method that is neither arbitrary nor capricious. Instructors have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally. Please refer to the Eastern Washington University policy *AP 303-24* for additional information. You may find the link to this policy here: [AP 303-24: Grading, Grade Changes, and Grade Appeals](#)

The grade appeal procedure applies only when a student initiates a grade appeal. The procedure strives to resolve a disagreement between student and instructor concerning the assignment of a grade in a collegial manner. In a grade appeal, only arbitrariness and/or prejudice will be considered as legitimate grounds for an appeal.

- **Arbitrariness:** The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.

- **Prejudice:** The grade awarded was based on unequal application of grading standards or by applying grading criteria to one student or some students in a manner that treats them differently.
- Appeals must comply with the time limits specified below or the right to appeal is forfeited. Reasonable exceptions to the deadlines may be made by the chair or designee.

### **Grade Appeal Procedures**

1. A student who wishes to question a grade must submit a written request for a meeting and a brief description of the issue to the instructor of record no later than 10 working days after the start of the next regular academic term after receiving the grade. The deadlines for spring and summer terms are counted from the beginning of fall term (quarter or semester whichever applies to the student). If the instructor is no longer at the university or is on leave, the chair of the department or designee will act in place of the instructor of record.
2. If the student's concern remains unresolved after the discussion with the instructor the student may submit a "Notice of Intent to File a Grade Appeal" form (available online through EWU Policies) including a brief statement of problem to the chair of the department within five working days of speaking with the instructor.
3. The chair or designee shall review the student's request, discuss the situation with the instructor whenever possible, and attempt to resolve the matter. The chair or designee shall provide a written explanation of his/her findings to the student and instructor within five working days of receiving the form.
4. If the student is not satisfied with the written explanation, the student may submit an "Official Grade Appeal" form (available online) within five working days to the chair or designee requesting a hearing with a Grade Appeals Board.

**Grade Appeals Board.** The grade appeal is heard by a grade appeals board which shall be convened no later than 20 working days after submission of the official grade appeal. (The date may be extended if mutually agreed upon by both parties.) Members: (1) This board is chaired by the department chair or a designee who serves in a nonvoting capacity. (2) Selection of members is facilitated by the department chair or designee unless there is an obvious conflict of interest, in which case the dean or a designee shall do so. The dean shall determine whether a conflict of interest exists. (3) Three people will constitute the grade appeals board. (i) The student petitioner shall first nominate a member and then the instructor shall nominate a member. (ii) A third member mutually agreeable to both parties will then be selected. (iii) At least one of the three members must be a student. The grade appeal board will attempt to meet the following principles in evaluating the grade appeal: a. The appeal board must be held at a mutually agreeable time. b. Good Faith: Parties to the dispute must make a good faith effort to follow these steps or forfeit access to the appeal process.

Process Concerns: If the student, instructor or chair has legitimate concerns about the appeal process, the dean of the college will work to alleviate or correct the problems.

Subpoena: The appeal board does not have subpoena power.

Evidence: Although the formal rules of evidence do not apply, every attempt will be made to be fair to both parties. The parties may offer exhibits and/or witnesses.

Representation: The principals may not be represented by counsel or others.

Burden of Proof: The student appellant has the burden of proving by a preponderance of the evidence (more probable than not), that such inappropriate grading procedures have occurred.

### ***Grade Appeal Board Recommendations***

Within 15 working days of first convening, the appeal board, through its chair, will submit its recommendation in writing to the student, the instructor concerned, and the dean of the college.

Instructor Response: If the recommendation of the appeal board supports a change to the student's final grade, the instructor has five working days to notify the chair of the appeal board of his/her decision and action, with a copy to the dean of the college.

The final decision to change a grade lies with the instructor, except if:

- a. the instructor cannot or does not respond to the appeal board's recommendation within five working days, or
- b. if the appeal board's findings determine prejudice or other inappropriate grading practices by the instructor and the instructor declines to change the grade.

In these cases, the final decision to change the grade lies with the dean. There is no further right of appeal. Within 20 working days of the final decision involving an official grade appeal, the chair of the appeal board shall notify in writing the student, the instructor, the dean of the college, and the chair of the department concerned of the decision of the appeal board and the instructor's decision and action. When the final decision is made by the dean in the cases noted above, the dean shall implement the decision and shall make the proper written notification to the parties concerned.

### **STUDENT ACADEMIC INTEGRITY (MISCONDUCT) POLICY**

***Purpose***: Each student in the OT Program is expected to demonstrate honesty and integrity in all academic assignments, classes, fieldwork experiences, and communications. Link to EWU Academic Integrity policy: [Chapter 172-90 WAC: Student Academic Integrity – University Policy Administration](#)

***The Eastern Washington University Student Academic Integrity Policy*** states, "Eastern Washington University expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review" (from the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog*).

***The Department of Occupational Therapy Academic Integrity Policy*** states:

Acts of academic dishonesty and violations of academic integrity will be sanctioned. Violations of academic dishonesty and integrity involve the use of any method or technique enabling you

to misrepresent the quality or integrity of any of your university related work and/or program of study. Students found committing academic dishonesty and violations of academic integrity while enrolled in the OT Program will be reported to the appropriate university officials. Sanctions include, but are not limited to, a final course grade of XF (0.0) in the class where the violation has occurred.

**If during the Occupational Therapy Program a student's behavior indicates or is reported to indicate academic misconduct, they will be subject to disciplinary sanctions including dismissal. For a full description of these sanctions and procedures, please read Student Academic Policy [Chapter 172-90 WAC: Student Academic Integrity – University Policy Administration](#) in the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog*.**

**NOTE:** You have entered a professional healthcare program that is bound by state and national policies related to ethical practice. Demonstrating academic integrity is a first step toward becoming an ethical practitioner. It is critical that you also review the state Washington Administrative Code (WAC) and professional association (American Occupational Therapy Association (AOTA) documents related to ethical practice (See *Appendices 2, 6, and 7 of this handbook*).

A rule or Washington Administrative Code (WAC) is written to provide interpretation of the law for the individuals or entities to which the rule applies. WAC 246-847 includes the administrative codes for occupational therapists in Washington.

Both RCW 18.59 and WAC 246-847 can be found at the following site: [Chapter 246-847 WAC](#).

### **PROFESSIONAL BEHAVIORS AND DEVELOPMENT**

Development of a high level of professionalism is a focus throughout the progression of occupational therapy coursework. The demonstration of professional behaviors is an important element of preparing for participation in a professional career. Students are expected to demonstrate professional behaviors in classes, fieldwork experiences, community experiences and in all interactions with other students, instructors, clients, staff, faculty, and other University personnel, etc. At the initial orientation session, students will receive a copy of the current departmental student handbook which contains a copy of the Professional Behavior Assessment (see Appendix 3 of this Student Handbook). Students will read the content then schedule a meeting with the advisor in September of their first year in the program.

Professional behaviors include: **responsibility, competence, communication, integrity, cooperation/teamwork, respect and initiative**. The faculty will facilitate the development of each student's professional behavior through a process of ongoing assessment and planning. Each course in the program will have a professional behaviors assignment associated with it. Students must pass the professional behavior component of the selected courses in order to achieve a passing grade in the course.

Growth is expected over the course of the program. Faculty anticipate that students may have identified areas of concern, especially early in the program. That said, by the conclusion of the program, students should demonstrate a rating of “meets standards,” for all categories of behavior listed within the professional behaviors form. This is a minimum expectation for students completing a professional program. Students with scores below this level may anticipate difficulty meeting the expectations of professional environments including fieldwork. Therefore, it is essential that students work to address concerns identified by this assessment. If students display persistent concerns, they may be placed on a professional development plan at the discretion of the faculty. A professional development plan is not intended as a punitive measure. It is a structured effort to support a student in their professional development (Refer to Appendix 3 of this Student Handbook).

If a student does not meet the criteria for passing the professional behavior component of the course, an Incomplete can be given for the course. Students would then be required to either repeat the course or revise and successfully complete the professional development plan approved by the course instructor and the student’s advisor. Ability to consistently demonstrate high levels of professionalism and participation is expected in ALL courses throughout the OT program. Failure to maintain satisfactory professional behavior progress can result in dismissal from the program (see the Scholastic Requirements section for more detail on dismissal).

## SECTION 6 - SCHOLASTIC REQUIREMENTS

### **GRADUATION REQUIREMENTS**

Requirements for graduation from the Department of Occupational Therapy are listed in the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog* (website link: [Occupational Therapy, Master of Occupational Therapy \(MOT\) < Eastern Washington University](#))

Please see the EWU Department of Occupational Therapy website page for course requirements for the current academic year: [Occupational Therapy - College of Health Science & Public Health - EWU - The Region's Polytechnic](#)

Students admitted to the OT Program are required to complete the courses required for graduation and to meet the following criteria:

- Maintain a cumulative GPA of 3.0 or better. Students who fall below a cumulative 3.0 GPA will be placed on probation (See *EWU Graduate Studies Academic Policy 303-22, Chapter 4.1 for further details – [AP 303-22: Graduate Students – University Policy Administration](#)*), and may be subject to dismissal from the program (see Dismissal section).
- Earn a minimum grade of B- in all courses.
- Earn a grade of Pass in all courses graded Pass/No Credit, including all Fieldwork I and Fieldwork II courses.
- Successfully complete all academic courses prior to entering Fieldwork II.
- Demonstrate satisfactory professional behavior as defined by the Professional Behaviors Assessment (see Appendix 3 of this Student Handbook).
- Pass each Fieldwork II according to the standards of the Fieldwork Performance Evaluation for the Occupational Therapy Student.
- Complete Fieldwork II within 24 months of finishing the OT Program's didactic coursework and all required coursework within six (6) years of student's start date in the OT program in accordance with EWU graduate programs policy.

### **OCCUPATIONAL THERAPY CERTIFICATION AND LICENSURE**

Upon the student's successful completion of the academic program and Fieldwork Level II experiences, EWU's graduates are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy [NBCOT] (see link to NBCOT site for program outcomes: [School Performance Data](#)).

After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. You may contact NBCOT at:  
NBCOT

One Bank Street, Suite 300

Gaithersburg, MD 20878

301.990.7979

General Website Link: [www.nbcot.org](http://www.nbcot.org)

**Requirements:** Following completion of academic coursework, all students must successfully complete Level II Fieldwork within 24 months before taking the Certification exam. Please be aware that a felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

### **REGISTRATION FOR COURSES**

As a courtesy, the department will check registrations each semester and contact students should a discrepancy in registration occur. It is the *student's responsibility* to check course registration for accurate and timely registration, monitor the posting of grades, and check progress towards degree requirements. Failure to do so may result in delayed graduation. Please reference Graduate Studies Policy AP 303-30 for complete information about Registration ([AP 303-30: Registration – University Policy Administration](#)).

### **COURSE INCOMPLETES**

Any student earning two or more *Incompletes* (X) in occupational therapy courses during any semester will have his/her standing and ability to progress in the Occupational Therapy Program reviewed by the Faculty Council for the Department of Occupational Therapy. All incompletes must be completed within one semester or alternate timelines can be established at the discretion of the course instructor. Failure to finish coursework and resolve an incomplete grade by the agreed upon date may result in student dismissal from the OT Program. (see EWU Academic Standing: [Center for Academic Advising & Retention \(CAAR\) – Eastern Washington University](#))

### **COURSES WITH PREREQUISITES OR CONCURRENT COURSES**

Due to the lock-step nature of the cohort model of the Department of Occupational Therapy MOT program, each semester a student must pass all courses prior to registering for subsequent semesters (e.g., for AY 2025-26 a student must pass OCH 501S, OCH 502S, and OCH 505S in the first Summer semester in order to register for courses listed in the first Fall semester of the MOT program).

### **COURSEWORK SUBMISSION**

All coursework must be submitted through the course management system of Eastern Washington University (currently Canvas) by the published due date and time in the course syllabus for each course or as otherwise specified by the course instructor(s). Please see the previous section on late assignments/late submission.

### **STUDENT CONDUCT CODE**

As a student in the OT Program at Eastern Washington University, you are expected to be a responsible and contributing member of the academic community. The *Student Conduct Code* exists in order for the university to establish “a community free of violence, threats and intimidation; protective of free inquiry, respectful of the rights of others; open to change; supportive of democratic and law procedures; and dedicated to the rational and orderly approach to the resolution of human problems.” The Eastern Washington University *Student*

*Conduct Code* is located at: [Chapter 172-121 WAC – Student Conduct Code – University Policy Administration](#).

As a student in our program and a member of the Eastern Washington University community, you are expected to familiarize yourself with the *Student Conduct Code*. If students have any questions about this code, consult your assigned advisor.

***Any unsafe, unprofessional or unethical conduct is grounds for immediate dismissal at any stage in the Occupational Therapy program.*** [See section on Program Dismissal in this handbook.]

### **UNIVERSITY SCHOLASTIC STANDING**

Students admitted to the OT Program are required to achieve and maintain good scholastic standing in accordance with the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog*, Academic Standards and Probation Policy in order to remain in the Occupational Therapy program. The minimum performance standards for students in the OT Program are the Academic Standards set forth in the Graduate Students Academic Policies regarding probation, suspension, withdrawal and dismissal. (see EWU website in relation to Academic standards: [Center for Academic Advising & Retention \(CAAR\) – Eastern Washington University](#))

### **PROGRAM DISMISSAL**

***Any unsafe, unprofessional or unethical conduct is grounds for immediate dismissal at any stage in the Occupational Therapy program.*** A student may also be dismissed from the Occupational Therapy Program based on the following:

- Any unsafe, unprofessional, unethical conduct, even if one single incident.
- Not making satisfactory progress with professional behaviors (see Professional Behaviors and Professional Development section).
- Failure to pass a course in the occupational therapy curriculum. Course failure is defined as a grade equivalent of less than 75%. This includes all graduate level courses in the occupational therapy program. (Students must pass all semester courses in sequence in order to progress forward within the program.)
- A cumulative grade point average of less than a B (3.0) in all graduate coursework.
- Students are provided one academic semester to restore their cumulative GPA to 3.0 before dismissal. See <https://inside.ewu.edu/policies/knowledge-base/ap-303-22-graduate-students/>
- Failure to pass the final oral examination.
- Failure to pass Fieldwork (see *Satisfactory Fieldwork Progress* below).
- Class 3 violations of academic integrity as outlined in [WAC 172-90-100](#).
- As a result of a Performance Review. See below.

The process for dismissal will follow [EWU Academic Policy AP 303-22, Chapter 4-2](#). Individual departments/programs may have their own academic and behavioral standards for students in their respective programs. If a student fails to meet those standards, the student may be

dismissed from the program in accordance with the terms of the handbook for such program. The department will provide the student with written notice of the deficiencies and the basis for removing them from the program.

If a student disagrees with a department or program's decision to dismiss them from the program, the student may file a written appeal within 21 calendar days of issuance of the department/program's decision. The appeal shall be filed with the Graduate Programs Office. Appeals will be reviewed by the appeal authority as defined in the program handbook. The appeal authority will review the information submitted by the student and the information the department considered when making the decision to dismiss the student. After reviewing all of the materials, the appeal authority will issue a written decision with rationale. This decision will be communicated to the student and the department. There is no further right to appeal. (See [EWU Academic Policy AP 303-22](#)).

### **Performance Review**

When a student deficit (academic performance or professionalism) is identified, a Professional Behavior Plan may be developed with an associated timeline (typically spanning two semesters). Such concerns include, but are not limited to, violations of the EWU Student Conduct Code, unprofessional behavior, academic deficiencies, inability to meet established plan objectives, not following policies outlined above, etc. A professional behavior plan and timeline are negotiated between the student, faculty, and department chair/director. The Plan requires the student to discuss concerns, create goals and a timeline for improvement. See Appendix 3 of this Student Handbook for more details.

For serious behavioral or ethical issues or academic issues or unresolved professionalism issues, a Performance Review will be conducted. This review can result in dismissal from the program. A student may be dismissed from the program, even if a professional behavior plan was not created. A Performance Review is a formal meeting between the student and the Performance Review Committee to discuss the concerns and the potential ramifications. If the student is simultaneously going through an investigation or hearing under the [Academic Integrity Code](#) or the [Student Conduct Code](#), the Performance Review Board will wait until that hearing is concluded before convening the meeting.

#### ***Performance Review Board composition:***

- 1 occupational therapy faculty member nominated by the student
- Department chair/Program Director, who chairs the Performance Review Board
- Academic Fieldwork Coordinator
- Representative from Student Accommodations and Support Services (SASS), if applicable (non-voting)

The Department chair/director will serve as the Chair for the Board. If the department chair/director requests the Performance Review, the Academic Fieldwork Coordinator shall chair the board. The faculty member requesting the Performance Review shall not serve on the Performance Review Board.

***Performance Review Board process:***

1. The Performance Review meeting is established and conducted. The meeting is recorded.
2. The faculty or staff member requesting the Performance Review will summarize the issues of concern.
3. The student will respond to the concerns, providing additional information as needed.
4. Performance Review Board members will question both parties and may request additional information.
5. At the end of the meeting, the student will be given the opportunity to present any additional information pertinent to the board's decision.
6. Student and the faculty/staff member requesting the Performance Review will be excused and the board will meet in private for deliberation.
7. The Performance Review Board will vote. A 2/3 majority vote is required for one of three possible outcomes as determined by the Performance Review Board chair:
  - Professional Behavior Plan: There are sufficient grounds for the concern(s), but the student will be allowed to continue in the program and the board will develop a Professional Behaviors Plan.
  - Repeat Coursework: There are sufficient grounds for the concern(s), the student will be allowed to continue in the program but will be asked to repeat specific course(s) determined by the board. In most cases, this decision will require the student to join the next cohort.
  - Dismissal: There are sufficient grounds for the concern(s), the nature of which are so serious that the student shall be dismissed from the Program.
8. Within 5 instructional days, the Performance Review Board chair will email the decision and the rationale to the student, the Dean of CHSPH, and other relevant parties as needed.

***Appeal of Performance Review Process:***

Within 21 calendar days of issuance of the Performance Review Board's decision, the student may appeal the decision of the Performance Review Board. The appeal shall be filed with the Graduate Programs Office. Appeals will be reviewed by the appeal authority designated by the Department of Occupational Therapy. This individual is the CHSPH Dean. The final decision lies with the dean. The dean will issue a decision with rationale and email the decision to the student and other relevant parties. There is no further right of appeal.

**Reapplication to the Program After Academic Dismissal**

A student who has been dismissed from the OT program may apply for readmission to the OT program during the next regular admission cycle following dismissal. Applications for readmission will be processed the same as all other applications in the pool by the department's Admissions Committee. In addition to the application for readmission to the Graduate Programs Office and meeting all admission requirements specified by the program, applicants who have been dismissed must also submit a written petition to the program stating their readiness to pursue the degree and addressing the circumstances that led to dismissal. Re-application does not guarantee re-admission. Please see [AP 303-22: Graduate Students – University Policy](#)

[Administration](#). See most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog*. As well, students may refer to *EWU Academic Policy AP 303-22: Ch. 4* for specific details related to satisfactory progress in the program and process for probation or dismissal. (See also *Process for Grade Appeal Resulting in Probation or Dismissal*.) In summary, students not meeting University and/or departmental requirements for graduate standing as outlined above will be dismissed from the OT program.

Per [AP 303-22](#) Chapter 4, Applicants who are then readmitted will be allowed to register for one semester only. At the end of the initial semester, continuation is contingent upon recommendation from the program and the approval of the appropriate Vice Provost or designee (CHSPH Dean).

### **Reapplication to the Program After Other Dismissal**

Students who have been dismissed from the program due to violations of professionalism or ethical standards are not eligible to reapply.

### **GOOD ACADEMIC STANDING**

To graduate from the OT program, a student must remain in good standing with the Graduate School while completing all required coursework. Students must pass all semester courses in sequence in order to progress forward within the program and must pass Fieldwork II placements as outlined below.

### **SATISFACTORY FIELDWORK PROGRESS**

Additionally, students must pass all fieldwork requirements as specified below:

1. Students must pass all level I fieldwork placements taken in conjunction with occupational therapy courses. If a level I fieldwork placement is not satisfactorily completed according to the learning criteria of the level I fieldwork Evaluation, the student may be dismissed from the program.
2. All required academic courses including the level I fieldwork experiences must be passed before students are advanced to level II fieldwork. Additionally, students must complete both level II experiences with passing grades within 24 months of completion of the academic coursework. If a student does not pass both initial level II fieldwork placements, they will be allowed one additional attempt. Students who fail to fulfill the requirement to pass two level II fieldwork Placements will be dismissed from the program and will not be permitted to sit for the NBCOT exam. The Academic Fieldwork Coordinator will make the arrangements for a new fieldwork site.

### **SATISFACTORY PROFESSIONAL BEHAVIOR PROGRESS**

The faculty will facilitate each student's professional development through a process of ongoing assessment and planning integrated within selected courses in the curriculum. Students must demonstrate appropriate professional behavior during all aspects of their participation in the OT Program. If a student does not meet the criteria for appropriate professional behavior, the student may be required to establish and successfully complete a professional development plan

approved by the course instructor and the student's advisor, or potentially be dismissed from the OT Program.

### **PREGNANCY AND PARENTAL LEAVE**

Please refer to the university guidelines for pregnancy and parental leave: [EWU 402-06: Pregnancy and Parental Leave – University Policy Administration](#)

Please refer to the *OT Program Attendance Policy* found within this version of the student handbook.

### **WITHDRAWAL FROM UNIVERSITY**

*Academic Policy 303-30, chapter 4* sets forth a special process if students seek to withdraw from the university due to documented medical reasons (including a student's medical condition, a family member's medical condition, exigent circumstances, and/or a death in the family). In this case, the student needs permission from Records and Registration due to seeking a reversal of tuition and fees. The academic policy is available at: [Records and Registration](#).

## **PROTOCOLS**

### **PROJECT REIMBURSEMENT PROTOCOL**

Students may submit requests for reimbursement for supplies purchased for class, individually or as part of group projects. The reimbursement request form is located in student cohort Canvas portals. The amount will be deposited to the account indicated on the student's Direct Deposit agreement on file with Accounts Payable. If the student does not have one of those on file then a check will be sent to the student's current mailing address in EagleNet. It takes 6-8 weeks for the reimbursement to be processed and payment disbursed to the student. The department reserves the right to not reimburse if the request was not approved in advance by the instructor of the course as required and/or purchase(s) were made for supplies that the department already had in stock for students to use.

### **STUDENT ROOM RESERVATION AND USE PROTOCOL**

Currently the two buildings students most use on the EWU Spokane campus are the Health Sciences Building (HSB) and Catalyst (CAT). Students may use dedicated classroom or lab rooms assigned to the Department of Occupational Therapy during weekday hours under the following conditions:

1. Students may use the student lounge in the basement of HSB at any time and may use the lounge areas on the 1<sup>st</sup> and 3<sup>rd</sup> floors of HSB, HSB 220 or CAT 195 for breaks and lunch between 12pm – 1pm if there is no prior scheduling conflict.
2. Students may not use HSB 220 or CAT 195 for any meal prep or storage other than in the provided refrigerator and microwave and must clean up after themselves or all students risk losing this privilege.
3. Students are able to study in any of the common areas throughout HSB and CAT. In CAT conference rooms 346, 347, 356, 448 and 449 are available for study use. Students can reserve one of these rooms by contacting [catalyst@ewu.edu](mailto:catalyst@ewu.edu). CAT 305 is a dedicated

student lounge. Students needing a place to study or meet in small groups in the HSB building must schedule a room with the department secretary.

4. If any other dedicated classroom or lab rooms are assigned to the Department of Occupational Therapy or the protocol for these rooms changes students will be notified.

### **STUDENT TRAVEL PROTOCOL**

Student group travel occurs when a group of students, with the same travel purpose and travel destination, travel as a unit. Past approved student group travel for the Department of Occupational Therapy have included AOTA, WOTA, and Hike The Hill conferences as well as in state trips associated with a class.

#### ***Funding Requests and Pre-Approval Deadlines***

A request for student group travel must be submitted to the department Chair and must be pre-approved before any travel is allowed. The request must include an explanation, a budget and a list of students who would like to attend. There is no guarantee students will receive travel funding from the department. Students who travel without pre-authorization will not be reimbursed. Upon approval the department Chair will promptly notify the department secretary of the approved travel parameters so that appropriate paperwork can be prepared.

Submission deadlines to the department Chair:

- In state travel submit no later than 4 weeks prior to the beginning of the travel.
- Out of state travel submit no later than 8 weeks prior to the beginning of the travel.
- Special permission is required for international travel – contact department Chair at least 3 months prior to beginning of the travel.

#### ***Department Funding Priorities***

While the department faculty recognize the importance of travel to enhance students' professional growth and will do its best to support student travel financially within budgetary allowances. However, students are expected to make every effort to raise or solicit funds from other University units prior to submitting a request to the Department of Occupational Therapy.

Within budgetary allowances the department's priorities are to fully fund:

- (1) two AOTA delegates for attendance at the annual AOTA conference
- (2) two AOTA presenters at the annual AOTA conference
- (3) one WOTA delegate for attendance at the annual WOTA conference
- (4) (if applicable) one faculty member from the Department of Occupational Therapy supervising students on an international trip or experience

#### ***General Department Student Travel Rules***

Students traveling must be in good academic standing and pass all of their classes in order to be approved for student travel and/or to receive any University approved funding.

### ***Additional Parameters for AOTA Conference Travel***

In addition to the above stipulations, to be eligible to receive University-sponsored funding for student travel to the annual AOTA conference, students need to earn 30 points through SOTA by the end of the last official SOTA event of the fall semester. Points may be awarded as follows:

1. 10 points for attending or assisting with a fundraiser (appropriate level of assistance will be determined by the fundraising committee and AOTA representative)
2. 5 points for each general SOTA meeting or SOTA-sponsored event attended

If students experience extenuating circumstances and are unable to earn the 30-point total it is the student's responsibility to communicate with the AOTA representative by mid-semester in the fall. Students who fail to meet these requirements by the end of the last official fall semester SOTA event may be eligible to attend the conference but will not be eligible to receive any approved University-sponsored funding. Students who do attend the AOTA conference will be required to provide a 45 minute overview presentation regarding the experience. This presentation will be offered to cohort peers and faculty members. Finally, it is prudent to provide a thank you note to any funding sources.

### **SUSPENDED OPERATIONS**

**Catalyst Building:** When operations are suspended on the Cheney campus, EWU classes in the Catalyst Building will be suspended.

**Health Sciences Building:** When operations are suspended on the Cheney campus, EWU classes in the Health Sciences Building will be suspended as well. Health Sciences Building classes will also be suspended whenever Washington State University suspends their operations on the Spokane campus.

**SIERR Building:** When operations are suspended on the Cheney campus, EWU classes in the Catalyst Building will be suspended.

## SECTION 7 - STUDENT INFORMATION

### BUILDING ACCESS

All students are welcome in EWU spaces during normal hours. Security patrols both buildings and are available to assist/escort students to their vehicles in campus lots. Security phone numbers are posted in all classrooms.

To use a room other than HSB 220 or CAT 195 outside of class time you must reserve it by emailing Lee Knous the details at least 1 day in advance (allow 2-3 days for reserving a room in CAT). This is how we track campus room usage, account for people in case of building emergencies and to make sure there aren't competing needs for the rooms.

### Hours of Operation (Subject to Change)

The HSB building is open from 7am-10pm M-F when classes are in session. Exterior doors lock at 5pm. On weekends, EWU card holders have 10am-4pm access. To maintain access students need to swipe their card at the entrance to each building at the beginning of each month.

Additionally, students have access to SAC 24/7 with their cards. Common spaces are open for their use and from 6pm Friday to 6am Monday. SAC 30 is unlocked and available for studying.

The CAT building is open from 8am-10pm M-F. Exterior doors lock at 9pm. There is no student access to the CAT building on weekends or outside of normal business hours. To schedule an OT class or event during off hours contact the department secretary.

### BULLETIN BOARD

Job postings in occupational therapy and upcoming professional continuing education opportunities are available on the Occupational Therapy website [Occupational Therapy - College of Health Science & Public Health - EWU - The Region's Polytechnic](#). All other announcements will be posted on the Occupational Therapy bulletin board outside HSB 220 or in the applicable cohort portal in Canvas.

### DEPARTMENT NAME TAGS

The Department will issue an official Eastern Washington University department name tag during the first semester of the OT Program. The name tag must be worn at all times during fieldwork and community experiences. Instructors may additionally request wearing of these name tags during the presence of guest instructors. The photo you choose to use for your EWU ID card is the same one used for the student photo badge.

### DIRECTORY INFORMATION

Student directory information is based on information provided by you in EagleNet. We request that you update EagleNet whenever any of your personal information changes.

### E-MAIL ADDRESS

Eastern Washington University's student e-mail policy requires all official University e-mail communication to be sent to the student's Eagles e-mail account. All students are assigned an official Eagles e-mail account. Information about your official e-mail account is found at: [Support: Eastern Washington University](#).

### **EAGLE CARD / SECURITY BADGE**

EWU ID cards are issued at the Tawanka Business and EagleCard Office, located in 120 Tawanka Hall on the Cheney campus: [EagleCard Services – Eastern Washington University](#).

For more information on EagleCard eligibility, please see [Card Policies](#). There is a charge for replacement cards less than 4 years old. Go to this link to submit photo and make your request: [EagleCard Online Photo Submission with eAccount](#). You must know your student ID number, NetId and password for single sign-on (SSO). Initial EWU ID cards are available at new student Orientation.

Your EWU ID card is used to access Spokane campus university buildings, services and events. If you wish to have your card store financial credit to be used across campus in photocopying machines, vending machines, etc., you must fill out an application available at the Eagle Card office. In addition to your EWU ID card you will also be issued a separate swipe card for access to CAT 195, the OT dedicated lab in the Catalyst building.

Your student photo identification serves as your EWU Spokane security badge. This identification must be visible and is required at all times by students entering into a building. Students without their ID card displayed or readily available upon request by security run the risk of not being allowed entry into the building, therefore potentially missing classes. Classes missed due to lack of ID will be considered unexcused absences.

Students are also issued a student photo badge that is used for fieldwork and community experiences. The photo you choose to use for your EWU ID card is the same one used for the student photo badge.

### **EMERGENCY EVACUATION PROCEDURES**

Everyone must immediately exit the building during emergency evacuations – including fire drills. Follow instructions given you by the building or floor monitor (persons wearing bright green armbands) and all official university and enforcement authorities. You should familiarize yourself with evacuation and other safety procedures as posted in each building.

### **FIELDWORK LIABILITY INSURANCE**

EWU students participating in fieldwork are required to purchase Professional Liability insurance which is done through course fees. Students must be actively enrolled with the university. Policy renews annually during the first week in September. At this time the EWU OT program is given access to the new policy and this is uploaded to all Canvas MOT Class courses for each cohort under the "Fieldwork (General)" module. Students can access the policy as needed throughout the year.

## **HAND WASHING AND SANITIZING PROTOCOL**

Hand washing is the single most helpful way to guard against contamination and the spread of disease. As future health care providers, establishing good habits during the educational process is important. Students and faculty are asked to wash their hands at a minimum during the following times. Please use the sinks available in the restrooms or the classroom for this purpose.

As a bare minimum students should always wash hands:

- at the beginning and end of laboratory sessions
- any time activities require contact with the skin of another individual during a learning activity
- when an individual is handling materials or equipment that may transmit germs (adaptive equipment or wheelchairs, etc.)
- after using the bathroom
- prior to handling food

A full protocol regarding current hand washing and sanitizing procedures in all Department of Occupational Therapy assigned spaces is given to all incoming students during their mandatory program Orientation session. Changes occurring to the full handwashing and sanitizing protocol after Orientation will be communicated to students.

## **KEYS AND CAMPUS ACCESS**

The department will request key card access via students' EWU ID card to have access to all necessary Occupational Therapy assigned spaces on the EWU Spokane campus shortly before starting classes in their first summer semester and update access as needed. Only students enrolled in graduate level occupational therapy courses in the OT Program will be given access to campus spaces. Student employees hired to positions within the Department of Occupational Therapy will be issued physical keys to spaces on the EWU Spokane campus as required to complete job responsibilities. Students must return any physical keys issued to them to the department secretary upon completion of academic coursework prior to the 6-month Fieldwork II experience or as directed by department personnel.

## **LOCKERS**

Lockers are assigned to students during their first summer semester. Students will need to provide their own locks. Information regarding lockers will be provided during orientation. Students must empty their lockers and remove locks upon completion of academic coursework prior to the 6-month Fieldwork II experience or as directed by department personnel.

## **MAILBOXES**

Mailboxes for the OT Occupational Therapy Program are located in the faculty workroom/lounge area. Corrected papers, notes, and messages will be placed in your mailbox. Please arrange to check your mailbox daily. Mailboxes are to be used specifically for curriculum and profession-related materials. Faculty and staff mailboxes are also located in the faculty workroom/lounge area. Student mailboxes must be emptied upon completion of academic coursework prior to the 6-month Fieldwork II experience or as directed by department personnel.

### **OFFICE TELEPHONE AND DEPARTMENT COPIER USE**

Copiers, computers and printers in the department offices and faculty workroom/lounge area may be used for curriculum-related purposes with permission of the faculty or staff only. Phones in those areas may be used for emergencies only. Copiers are available for personal use in the Spokane campus' Academic Library Service (SAC Library) and in the Cheney campus' John F. Kennedy Library (JFK Library).

### **SHARED RESOURCES AND TOXIC MATERIALS**

The Department of Occupational Therapy has shared resources available to check out during hours the department office is open (typically 8am-5pm M-F). Currently these include a reference library of textbooks, DVDs, and other materials in HSB 225A and HSB 220; assessments in HSB 220 and CAT 195; and clinical equipment in HSB 220 and CAT 195 as well as related storage rooms. Students must check out and in all materials with the department office (see Appendix 4 of this Student Handbook for further detail).

Important note regarding toxic materials storage in classroom or lab rooms assigned to the Department of Occupational Therapy. If anyone wishes to bring in or purchase toxic material of any kind for class you are required to bring it to the department secretary first. For safety reasons we are required to inventory the item, request EH&S to provide a safety data sheet for the binder, and store it properly as EH&S directs (usually in the yellow flammable cabinets located in HSB 220 and CAT 195). If we don't follow this protocol not only are we subjecting people to potential hazards but we are also subject to heavy fines.

Should damage or loss of equipment take place within check-out, the student who last checked out the item will be charged for any necessary replacement.

If any other dedicated classroom or lab rooms are assigned to the Department of Occupational Therapy during AY 24/25 that affects the protocol for checking out shared resources and toxic materials storage students will be notified.

### **SOCIAL MEDIA**

Each cohort in the OT Program typically establishes their own Facebook or other social media group as an extra form of communication. The Student Occupational Therapy Association (SOTA) also has their own Facebook page and Instagram that is updated with news and events. Social media sites are not official sources of information regarding University or program requirements, policies and procedures.

## SECTION 8 - UNIVERSITY RESOURCES

### UNIVERSITY WEBSITE

More information about university services and resources is available on [Inside EWU](#).

### CAMPUS FOOD PANTRY

*Spokane Campus, 1st Floor HSB (volunteer distribution)*

The WSU Campus Food Pantry is a campus resource free to EWU Spokane students to have access to fresh produce and dried goods. The WSU Campus Food Pantry started as a Registered Student Organization formed by Nutrition and Exercise Physiology students and developed into a campus resource given the larger campus commitment to Food Insecurity. In partnership with Second Harvest, the WSU Campus Food Pantry distributes pre-packaged boxes with shelf-stable food along with fresh produce while supplies last. Please refer to their Facebook page for current days, times, and location for distribution: <https://www.facebook.com/WSUCampusPantry> If you cannot make it to one of the distribution times reach out to WSU Student Affairs at 509.358.7978.

EWU Spokane's food pantries in the Catalyst and SIERR buildings are self service cabinets.  
*Spokane Campus, 2nd Floor CAT (self-serve cabinet)*  
Self serve cabinet is located outside Room 218.

*Spokane Campus, SIERR building (self-serve cabinet)*

Self serve cabinet is located on the first floor under the back staircase - go straight ahead past the classrooms and it is on the right.

*Cheney Campus - various*

Please refer to the website for more information regarding pantries on the Cheney campus: ([EWU Food Pantry Program – Counseling and Wellness Services](#)).

### CAMPUS SECURITY

*In case of emergency, dial 911 then contact appropriate campus Security office:*

#### **HSB Building (310 N Riverpoint Blvd, Spokane)**

Safety officers on call

WSU Security office located in Medical Building  
(509) 358-7995

#### **CAT Building (601 E Riverside Ave, Spokane)**

Safety officers on call

Typically operate near the ground floor of building  
(855) 936-2450

## **CATALYST BUILDING (CAT)**

*Spokane Campus, 601 E Riverside Ave, Spokane*

Currently this building houses a dedicated classroom (CAT 195) for the OT Program; offices for the College of Health Sciences and Public Health; classrooms; conference rooms; student lounges on the 3<sup>rd</sup> floor; a cafe on the 1st floor, and offices for many other programs within the College of Health Science and Public Health and other EWU colleges.

## **COMPUTER SUPPORT**

**Cheney Campus** IT Help Desk, [Support : Eastern Washington University](#), 1st Floor SUT, 359-2247, [helpdesk@ewu.edu](mailto:helpdesk@ewu.edu)

The IT Help Desk is your resource for EWU connection problems or questions about software you use as a student such as Canvas and EagleNet.

**Spokane Campus**, [Technical Support Center | Information Technology | Washington State University](#), 265 CCRS, 358-7748, [spok.it.help@wsu.edu](mailto:spok.it.help@wsu.edu)

WSU managed Spokane Technical Support Center is your resource for problems that can't be addressed by the EWU IT Help Desk.

### **Laptops**

Students can check out Windows laptops from the Catalyst laptop kiosk, located in the lounge area 3<sup>rd</sup> floor CAT building. Students' records need to be up-to-date with the Library system, called ALMA, for successful laptop checkouts. The ALMA system monitors usage time and charges overdue fees for laptops not returned within the free 4 hour checkout period. As an FYI, students can immediately checkout another laptop after returning the initial laptop, to extend their 4 hour time up to 8 hours. Laptops need to be returned the same day they are checked out. IT recommends students try checking out laptops the day before they are needed, to verify required access to ALMA is working for them.

**Hotspots:** [Drive-In WiFi Hotspots – Washington State Department of Commerce](#)

**Virtual Computer Labs.** Virtual Labs allow you to access all the software from anywhere that can be found in campus computer labs such as Adobe Creative Cloud and Microsoft Word.

[Virtual Labs – Information Technology](#)

**Wireless Internet Connections.** For HSB or CAT building connection go to [eduroam.org](http://eduroam.org), choose the WiEWU connection and log in with your Eastern Network ID (SSO).

## **COUNSELING AND WELLNESS SERVICES (CWS)**

*Cheney Campus*, [Counseling and Wellness Services – Eastern Washington University](#), 225 MAR, 359-2366, [capsinfo@ewu.edu](mailto:capsinfo@ewu.edu)

*Spokane Campus*, [Counseling and Wellness Services – Eastern Washington University](#), 359-2366, [capsinfo@ewu.edu](mailto:capsinfo@ewu.edu)

This service is designed to assist the student to cope with some of the common frustrations and stresses of college life. CWS provide a comprehensive structure of wellness services to serve EWU

students. Counseling and Wellness offers brief counseling for students, focusing on solutions and resources. Group counseling, online treatment resources, biofeedback, consultation, and outreach services are also available. Counseling and Wellness provides assistance with referrals into the community for longer-term therapy. The staff includes psychologists, counselors, and graduate trainees prepared to assist you. All individual and group counseling at this time will be provided via telephone or videoconference (Zoom) sessions. CAPS clinicians are also available for “walk-in” video conference sessions.

### **EWU EAGLE STORE**

Cheney Campus, Room, [EWU Eagle Store](#), 116 PUB, 359-2542

This is EWU’s merchandise store and textbook resource center.

[Merchandise](#). Students may purchase items through the bookstore’s website for delivery to the student’s home address. This is where students will also purchase graduation regalia for commencement services.

[Textbook Resource Center](#). Most required textbooks for classes are digital textbooks. Students must opt out if they do not want to be charged for the required course digital textbooks for their classes.

### **FINANCIAL AID AND SCHOLARSHIPS**

Cheney Campus, [Financial Aid & Scholarships - Apply - EWU - The Region's Polytechnic](#), 102 SUT, 359-2314, [finaid@ewu.edu](mailto:finaid@ewu.edu)

Financial Aid assists students in evaluating financial aid applications, providing information about loans, grants and work study employment, information about scholarships, and awarding financial aid.

### **FITNESS**

EWU Campus Recreation [Recreation Facilities](#)

Your EWU ID card can be keyed to give you access to the any EWU campus recreation facility including the Spokane U-fitness (U-Fit) center located in the Center for Clinical Research and Simulation (CCRS) building once you are admitted to EWU as a graduate student and registered for classes. If you wish to access U-Fit you need to complete the waiver for every Summer and also for every Fall/Spring academic year. You must be currently registered in at least one Spokane-based course in the term you wish to access **before** you submit each waiver request in order to be eligible.

Go to [Spokane Campus Fitness Facility – Campus Recreation](#). Read all of the information down to the bottom of the page, fill out the waiver form located there, and press the Submit button. After you submit the form online please allow 5-15 business days for access to be processed. If you have any questions regarding U-Fit access or you need to reinstate access you have lost, reach out to [catalyst@ewu.edu](mailto:catalyst@ewu.edu) for assistance.

You should make sure to swipe your EWU ID card at the entrance of the building at least once a month to maintain your access.

## **GRADUATE STUDIES**

Cheney Campus, [Grad Programs - EWU - The Region's Polytechnic](#), 206 SHW, 359-6297, [gradprograms@ewu.edu](mailto:gradprograms@ewu.edu)

Graduate Studies provides administrative and academic support services to graduate students. Representatives from Graduate Studies are available to meet with Spokane graduate students weekly in the Student Support Center office. Emily Buriak works with admitted students in the OT Program.

## **HEALTH SCIENCES BUILDING (HSB)**

Spokane Campus, 310 N Riverpoint Blvd, Spokane

Currently this building houses faculty and central offices, student lockers, a faculty workroom/lounge, a first priority classroom (HSB 274) and a dedicated lab (HSB 220) for the Occupational Therapy Program; classrooms; conference rooms; student lounges in the basement, 1<sup>st</sup> and 3<sup>rd</sup> floors; and EWU's Physical Therapy, Dental Hygiene, and RIDE (Regional Initiatives in Dental Education) programs.

## **LIBRARY SERVICES**

Kelly Evans [kevans21@ewu.edu](mailto:kevans21@ewu.edu)

Cheney Campus (JFK Library), 100 LIB, [Library - EWU - The Region's Polytechnic](#), 359-7888

Library materials may be obtained from the Cheney campus library, through Interlibrary Loan, county and city libraries, and faculty libraries. Equipment loans are available through the JFK Library.

EWU health sciences students/faculty can apply with WSU Libraries at Spokane for WSU Summit status. This will mean access to WSU materials as in requesting items from other libraries. All students/faculty on the EWU campus including Catalyst can get access to checking out WSU materials with a simple application process.

## **LOST AND FOUND**

Spokane Campus

HSB – WSU Security office (Medical building)

CAT – Room 118 (Bill Barton's office)

## **PENCE UNION BUILDING (PUB)**

Cheney Campus

The Pence Union Building is the central hub of the Eastern Washington University – Cheney campus. Services and programs in the PUB include the EWU Eagle Store bookstore, an ATM machine, Spokane Transit Authority (bus) services, coin-operated copiers, telephones, dining and espresso facilities, a game room, and the laptop checkout kiosk and WEPA printing stations.

## **PRINTING SERVICES**

You can use your TechFee print credit or your EagleFlex account on your EagleCard to print at print stations located on the Spokane campus. For more information about print resources on campus please visit the EWU printing website:

[Printing – Information Technology](#)

### **Black/White and Color Laser Printing:**

*Spokane Campus: CAT 3rd Floor lounge and 2nd Floor by room 209. HSB main floor lounge, SAC Library*

*Cheney Campus: PUB, JFK Library, PAT, ISC, and additional buildings.*

A list of all EWU WEPA printers can be found here: [Print Station Locator - Wēpa](#)

Print from your personal device, or any classroom/lab computer. Wepa printing details, drivers, and more can be found here: <https://support.wepanow.com>.

### **Poster Printing:**

*Spokane Campus, Catalyst (CAT) Building*

Poster printing is available for students and faculty on the Spokane campus (CAT building). The current process to print posters related to course requirements includes:

1. Carefully review the poster prior to submission. Review for typos, print that is too close to the edge of the poster which will smudge, proper sizing, etc. See instructor for guidance.
2. Email the poster in PDF format to course instructor (or as otherwise guided).. All posters will be added and sent together in one single zipped file to the appropriate consultant.
3. A minimum of one week is needed for printing. When printing for the Celebration of Scholarly Works, more time is needed as several departments will be submitting posters for printing in the week leading up to the event. Capstone instructors will guide this process.
4. Proper personnel will email when posters are printed and ready for pick-up (CAT 172).

## **PROGRAM LEADING TO UNIVERSITY SUCCESS (PLUS)**

*Cheney Campus, JFK Library Learning Commons, [PLUS – Program Leading to University Success](#), 359-6505, [plusstudent@ewu.edu](mailto:plusstudent@ewu.edu)*

The PLUS program offers study resources for enrolled students. Services include consultation, academic support workshops, and tutorial assistance for reading, writing, math, career development, and basic study techniques. Services may be provided on an individual or class basis.

## **RECORDS AND REGISTRATION**

*Cheney Campus, [Records and Registration – Eastern Washington University](#), 201 SUT, 359-2321, [regonline@ewu.edu](mailto:regonline@ewu.edu)*

The Office of the Registrar provides a multitude of services including maintaining academic records, issuing transcripts, tracking student completion of degree, registration and academic calendars, and many other items related to student enrollment.

## **SPOKANE ACADEMIC CENTER BUILDING (SAC)**

*Spokane Campus*

This building houses classrooms and the Cooperative Academic Library Service (CALs) library. The Fresh Plate Café, serving beverages and light meals, is also located on the first floor of the building. During the warmer months food trucks are also on campus once a week. Also in this building are an ATM machine, and transportation information from the Spokane Transit Authority. Student lounge areas are on the 1<sup>st</sup> and 2<sup>nd</sup> floors.

## **SPOKANE INLAND EMPIRE RAILROAD BUILDING (SIERR)**

*Spokane Campus, 850 East Spokane Falls Blvd, Spokane*

SIERR houses EWU's programs for Communication Sciences and Disorders and Nursing. This building is the optimal hub for research, development, and advancement of health sciences and builds upon partnerships with nearby hospitals, clinics, and health education centers to create a comprehensive learning experience.

## **STUDENT ACCOMMODATIONS AND SUPPORT SERVICES (SASS)**

Cheney Campus, <https://inside.ewu.edu/sass/>, 015 Hargreaves Hall,

Email: [sass@ewu.edu](mailto:sass@ewu.edu)

SASS – Testing/Accommodations: 509-359-6871

SASS – Care/Support Services: 509-359-7924

Fax: 509-359-7458

Student Accommodations and Support Services at Eastern Washington University is a combination of the Student Care Team and Disability Support Services.

Academically qualified students with disabilities are an integral part of the student population at Eastern Washington University, and providing opportunities for students is a campus-wide responsibility and commitment. Although the University does not offer specialized curricula or assume the role of a rehabilitation center, personnel within the University work with students to modify campus facilities and programs to meet individual needs.

Student Accommodations and Support Services staff can provide details about the services provided and are available to meet with prospective students.

## **STUDENT FINANCIAL SERVICES**

*Cheney Campus, [Student Financial Services](#), 202 SUT, 359-6372, [sfsofc@ewu.edu](mailto:sfsofc@ewu.edu)*

Student Financial Services deals with tuition and fees and anything having to do with a student's financial account. Information about tuition and fees and the refund policy is located on this website.

## **STUDENT HEALTH CLINIC SERVICES**

*Cheney Campus, [Counseling and Wellness Services – Eastern Washington University](#), 201 URC, 359-4279, [stuhealth@ewu.edu](mailto:stuhealth@ewu.edu)*

The Comprehensive Health and Wellness Program is an all-inclusive approach to physical and psychological well-being for Eastern students. This approach brings together the student health clinic services, health and wellness education and adds counseling and psychological services to the available programs.

Any student taking six or more credits will participate in this program. Students will have access to a basic level of ambulatory health clinic services at any Rockwood Clinic location in Cheney, Medical Lake and Spokane. Students will also have access to counseling and psychological services at the Cheney and Spokane campuses at no additional cost. Health and wellness programming, education and other wellness resources will also be available. Additionally, this program supports collaborative educational efforts with Residence Life, Office of Student Rights and Responsibilities, Rockwood Clinics, Athletics and other campus and community partners.

**Please Note:** Students taking less than six credits can request voluntary participation in the program in order to have access to these services. Students have until the tenth day of the semester to request and submit payment for the services at Counseling and Wellness Services.

**Summer Students:** Students taking classes during summer semester do not automatically participate in the Comprehensive Health and Wellness Program. These services are not included as part of your summer tuition and fees; therefore, the services are not automatically charged in the summer. Students may request these services if they are enrolled in classes for the summer semester or are a continuing student from spring semester to fall semester. Students who are participating in Fieldwork II in the summer must have health care coverage and need to make arrangements prior to beginning any fieldwork. Contact Counseling and Wellness Services the first 10 days of the semester to request participation in the Comprehensive Health and Wellness Program.

## **WELLNESS AND LACTATION ROOMS**

### *Spokane Campus*

The following spaces have been designated as lactation/wellness rooms and are available on a first come, first serve basis while the building is open. To request alternative accommodation, contact the appropriate disability services office.

\***SAC 207** - private room, locking door, chair, table, power strip electrical outlet, microwave (for sanitizing pumping equipment only), small trash can, sink available in nearby bathroom.

\***HSB 261** (unofficial until further notice) - private room, locking door, chair, table, wall electrical outlet, sink.

\***CAT Wellness room** (no room number – look for sign), located on the ground floor (basement). Turn right after you get off elevator, and then left at next hallway. Private room, locking door, chair, table, electrical outlet, small trash can, sink.

## **WRITERS' CENTER**

*Spokane Campus*, [Writers' Center – Eastern Washington University](#), 451/452 CAT, 828-1303, [writersctr@ewu.edu](mailto:writersctr@ewu.edu)

*Cheney Campus*, JFK Library Learning Commons, 359-2779, [writersctr@ewu.edu](mailto:writersctr@ewu.edu)

The Writers' Center offers assistance to all Eastern Washington University writers at any point in the writing process. Students who visit the Center meet with highly trained Responders who serve as expert readers and help improve success in writing. Additionally, the Center offers workshops on grammar, conversation groups, creative writing, and reading. Currently, the Writers' Center is operating virtually via Zoom appointment or online written feedback.

## SECTION 9 - PROFESSIONAL ORGANIZATIONS

### **American Occupational Therapy Association (AOTA)** [www.aota.org](http://www.aota.org)

The American Occupational Therapy Association is the nationally recognized professional association for over 60,000 occupational therapists and occupational therapy assistants in the United States and U.S. Territories. The mission of AOTA is to support a professional community of members and to develop and preserve the viability and relevance of the profession. The organization serves the interests of the members, represents the profession to the public, and promotes access to occupational therapy. Currently the EWU OT department purchases student memberships for all EWU OT students for their 1st and 2nd year in the program and we **highly recommend** that students maintain membership to gain access to diverse member-only benefits such as reduced costs for AOTA texts and student rates at the AOTA National Conference held in March or April each year.

### **Assembly of Student Delegates (ASD)** [Assembly of Student Delegates | AOTA](#)

The membership of the Assembly of Student Delegates (ASD) is made up of the student members of AOTA. Annually, the ASD Delegate from each educational program in the United States represents the school at the ASD Pre-Conference Delegate Meetings at the Annual Conference of AOTA.

### **National Board for Certification in Occupational Therapy (NBCOT)** [www.nbcot.org](http://www.nbcot.org)

The mission of the National Board for Certification in Occupational Therapy is to serve the public interest. NBCOT provides a world-class standard for certification of occupational therapy practitioners. This organization also develops, administers and continually reviews certification processes based on current and valid standards that provide reliable indicators of competence for the practice of occupational therapy. NBCOT administers the national certification examination.

### **Student Occupational Therapy Association (SOTA)**

The Student Occupational Therapy Association officially began at Eastern Washington University during the 2000-2001 academic year. All Occupational Therapy students are members of SOTA which provides opportunities for students to promote the profession and to engage in professional development activities during the academic year. As a formal organization, SOTA members must abide by the *Eastern Washington University Clubs and Organizations Handbook*. Students wishing to become involved in SOTA may contact any current SOTA officer or the faculty sponsor.

### **Washington Occupational Therapy Association (WOTA)** [www.wota.org](http://www.wota.org)

The Washington Occupational Therapy Association supports the professional community of occupational therapy practitioners throughout the state of Washington. The organization facilitates enhanced service delivery and promotes improved access to occupational therapy services. WOTACON, the annual WOTA conference, is held each October.

## **SECTION 10 - GENERAL INFORMATION FOR LEVEL I AND II FIELDWORK EXPERIENCE**

### **REQUIRED DOCUMENTATION AND EXXAT FIELDWORK MANAGEMENT SYSTEM**

To participate in Level I and Level II fieldwork, students must meet health and safety requirements as noted in the contractual agreement between the university and community facilities. The occupational therapy department is responsible for ensuring the requirements of the facility have been met prior to participation in any clinical experience. In order that the contractual agreement is met, each student is required to provide student records. Documentation of student records, including immunizations, required training and criminal background checks are managed via Exxat, an online fieldwork software management system. This service allows the student to order their own background check, upload immunization records, certifications and in general, manage all required documents throughout the duration of the program at any time. Information collected through Exxat is secure, tamper-proof, and kept confidential. The results are posted on Exxat and accessible to the student and authorized persons at clinical sites.

During summer semester, students will be sent an invite and instructions from Exxat to access the system. At this time students are required to begin setting up a personal profile and uploading required documents. Must be completed prior to the start of Fall semester.

#### **Student Responsibilities:**

- Students must upload all required documents by the beginning of fall semester unless otherwise indicated by the Occupational Therapy Fieldwork Office.
- All documentation must meet requirements by the start date of every fieldwork experience and at all times during clinical experiences. Failure to do so will delay entry into fieldwork as well as delay the completion of some courses.
- E-mail notifications are sent from Exxat to students for requirements still pending, rejected or soon to be due. Students are expected to check their emails and update the information addressed in these notices, in a timely manner.
- Clarify any questions with Exxat Support Services or the Academic Fieldwork Coordinator.

### **IMMUNIZATION REQUIREMENTS**

The Occupational Therapy Department is responsible for ensuring the requirements of the facility have been met prior to participation in any fieldwork experience. Lack of currency in documentation of records by the student will delay entry into a fieldwork experience, which in turn will delay progression in the program.

## The Immunization/Documentation Requirements include the following:

**DOCUMENTATION** means written documentation from a health care provider / facility with the date of vaccination or screening.

Resource: [www.cdc.gov/vaccines/](http://www.cdc.gov/vaccines/)

- **Influenza:** Documentation of one dose annually during flu season.
- **Measles:** Documentation of one of the following: a) two doses of live virus vaccine administered on or after the first birthday, with the second dose administered at least 1 month after the first dose; b) laboratory evidence (titer) of past measles (rubeola) infection.
- **Mumps:** Documentation of one of the following: a) two doses of live virus vaccine administered on or after the first birthday, with the second dose administered at least 1 month after the first dose; b) laboratory evidence (titer) of past mumps infection or documentation of past mumps infection.
- **Rubella:** Documentation of one of the following: a) dose of live virus vaccine administered on or after the first birthday; b) laboratory evidence (titer) of past rubella infection.
- **Varicella:** Documentation of both: a) two doses of live virus vaccine administered on or after the first birthday with the second dose administered at least 1 month after the first dose; b) Laboratory evidence confirming past infection (titer). If the titer indicates inadequate immunity, the student will be required to complete an additional vaccine dose.
- **Tetanus/Diphtheria/Pertussis:** Documentation of one dose of TDAP vaccine and booster as needed. **(Note: TD vaccine booster is required every 10 years after initial TDap).**
- **Hepatitis B:** Required due to risk for occupational exposure to blood, and blood-contaminated body fluids, other body fluids, or contaminated sharps. Documentation of three doses of Hepatitis B vaccine (HBV) administered over six months AND laboratory evidence of adequate immunity (titer) is required. **A titer will be required even with documentation of three doses of Hepatitis B vaccine. If titer indicates inadequate immunity to Hepatitis B, additional doses must be administered followed by a second titer indicating adequate immunity.**
- **Tuberculosis:** Documentation of annual screening using the Quantiferon Gold or T-Spot laboratory blood test or negative chest x-ray. It is recommended students do not complete the two-step skin test as it requires completion of a second two-step skin test 1-3 weeks after completing the second step of the two-step skin test. **TB testing is a student's responsibility and is required to be updated annually.** EWU student insurance covers cost if testing is done at any Multicare Rockwood Clinic. If testing is done outside the Rockwood MultiCare system, cost is student's responsibility.
- **COVID-19:** A majority of clinical sites require students to be fully vaccinated against COVID-19. When not fully vaccinated it can be difficult to find clinical placement sites that will allow you access to their facilities. EWU will work with students who have medical or religious accommodations to find sites that do not require full COVID vaccination, but cannot guarantee that we will be able to find a site. This could result in delays or an inability to progress in your program to graduation.

## STUDENTS WITHOUT IMMUNIZATIONS

The Occupational Therapy department's policy related to students without immunizations:

*If a student does not have current immunizations and is electing against immunizations due to personal reasons or religious beliefs, their Level I and II Fieldwork may be significantly compromised, limited or delayed due to most facilities' immunization requirements. The delay of a fieldwork experience will delay completion of the program.*

### **Student Responsibility:**

- A student who is not immunized needs to contact the Academic Fieldwork Coordinator immediately to discuss their situation and options for placements. It is understood most OT practice settings require immunizations. Efforts are made to secure sites for students not immunized. However, there are no guarantees the placement process will not be disrupted.

## CPR CERTIFICATION; UNIVERSAL PRECAUTION TRAINING; HIPAA TRAINING

- Fieldwork facilities require all students to have a current *American Heart Association (AHA)* Healthcare Provider CPR certification, a Certificate of Training in Universal Precautions, HIPAA and Mandatory Reporter training.
- The Fieldwork office will prompt students and provide directions regarding the attainment of an AHA Healthcare Provider CPR certification during fall semester.
- The HIPAA and Mandatory Reporter training will be held on campus. Universal Precautions - Bloodborne Pathogens training will be offered through a required 7-hour online course. Fieldwork office will send out information to prompt students to complete when needed.

### **Student Responsibilities:**

1. The student will attend all training / certification events provided by the Department.
2. In the event a student does not receive training through the Department, s/he/they are responsible for obtaining the training independently and at their own expense with the appropriate documentation regarding certificates of completion.
3. Each student must submit proof of certification by uploading their certificate of completion in Exxat "Required Documents".
4. The student must maintain a current HealthCare Provider CPR certification throughout the academic and fieldwork course of study.

NOTE: **Failure to obtain official training** in these areas may lead to a student's inability to participate in the fieldwork portion of the Occupational Therapy program.

## DRUG AND ALCOHOL POLICY AND DRUG TESTING

Some fieldwork sites require students to comply with their drug and alcohol policies and procedures. The policies and procedures may include but are not limited to requirements prohibiting the use, possession, distribution or sale of drugs, drug paraphernalia or alcohol. Sites may dismiss students who fail to comply with drug and alcohol policies and procedures. Some fieldwork facilities require documentation of a 10-step drug screen urine test within days from the start of a placement. Your Academic Fieldwork Coordinator or the fieldwork site will let you

know if you have been assigned to one of those facilities. Eastern Washington University OT Program does not mandate and is not responsible for administration of drug/alcohol testing.

**Student Responsibility:**

If the student is assigned to a site with this requirement, the Department of Occupational Therapy will reimburse the student for costs associated with mandatory testing such as an alcohol or drug test. The student may submit documentation to the department for reimbursement (itemization of what was ordered and receipt for payment made).

**CRIMINAL BACKGROUND CHECK REQUIREMENTS**

It is mandatory that the student become familiar with the licensing and other legal requirements that may be required to obtain gainful employment following successful completion of a Master of Occupational Therapy degree.

**It's The Law**

Washington State law (RCW 43.43.830[2] and 43.43.834[2]) implemented January 1, 1998, requires that a business or organization which educates, trains, supervises, or provides recreation to developmentally disabled persons, vulnerable adults, or children under 16 years of age shall require each applicant to disclose to the business or organization whether the applicant has been convicted of any crimes against children or other persons and all crimes relating to financial exploitation or findings of child abuse.

Students will be working directly with vulnerable adults and children throughout their level I and II fieldworks. It is necessary, therefore, to obtain disclosure of this information from all students enrolled in the program.

Under WAC 172-191, release of student records requires written consent from the student and all copies received by the department will be kept in a confidential file.

The Criminal Background Check offered through Exxat includes the following:

- Social Security Alert
- Residency History
- Spokane County-Criminal
- Nationwide Sexual Offender Index
- Nationwide Healthcare Fraud and Abuse Scan
- USA Patriot Act

**FINGERPRINTING AND STATE/NATIONAL BACKGROUND CHECKS**

Some facilities may require fingerprinting and/or additional state/national background checks. Eastern Washington University does not mandate and is not responsible for administration of fingerprinting or state/national background checks.

### **Student Responsibilities:**

- All students are required to complete and pay for the standard Criminal Background Check through Exxat annually by the end of fall semester. Students can do this directly from Exxat under “Manage Required Documents” tab.
- Once students initiate the background check in Exxat, they are prompted to enter their payment information. The cost annually is \$60-100 and payment is the student's responsibility. **Reimbursements are not given for annual mandatory National Criminal Background checks.**
- Students will be responsible to meet and pay for fingerprinting and/or an additional WATCH (WA State Patrol) background check if required by facility. The student may submit documentation to the department for reimbursement (itemization of what was ordered and receipt for payment made).

### **PHYSICAL EXAMINATION**

Documentation of a physical examination completed by a licensed healthcare provider using the official EWU Occupational Therapy Department Physical Exam Form is required prior to the start of any fieldwork or clinical experiences. The exam verifies the student’s ability to safely perform the essential functions of an occupational therapy student in both the classroom and clinical settings. It is the student’s responsibility to schedule and complete this exam in a timely manner to meet program deadlines. Failure to submit the completed form may delay participation in fieldwork or result in administrative withdrawal from the program. The physical exam will be required on an annual basis and the student is responsible to notify the department if they experience a change in health status impacting their ability to meet the essential functions of an occupational therapy student. EWU student insurance covers the cost of this exam if it is completed at the downtown Multicare Rockwood Clinic; students should verify coverage before scheduling the appointment. The cost of the exam is the student’s responsibility should they choose a clinic that is not covered by the student insurance.

### **DRESS CODE**

The Program's dress code for both level I and II is as follows:

- Appropriate professional dress is expected as follows throughout each fieldwork experience.
- Clothing should be clean and in good repair.
- Students are expected to have their chest, midriff and buttocks fully covered at all times with no undergarments exposed.
- The student will be able to vigorously reach and move without exposing any portion of skin on the midriff, buttocks or chest.
- Slacks should be appropriately loose fitting (no tight-fitting slacks, skirts, shorts, etc.).
- It is permitted to wear casual (e.g., Dockers) but professional pants (no jeans) and shirts/blouses (no T-shirts or slogans) unless otherwise directed by site supervisors.
- Shorts are not permitted.
- No sleeveless tops
- Meticulous personal hygiene is expected and required.

- During class, lab, clinic, community and fieldwork activities you will be engaged in hands-on exercises. Fingernails need to be appropriately trimmed so as to avoid any skin damage to others.
- Wear closed-toed low-heeled shoes unless otherwise instructed. Shoes appropriate to the setting are required unless otherwise specified. Clogs or shoes with heels are not recommended.
- The wearing of hats, caps, etc. will be at the discretion of the site supervisor. Tattoos on the shoulder and chest area must be completely covered.
- Jewelry should be appropriate to the setting and pose no risk to students, volunteers, community members or clients. Do not wear hoop earrings.
- **Name tags are required at all times during fieldwork.**

\*Exceptions to these guidelines may occur when certain experiences require different attire as specified by your Fieldwork Educator.

### **CELL PHONE USAGE**

Audible noises from cell phones, tablets and computers are disruptive to others in the environment. The student is requested to be sensitive to this and not have phones out in patient care areas.

#### **Student Responsibility:**

- Turn off or place cell phone on vibrate only
- **Keep cell phones out of sight during fieldwork.**

### **CRITERIA FOR DISMISSAL FROM A FIELDWORK EXPERIENCE**

It is expected that students will successfully complete all fieldwork experiences. However, should the student experience difficulty leading to a dismissal from a fieldwork experience; one of the following criteria will be applied:

#### **Dismissal while Passing**

The student, supervisor and coordinator mutually agree that the student is unable to perform to his/her potential due to personality differences or site-specific issues. The student will withdraw from the clinical experience and receive an incomplete. The student will be rescheduled for a new clinical experience when an alternative placement can be arranged. Program allows for no more than three level II fieldwork attempts (see pg. 43 Satisfactory Fieldwork Progress under section 6 'Scholastic Requirements').

#### **Dismissal for Medical Reasons**

If the student experiences a documented medical emergency or illness requiring extended absence (beyond the three allotted days), a withdrawal or an incomplete for the course may be issued in accordance with [EWU Academic Policy 303-30](https://inside.ewu.edu/records-and-registration/registration/). The academic policy is available at: <https://inside.ewu.edu/records-and-registration/registration/>. A student who has been granted an exceptional circumstances withdrawal must notify the Department Chair/Program Director and Academic Fieldwork Coordinator in writing of the student's intent to return. The department

strongly encourages students to provide notice of the intent to return at least 90 days prior to the start of a fieldwork experience, giving the Fieldwork Office time to arrange for a fieldwork experience. Failure to provide adequate notice may impact the Department's ability to find a fieldwork placement and may result in a delay in the student's progression in the program. It is the student's responsibility to connect with SASS to receive medical leave of absence and inform financial aid. Other stipulations may apply if a student is absent for a long period of time. For example, the Department may need to review coursework taken to date and may require the returning student to retake certain courses and/or pass competencies prior to start of fieldwork. In all cases, the fieldwork level II experiences must be completed within 24 months after the completion of the academic/didactic segment of the program.

### **Dismissal for Criminal Conviction**

Agencies that provide fieldwork/internship opportunities may require students to complete a criminal background check. If students have a disqualifying criminal conviction(s) as set forth in RCW 43.43 and/or if an agency that provides fieldwork/ internship opportunities denies access to a student based on criminal history as permitted by RCW 43.43.842, the student may be dismissed from the fieldwork site and the clinical program.

### **Dismissal while Failing**

If the student demonstrates one or more of the following conditions, dismissal from the clinical experience will occur and a failing grade will be recorded.

- Does not meet competencies or expectations.
- Receives a non-satisfactory (failing) at mid-term and final evaluation from the clinical supervisor.
- Fails to officially withdraw.
- Does not attend the clinical experience.
- Threatens the patient's safety or treatment.
- Violates the terms of the contract between the University and facility.

### **Dismissal for Violation of Academic Fieldwork/Internship Drug and Alcohol Policy**

As detailed in the Eastern Washington University Drug and Alcohol Policy, agencies that provide fieldwork/internship opportunities may require students to comply with their Drug and Alcohol Policies and Procedures. Those Policies and Procedures may include, but are not limited to, requirements prohibiting the use, possession, distribution or selling of drugs, drug paraphernalia or alcohol. Agencies may dismiss students who fail to comply with Drug and Alcohol Policies and Procedures.

- Refer to specific Program for Appeals Policy
- Refer to University policies for incomplete and withdrawal information
- Refer to Student Handbook for Disqualifying Crimes, RCW 43.43.842 information

### **Failure of FWI in Relation to Occupational Performance Courses**

**Purpose:** The purpose of this policy is to define the academic relationship between occupational performance didactic coursework (Occupational Performance and Adults- OCH 531S & 536S, Occupational Performance and Mental Health- OCH 530S & OCH 535S, Occupational

Performance of Children and Adolescents- OCTH 537S & 538S) and Level I Fieldwork (OCTH 595S) within the EWU Occupational Therapy Program. This policy ensures that students integrate foundational knowledge with early fieldwork experiences as intended by the curriculum design.

**Scope:** This policy applies to all students enrolled in the EWU Occupational Therapy Program participating in Level I Fieldwork (OCTH 595S) and the associated occupational performance course series. It governs academic progression and grading outcomes related to the integrated structure of fieldwork and coursework.

**Policy Statement:** Successful completion of Level I Fieldwork (OCTH 595S) is directly linked to successful performance in the associated occupational performance didactic courses. These courses are designed to provide the theoretical and practical foundation necessary for competent participation in fieldwork experiences.

If a student fails any course within the concurrent occupational performance course series paired with a given offering of OCTH 595S, the student will also receive a failing grade for OCTH 595S, regardless of individual performance in the fieldwork component. When failure occurs in the didactic coursework, the student will be required to retake the course in the next term in which it is offered due to the lock-step curriculum. Failure to pass OCTH 595S will not result in failure of the associated didactic course series. In the event a student fails the OCTH 595S course, the AFWC will work with the student in finding a one time opportunity alternative placement. The students may only retake an OCTH 595S once in the program. Another failure will result in a dismissal from the program.

This policy reflects the program's commitment to ensuring that students demonstrate both academic understanding and applied skills concurrently to progress in the curriculum.

#### **Scoring “Below” on FWI Performance Evaluation**

**Purpose:** The purpose of this policy is to establish clear expectations for student performance evaluations during fieldwork experiences in the EWU Occupational Therapy Program. This ensures consistent assessment standards and outlines procedures for addressing performance concerns that may impact academic progression.

**Scope:** This policy applies to all students enrolled in fieldwork courses within the EWU Occupational Therapy Program and governs the use and evaluation of the Student Performance Evaluation form used by fieldwork educators.

**Policy Statement:** Students are required to return a completed Student Performance Evaluation at the conclusion of each fieldwork (OCTH 595S) placement. To pass the fieldwork course, students must receive a minimum score of “M” (Meets Standards) on **all** items in the first three mandatory sections of the evaluation document. Any item scored as “B” (Below Standards) or “U” (Unacceptable) in these sections may result in failure of the fieldwork course.

If a student scores “B” (Below Standards) the following procedure will be used to make a determination about the student’s passing or failure of the course:

1. The Academic Fieldwork Coordinator will contact the fieldwork educator(s) to investigate the rationale for the substandard rating(s).
2. The AFWC will meet with the student to discuss the evaluation results.
3. A joint review with the Program Director and/or Department Chair will be conducted to assess the validity of the scoring and determine the student’s final grade (pass or fail) in the course.
4. The final determination will be communicated to the student in writing and through an in-person meeting.

In the event a student fails the OCTH 595S course, the AFWC will work with the student in finding a one time opportunity for alternative placement. The students may only retake an OCTH 595S once in the program. Another failure will result in a dismissal from the program.

### **Essential OT Student Functions**

#### ***Purpose:***

- Ensure that all OT students acknowledge and understand the essential functions necessary to participate safely and effectively in all aspects of the program.
- Promote the safety and well-being of students, their peers, clients, and others in educational and clinical environments.
- Support compliance with professional and ethical standards, including those related to safe practice.
- Provide a mechanism for early identification and support for students whose ability to meet these functions changes.

By affirming their ability to meet the essential functions, students demonstrate a commitment to professional responsibility and client-centered care. This acknowledgment helps maintain a learning and clinical environment that prioritizes the safety and integrity of therapeutic services.

**Scope:** This policy applies to all students enrolled in the Eastern Washington University (EWU) Occupational Therapy (OT) Program. It defines the essential functions required for participation in all academic, lab, and clinical components of the program and establishes procedures for student acknowledgment and disclosure of limitations.

**Policy Statement:** All students in the EWU OT Program must be able to meet the essential functions as outlined in *The Occupational Therapy Student’s Job Description*. These functions include:

- **Physical Demands:** Lifting, carrying, pushing, pulling, walking, standing, manual dexterity, and stamina to complete classroom and clinical tasks.
- **Cognitive Abilities:** Critical thinking, problem solving, clinical reasoning, and the ability to synthesize and apply information.
- **Sensory Requirements:** Adequate visual, auditory, and tactile abilities for observation, safety awareness, and therapeutic engagement.
- **Emotional and Behavioral Competencies:** Professional behavior, emotional regulation, interpersonal skills, and resilience under stress.

- **Communication Skills:** Effective written, verbal, and non-verbal communication with clients, faculty, peers, and professionals.

**Student Acknowledgment:** Upon matriculation and annually thereafter, students must review the essential functions document and sign an *Essential Functions Acknowledgment Form*, attesting to their ability to meet the requirements with or without reasonable accommodation. The signed form will be kept in the student's academic file.

**Inability to Meet Essential Functions:** Students who have identified limitations or experience a change in health status/functional ability that affects their ability to meet essential functions must:

1. Notify a faculty member, academic advisor, or the program director/Chair.
2. The obligation to identify reasonable accommodations lies with the student. Student Accommodation Support Services (SASS) should be involved in determining and documenting potential accommodations required to continue safe participation in the program.

The goal of this process is to ensure that students remain capable of safely performing academic and clinical responsibilities while protecting the safety of clients and others in the care environment.

**Reasonable Accommodation:** EWU is committed to providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students seeking accommodations must contact Student Accommodation Support Services (SASS) and follow the prescribed process.

**Non-Compliance:** Students are expected to actively engage in maintaining their ability to meet essential functions and to communicate any changes as early as possible. Failure to submit the acknowledgment form or to notify faculty of a change in ability may impact a student's progression in the program. The program will make every effort to work collaboratively with the student to address concerns and identify appropriate support or accommodations. In some cases, delays in communication may result in temporary adjustments to a student's academic or clinical schedule until the issue is resolved.

## **STUDENT CONFIDENTIALITY AND THE RIGHT TO PRIVACY**

The Academic Fieldwork Coordinator and Fieldwork Educator are ethically bound to "ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about students".

Two federal statutes provide guidelines for the sharing of information from students' academic records-- the Health Insurance Portability and Accountability Act (HIPAA; 1996) and the Family Educational Rights and Privacy Act (FERPA; 1974). Specifically, the HIPAA privacy rule requires that an individual provide written permission for others to share his or her protected health information. Thus, to comply with HIPAA regulations, an Academic Fieldwork Coordinator may not share information about a student's health or disability status with a fieldwork site without

the student's written permission. All incoming students will review and sign the authorization to release information to fieldwork sites.

FERPA protects the privacy of information contained in students' academic records. Generally, students ages 18 years or older must give permission for academic personnel to share information contained in the students' academic records. However, FERPA does allow sharing of information without students' permission between academic officials with legitimate educational interests which may include fieldwork sites and supervisors.

According to FERPA, an educational agency or institution may disclose personally identifiable information from an academic record of a student without the consent required...if the disclosure meets one or more of the following conditions: (a) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests. (b) A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official. (FERPA, 1974)

Thus, the Academic Fieldwork Coordinator and Fieldwork Educator may legally share information contained in students' academic records (without students' permission) with those who have legitimate educational interests, including those under contractual agreement with a university. (Additional information about FERPA can be accessed at [www.ed.gov/policy/gen/guid/fpc/ferpa](http://www.ed.gov/policy/gen/guid/fpc/ferpa).)

The Academic Fieldwork Coordinator and Fieldwork Educator must balance the legal boundaries afforded by FERPA with their ethical responsibilities. Before sharing information from a student's academic records without the student's permission, the Academic Fieldwork Coordinator and Fieldwork Educator need to determine that sharing the information will be in the student's best interest and support a student's success in fieldwork.

It is unethical to share information not relevant to a student's fieldwork experience that could negatively bias relevant parties toward that student. It is ethical to share only information that is relevant to promoting a student's successful completion of his or her fieldwork experience.

## SECTION 11 - LEVEL I FIELDWORK REQUIREMENTS

Current versions of the fieldwork manual and all fieldwork forms are located on the cohort specific Canvas site. All Occupational Therapy students have access.

### LEVEL I FIELDWORK INTRODUCTION

The Occupational Therapy Program's level 1 fieldwork experience is in keeping with the 2023 Standards for the Accredited Educational Program for Occupational Therapy which describes the goal of level I fieldwork to be threefold:

- Level I fieldwork introduces students to the fieldwork experience.
- Level I fieldwork integrates the application of classroom knowledge to the clinical setting.
- Level I fieldwork offers opportunities to develop a basic comfort level with clients and an understanding of the needs of clients.

Additionally, level I fieldwork emulates an aspect of Eastern Washington University Occupational Therapy program's mission: to deliver an academic program which meets a spectrum of educational needs for students in collaboration with community partners, while demonstrating teaching and learning excellence.

### LEVEL I FIELDWORK SCHEDULING

Level I fieldwork sites will be located throughout the greater Spokane region and Eastern Washington and could require up to a 1 hour drive from campus. The Academic Fieldwork Coordinator considers several factors including: a) the site's ability to provide appropriate experiences for the course content; b) an appropriate match of the student's learning style and learning needs to the site; and c) a consideration of any unique circumstances of a student.

### MANAGEMENT OF PROBLEMS OCCURRING DURING LEVEL I FIELDWORK PLACEMENT

The goal of the fieldwork education program is to provide students with positive learning experiences. The Fieldwork Educator and Academic Fieldwork Coordinator are available to provide guidance to resolve problems. If further intervention is necessary, the Fieldwork Educator, student and Academic Fieldwork Coordinator will meet to define a plan to resolve the situation. This may involve the development of a learning contract. See the general fieldwork section for dismissal policy from level I fieldwork.

#### **Student Responsibility:**

If the student experiences a problem during the fieldwork experience, the student should discuss the issues immediately with the Fieldwork Educator and notify the Academic Fieldwork Coordinator.

## **SECTION 12 - LEVEL II FIELDWORK REQUIREMENTS**

Current versions of the fieldwork manual and all fieldwork forms are located on the cohort specific Canvas site all continuing Occupational Therapy students have access to.

### **LEVEL II FIELDWORK OVERVIEW**

Level II fieldwork is an integral component of the Eastern Washington University Occupational Therapy program's curriculum. The Occupational Therapy Program's level II fieldwork experience is in keeping with the 2023 Standards for the Accredited Educational Program for Occupational Therapy. The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists.

Students complete two full-time 12-week experiences in the delivery of occupational therapy services with exposure to a variety of persons across the lifespan in variable settings. The focus of practice is client-centered, strengths and occupation based. Students have opportunities as well as experiences in administration and management of services. Fieldwork sites encompass a variety of settings to allow the student a wide range of choices to individualize their preferences for a particular practice setting. Qualified occupational therapists with a minimum of one year of experience, post-certification and licensure provide supervision. If the student is in a role emerging practice area there is a minimum of 8 hours per week of direct supervision by a qualified licensed occupational therapist.

Level II fieldwork emulates an aspect of Eastern Washington University Occupational Therapy program's mission: *to deliver an academic program which meets a spectrum of educational needs for students in collaboration with community partners, while demonstrating teaching and learning excellence.*

### **LEVEL II FIELDWORK OBJECTIVE**

The emphasis of level II fieldwork is to further develop student's skills in professional behaviors, communication and occupation-based practice. The overall objective is to enable the student to function as an entry-level occupational therapist with competencies in occupation-based practice that will enable the graduate to provide occupational therapy services in health care, human service systems, community settings and emerging areas of practice.

### **LEVEL II FIELDWORK SITE SELECTION AND SCHEDULING PROCESS**

Level II fieldwork is located throughout the United States; however, the majority of sites are in the northwest. In conjunction with the Occupational Therapy Department's mission, the program supports rural, frontier, and emerging practice level II fieldwork placements in the Pacific Northwest. In keeping with this mission, students may be required to complete one level II fieldwork experience outside the Spokane/Coeur D'Alene region in a rural, frontier, or emerging practice site.

Specific obligations that preclude a student from leaving the area need to be discussed with and approved by the Academic Fieldwork Coordinator.

Level II fieldwork sites will be selected based upon the student's prioritized list of geographic areas and practice areas. Every effort will be made to provide the student with at least one of the top three selected geographic or practice areas, however, this is not guaranteed. It is expected that the student will collaborate with the fieldwork office to find a good match. The student will NOT independently solicit sites for placement. If there is an interest in a specific site, the student will communicate this to the Academic Fieldwork Coordinator who will then contact the site if appropriate. **Level II fieldwork placements will not be made based upon the convenience of the student.**

- The site selection process begins in the spring semester of the first year.
- The Academic Fieldwork Coordinator meets with the student cohort to explain the process.
- Time is allotted for students to meet individually with the Academic Fieldwork Coordinator to discuss their interests and options.
- Once the student has made his/her selections, the fieldwork office facilitates a matching process with those sites that have indicated a willingness to host a student for the upcoming academic calendar year.
- When a site has been located that is considered an appropriate match, the student, site and Academic Fieldwork Coordinator will all sign a confirmation form.
- A copy of this form is given to the student. The student is responsible for keeping a copy of the completed form.
- The signature of the student indicates a good faith agreement to commit to the site for fieldwork II. Once the student signs the agreement, no further changes will be instituted unless initiated by the site.

#### **LEVEL II FIELDWORK MISCELLANEOUS REQUIREMENTS FOR SITE PREPARATION**

- Students are required to register for level II fieldwork courses in keeping with the university registration schedule.
- Students are responsible for registering for the appropriate fieldwork course.
- An email communicating with the fieldwork site must be written as a part of OCH 512S coursework in spring of the second year and sent to the student coordinator and/or the site supervisor 4 weeks prior to the beginning of each fieldwork experience. In preparation for the fieldwork experience, the email will include the student's resume, an introduction of the student and a list of questions the student has about the site and individual learning objectives defined by the student.
- Facilities that provide fieldwork/internship opportunities will require students to comply with their Policies and Procedures, which may include drug/alcohol testing, criminal background checks, fingerprinting, TB tests, etc.
- Eastern Washington University does not mandate and is not responsible for administration of drug/alcohol testing, criminal background checks, fingerprinting TB tests, etc; however, the AFWC will maintain copies of these documents and provide them to the sites when necessary. The student may submit documentation to the department for reimbursement of any screenings or background checks required above and beyond program requirements (itemization of what was ordered and receipt for payment made).

- Facilities that provide fieldwork/internship opportunities may dismiss students who have a positive drug test, criminal backgrounds, and uncompleted TB tests, etc.
- Any students not registering or adhering to the requirements for level II fieldwork will be subject to cancellation of their fieldwork.

### **LEVEL II FIELDWORK TIME REQUIREMENTS**

All level II fieldwork experiences are an average of 40 hours in duration per week for an approximate total of 480 hours.

- There may be some sites in which the full-time equivalency of the Fieldwork Educator is less than a 40-hour work week. If this is the case, a portion of the fieldwork experience may be spent on special projects related to the practice site and directed by the Fieldwork Educator or there may be two supervisors involved in the supervision of the student.
- Any arrangements for an altered workweek or multiple site supervisors will be made by the Academic Fieldwork Coordinator prior to the beginning of an experience.
- All level II fieldwork experiences must be completed within 24 months after the completion of the academic segment of the program.
- See the general fieldwork section for dismissal policy from level II fieldwork.

### **LEVEL II FIELDWORK ATTENDANCE**

Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and Academic Fieldwork Coordinator so that arrangements to make up the time can be made.
- Students are given a maximum of 3 days for emergencies or illness during their scheduled time in each fieldwork placement. The coordination of this occurs between the student, Academic Fieldwork Coordinator, and the Fieldwork Educator.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and Academic Fieldwork Educator. Messages may be left by voice-mail, text or email. However, the student will follow up to ensure the message was received.
- The student is responsible for arrangements to make up time lost due to absences beyond the allotted 3 days. Time made up will be scheduled at the convenience of the site and Fieldwork Educator in collaboration with the Academic Fieldwork Coordinator.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.

### **STUDENT SELF REFLECTION OF THE LEVEL II FIELDWORK EXPERIENCE**

Level II fieldwork is an integral part of the student's learning experience within the curriculum. The development of clinical reasoning skills, interpersonal communication, professional judgment and behaviors, and knowledge and skills for occupation-based practice occur during fieldwork experiences. An important component of learning these skills is reflecting upon

fieldwork experiences to gain insight, knowledge, and understanding of one's professional development.

**Student Responsibility:**

- Students will be required to complete assignments for self-reflection to enhance the learning experiences offered. The assignment will be posted on *CANVAS*. *There will be 2 or 3 required postings throughout each Level II experience*

**COMMUNICATION WITH THE ACADEMIC FIELDWORK COORDINATOR AND STUDENTS**

An Academic Fieldwork Coordinator will either make a face-to-face visit to the site of the student or arrange a virtual meeting with the student and the Fieldwork Educator during the fieldwork experience. The agenda of the meeting is to: a) assess the student's progress; b) be available for questions; c) problem solve any potential challenges or problems, d) assess the needs of the students and Fieldwork Educator; e) evaluate the academic preparation of the student in relationship to the expectations of the site; f) consult with the fieldwork educator on areas of concern; g) tour the site if it is unfamiliar and assess fit of the facility with the learning objectives of the university occupational therapy program; and h) any other concerns that may arise.

**MANAGEMENT OF PROBLEMS OCCURRING DURING LEVEL II FIELDWORK PLACEMENT**

The goal of the fieldwork education program is to provide students with positive learning experiences. The Fieldwork Educator and Academic Fieldwork Coordinator are available to provide guidance to resolve problems.

**Student Responsibility:**

- If the student experiences a problem during the fieldwork experience, the student needs to discuss the issues immediately with the Fieldwork Educator and notify the Academic Fieldwork Coordinator.

If further intervention is necessary, the following will occur:

- Fieldwork Educator, student and Academic Fieldwork Coordinator will meet to assess more specifically what the concerns are
- All three will collaborate to develop a learning contract to resolve the situation.
- The learning contract will be developed in writing with goals for change and specific timelines for reassessment
- The Academic Fieldwork Coordinator will be available for consultation with the Fieldwork Educator and student
- If the problems encountered by the student continue, the Fieldwork Educator and Academic Fieldwork Coordinator will determine the need for continuation of a learning contract.
- If the student is unable to pass the designated learning criteria for the fieldwork experience, the level II fieldwork experience must be repeated or review of the dismissal policy
- Refer to the Policy for Dismissal

## LEVEL II FIELDWORK FORMS

Both the *Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)* and *The Student Evaluation of the Fieldwork Experience* are required to be submitted at the end of each 12-week rotation.

### ***Assessment of Student Performance for Level II Fieldwork Education***

At midterm (week 6) and at the conclusion of the fieldwork experience (week 12), the Fieldwork Educator and the student will together complete an evaluation of the student's performance in meeting the level II fieldwork objectives utilizing the FWPE. **This is an online form, and will be submitted by the Fieldwork Educator at midterm and final.**

The midterm evaluation is an opportunity for the student to understand the areas that are in need of improvement and would be the areas of specific focus in the following six weeks. The student must obtain a score of 111 or higher on the final evaluation and a score of 3 or higher on the first three competencies in order to successfully complete level II fieldwork.

### ***Student Evaluation of the Level II Fieldwork Experience***

The *Student Evaluation of the Fieldwork Experience* can be found on Exxat. It provides important information about the site/experience to future students, the Academic Fieldwork Coordinator and the Fieldwork Educator.

### **Student Responsibility:**

- Complete the *Student Evaluation of the Fieldwork Experience* prior to the end of the experience and submitted via Exxat for Academic Fieldwork Coordinator's review.
- Review the *Fieldwork Performance Evaluation for the Occupational Therapy Student* with the Fieldwork Educator and confirm the final has been submitted to the EWU Fieldwork office.

## **SECTION 13 - APPENDICES**

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# APPENDIX 1

## MOT PROGRAM ACKNOWLEDGMENT AGREEMENT

[sample - actual form located in students' Canvas cohort portal]

### Student Handbook

I have read and reviewed all of the materials included in the Eastern Washington University, *Department of Occupational Therapy Student Handbook* available on the OT cohort portal Canvas site. I understand, as with course syllabi and the current Eastern Washington University Graduate and Undergraduate catalog, the *Department of Occupational Therapy Student Handbook* is considered a contract of expectations between the Department of Occupational Therapy and the occupational therapy student. I also understand that, if information changes and a revised handbook is created, the new handbook will supersede the one I was given today. My signature below indicates that I have read the *Department of Occupational Therapy Student Handbook* and I agree to comply with the policies and procedures as stated in the most recent student handbook at all times.

### Locker

I have been assigned an OT locker on the 2nd floor of the Health Sciences Building (see the information in your Orientation folder for details). I will provide my own lock, and remove my lock and properly clean out my locker per request of the Department of Occupational Therapy. I agree to clean out my locker by the end of the last day for the semester in which I complete the didactic OT program courses (not including fieldwork). If I withdraw or am dismissed from the OT program, I agree to vacate my locker. I understand that should I not clear out and clean out my assigned locker, the lock will be cut off and the contents of the locker will be given to a local thrift store. My signature below indicates that I agree to comply with the policies and procedures as stated regarding my locker at all times.

### Social Media Authorization

I do hereby authorize Eastern Washington University's Department of Occupational Therapy and those acting pursuant to its authority to: a) record, videotape, audiotape, film, and/or photograph my participation and appearance; b) to exhibit or distribute such recording(s) in whole or in part, without restriction or limitation for any educational purpose which Eastern Washington University and those acting pursuant to its authority deem appropriate.

### Classroom Safety Protocol

I have read and reviewed all of the materials included in the Eastern Washington University, *Department of Occupational Therapy Student Handbook* regarding classroom safety protocol. I agree to comply with the policies and procedures as stated with regards to classroom safety protocol procedures as well as any additional information with regards to classroom safety disseminated to me by employees of Eastern Washington University or by Washington State University employees on the Spokane campus at all times.

## **APPENDIX 2**

### **OCCUPATIONAL THERAPY CODE OF ETHICS (2020)**

The AOTA 2020 Occupational Therapy Code of Ethics may be accessed via the reference noted below. As an AOTA member, you have ready access to this resource. It is critical that you review this document and fully understand the implications of unethical practice.

American Occupational Therapy Association. (2020). AOTA 2020 occupational therapy code of ethics. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410005. [AOTA 2020 Occupational Therapy Code of Ethics](#).

## APPENDIX 3

### PROFESSIONAL BEHAVIORS ASSESSMENT



#### PROFESSIONAL BEHAVIORS ASSESSMENT

Eastern Washington University  
Department of Occupational Therapy

**Purpose:** Development of a high level of professionalism is a focus throughout the progression of occupational therapy coursework. The demonstration of professional behaviors is an important element of preparing for participation in a professional career. Students are expected to demonstrate professional behaviors in classes, fieldwork experiences, community experiences and in all interactions with other students, instructors, clients, staff, faculty, and other University personnel, etc. Professional behaviors required within the occupational therapy program include **responsibility, competence, communication, integrity, cooperation/teamwork, respect and initiative**. The faculty will facilitate the development of each student's professional behavior through a process of ongoing assessment and planning.

**Addressing a concern:** Should a concern arise related to any professional behavior or display persistent concerns they may be placed on a professional development plan. A professional development plan is not intended as a punitive measure. It is a structured effort to support a student in their professional development. The advisor will request a meeting. At this meeting, the advisor and student will review the *Professional Behaviors Assessment* form and discuss the seven areas identified as critical for an occupational therapy student to demonstrate. Both the student and the advisor will indicate current ranking for each of the seven areas. Any area requiring attention will be discussed by both the student and the advisor. Together with the advisor, the student will write one goal (per noted area of concern) to determine clear indicators for performance change. The advisor will establish guidelines for frequency of any future meetings to support the student's ability to attain the goal. The student and the advisor will each sign and date the document for the initial session and any subsequent sessions. A copy of the form will be provided to the student with the original retained by the advisor for future meetings. When all goals have been met and the student is in good standing, the professional behaviors assessment form will be discharged. The advisor and student will sign the discharge line of this form. A copy will be provided to the student, and the faculty will keep the original within the student file.

Both faculty and student will rank the following 7 professional behaviors with the following scale:

- O=Outstanding
- E=Exceeds standards
- M=Meets standards
- B=Below standards
- U=Unacceptable



## PROFESSIONAL BEHAVIORS PLAN

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Please complete the following assessment in order to initiate the professional behaviors plan. Please place a check mark in the box to indicate the rank for each item listed under specific professional behavior. (O=Outstanding, E=Exceeds standards, M=Meets standards, B=Below standards, U=Unacceptable)

Responsibility	Rank				
	O	E	M	B	U
<b>Health and Wellbeing</b> e.g., recognizes and manages physical and/or mental health needs as they arise; takes leave for illness when appropriate; seeks appropriate and timely support for work and/ or personal issues; engages in appropriate debriefing to manage stressful situations.					
<b>Time Management Skills</b> e.g., meets assignment deadlines; utilizes class time effectively; proactively reviews and communicates regarding assignments and deadlines to ensure successful semester completion.					
<b>Attendance</b> e.g., is punctual; arrives on time and stays for the duration of class; follows proper reporting procedure for absence or illness per requirements of course syllabi.					
<b>Class Participation</b> e.g., is attentive during lectures; actively participates in class discussions, groups, and activities.					

Comments:

**Goal(s) for Responsibility:**

1. \_\_\_\_\_
2. \_\_\_\_\_

Competence	Rank				
	O	E	M	B	U
<b>Clinical Skill Development</b> e.g., demonstrates and utilizes previously learned clinical skills during class activities and community experiences; practices skills as needed to maintain proficiency; demonstrates appropriate discretion when utilizing clinical skills; demonstrates flexibility, problem-solving, and an ability to adapt skills to changing circumstances.					
<b>Reflection and Self-Monitoring</b>					

## PROFESSIONAL BEHAVIORS PLAN

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e.g., demonstrates awareness of own strengths and limitations; utilizes strengths effectively to manage responsibilities; works to improve upon current limitations and seeks appropriate support as needed.					
<b>Cultural Competency/Humility</b> e.g., demonstrates awareness of explicit and implicit biases; uses clear, concise, objective, non-discriminatory, and non-judgmental language; links observations with client issues/outcomes; accounts for cultural considerations when making clinical decisions.					
<b>Evidence Based Practice</b> e.g. uses evidence appropriately; identifies best available evidence for practice; recognizes gaps in knowledge and plans for improvement; seeks resources appropriately; demonstrates ability to apply evidence to back up concepts, ideas, and statements for assignments, discussions, or possible treatment interventions.					

Comments:

**Goal(s) for Competence:**

1. \_\_\_\_\_
2. \_\_\_\_\_

Communication	Rank				
	O	E	M	B	U
<b>Conventions of Professional Writing</b> e.g. produces timely, accurate and grammatically correct written work; uses appropriate voice when writing; appropriately incorporates professional language in written work; adheres to APA format.					
<b>Written Correspondence</b> (with faculty, staff, peers, university personnel, peers, community partners, clients, etc.) e.g., utilizes professional language and format in written correspondence; e-mails contain subject line, greeting, body, salutation, and EWU signature; replies promptly to all emails and includes recipients appropriately (carbon copy or CC).					
<b>Verbal Communication</b> (with faculty, staff, peers, university personnel, peers, community partners, clients, etc.) e.g., concisely and transparently expresses opinions, ideas, and perceptions; exhibits confidence when using language of the profession; adjusts verbal communication strategies to match the listener; uses					



## PROFESSIONAL BEHAVIORS PLAN

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feedback to appropriately check listener's understanding; monitors tone of voice; recognizes positive intent and accepts feedback; seeks clarification as appropriate; uses active listening skills					
<b>Non-Verbal Communication</b> (with faculty, staff, peers, university personnel, peers, community partners, clients, etc.) e.g., appropriate eye contact; monitors facial expression; is mindful of personal space and boundaries; modifies body language to be non-threatening; adjusts nonverbal communication strategies to match the listener and situation.					

Comments:

**Goal(s) for Communication:**

1. \_\_\_\_\_
2. \_\_\_\_\_

Integrity	Rank				
	O	E	M	B	U
<b>Ethical Standards</b> e.g., performs duties ethically at all times; complies with safety requirements at all times; provides support/advocacy/information as required; demonstrates responsible stewardship of department and university services and resources.					
<b>Academic Integrity</b> e.g., adheres to all EWU and OT program academic integrity policies and procedures; produces work that is representative of one's individual thoughts/ideas; gives appropriate credit for thoughts/ideas that are outside of self.					
<b>Confidentiality</b> e.g., respects and maintains confidentiality during in-class work, community-based work, and when on fieldwork experiences.					
<b>Accountability</b> e.g., accepts responsibility and consequences for own actions without trying to pass the blame.					

Comments:

## PROFESSIONAL BEHAVIORS PLAN

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**Goal(s) for Integrity:**

1. \_\_\_\_\_
2. \_\_\_\_\_

<b>Cooperation and Teamwork</b>	<b>Rank</b>				
	O	E	M	B	U
<b>Establishes Guidelines</b> e.g., assists in planning for a positive group process; collaborates, cooperates and negotiates as appropriate within the context of group work; adapts level of formality as needed based upon situation; negotiates and articulates understanding of roles; negotiates schedules and use of resources.					
<b>Communicates Expectations</b> e.g., communicates needed information clearly for all group members to complete their portions of the group work; accepts group decisions despite differences of opinion; manages joint discussions sensitively; responds to requests for information.					
<b>Equitable Contribution</b> e.g., assumes equitable share of workload; actively and effectively adopts a lead/facilitator/supportive role within the group; follows through on agreed tasks/actions; assumes ownership for the impact and outcomes in relations to work submitted.					
<b>Conflict Resolution</b> e.g., shows an awareness of and manages group dynamics; uses a solution focused mindset to solve challenges; manages the impact/influence of group members on each other; ensures inclusion and equity of thoughts, ideas and contributions.					

Comments:

**Goal(s) for Cooperation and Teamwork:**

1. \_\_\_\_\_
2. \_\_\_\_\_

<b>Respect</b>	<b>Rank</b>				
	O	E	M	B	U
<b>Establishes and Respects Boundaries</b>					



## PROFESSIONAL BEHAVIORS PLAN

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e.g., shows respect for and builds positive relationships by setting, acknowledging and maintaining boundaries with peers, instructors, staff, community partners, university personnel, and potential clients.					
<b>Emotional Regulation</b> e.g., avoids displaying emotions that might interfere with academic work, peer or instructor interactions, or engagement with potential community partners and/or clients; demonstrates the use of effective and appropriate self-management strategies to suit the context; controls for countertransference/transference throughout all program interactions.					
<b>Professional Language</b> e.g., respects the rights, values, and beliefs of all peers, instructors, staff, community partners, university personnel, and potential clients; uses non-discriminatory and non-judgmental language; validates others' values and perspectives; separates own values from those of others.					
<b>Maintains Working Relationships</b> e.g., assumes positive intent with all interactions; shows respect for the opinions of peers, instructors, community partners, and potential clients; seeks to understand the perspective of peers, instructors, or potential clients; provides help, support, or assistance to peers, instructors, or potential clients without prejudice, disrespect, or racism.					

**Comments:**

**Goal(s) for Respect:**

1. \_\_\_\_\_
2. \_\_\_\_\_

Initiative	Rank				
	O	E	M	B	U
<b>Independent Learning</b> e.g., starts projects, activities, and assignments without prompting from peers or faculty; proactively seeks out opportunities for learning beyond class requirements; initiates meetings with advisor and/or instructors without prompting as needed; demonstrates accountability for errors and level of participation.					
<b>Seeks Clarification</b> e.g., independently seeks information and answers to questions PRIOR to asking for clarification or assistance from the instructor (ie. review of literature, assignments, textbooks, rubric, etc.); accepts feedback from instructors or supervisors and responds appropriately.					
<b>Utilizes Available Resources</b>					



## PROFESSIONAL BEHAVIORS PLAN

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e.g., utilizes course resources provided through canvas; completes assigned readings and refers to texts for clarification; utilizes the EWU library to supplement course materials and complete assignments; utilizes campus resources such as the writing center to support academic performance; attends PLUS tutoring sessions; utilizes office hours appropriately.					
<b>Identifies and Addresses Limitations</b> e.g., monitors own learning and identifies gaps in knowledge; seeks additional support and outside resources as needed to address limitations; demonstrates awareness of opportunities for growth in academic performance and professional development; maintains a growth-oriented mindset.					

Comments:

**Goal(s) for Initiative:**

1. \_\_\_\_\_
2. \_\_\_\_\_

The professional behaviors plan has been initiated. The student and faculty mentor agree to meet \_\_\_\_\_ (weekly, biweekly, etc.) beginning on \_\_\_\_\_ (day of week) at \_\_\_\_\_ (time of day).



## PROFESSIONAL BEHAVIORS PLAN

Eastern Washington University  
Department of Occupational Therapy

### Signature lines

#### Plan Initiation

\_\_\_\_\_  
Name of Advisor

\_\_\_\_\_  
Date of meeting

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date of meeting

#### Plan/Goal Revision

\_\_\_\_\_  
Name of Advisor

\_\_\_\_\_  
Date of meeting

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date of meeting

#### Plan/Goal Revision

\_\_\_\_\_  
Name of Advisor

\_\_\_\_\_  
Date of meeting

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date of meeting

#### Plan Discharge

\_\_\_\_\_  
Name of Advisor

\_\_\_\_\_  
Date of meeting

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date of meeting

#### OTHER

\_\_\_\_\_  
Name of Advisor

\_\_\_\_\_  
Date of meeting

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Date of meeting



## **APPENDIX 4**

### **SHARED RESOURCES CHECK OUT INSTRUCTIONS**

#### **GENERAL RULES:**

All items must be checked out and in from the department secretary or one of the student assistants during hours the department office is open (typically 8am-5pm M-F) before taking from or putting back into a room/cabinet. Please notify the department secretary or one of the student assistants if an item you want to check-out is missing, parts are not there, or it is not functioning properly. **Typically check out time is two weeks maximum (up to one day in classroom only for red dot short-term loan items), though shorter timeframes are sometimes imposed.** Students are responsible for charging equipment checked out and asking for replacement batteries as needed. If you lose or damage an item you check out, you are responsible for paying for a replacement.

#### **ASSESSMENTS:**

All assessments are kept in the cabinets on the walls in HSB 220. There is a list of all the assessments and their locations in the assessment/equipment binder on top of the cabinet by the keyed entrance door of HSB 220. If you use the assessment in HSB 220 you do not need to check it out. However, if you use up a number of items that may need replacing, please notify the office before you put it back. If you take the assessment away from HSB 220 for more than a couple of hours, please find the associated card in the assessments checkout box on top of the cabinet by the keyed entrance door in HSB 220, write down your name and date on the card, and give the card to the department secretary or one of the student assistants before removing an assessment from the cabinet. When you are done using the assessment, please return it to the department secretary or one of the student assistants. Do not give the assessment to another student to check out without notifying the office so the records can accurately reflect who physically has it. The department office will check that the assessment is complete before checking it back in and shelving it for you.

#### **RESOURCE LIBRARY MATERIALS:**

The resource library is located in the back of the faculty workroom/lounge (HSB 225A). These materials include books, DVDs, CDs, and other media available for check out. A complete list of items available for check out can be found in a binder on the top shelf in HSB 225A. When checking out an item, please make sure to fill out the library card inside of it with your name and the date the item was checked out and give it to the department secretary or one of the student assistants. When you are done, return the item to the department secretary or one of the student assistants. Please do not re-shelve the item yourself. Reference only materials (those with red dots) are same day only checkout.

#### **CLINICAL LAB EQUIPMENT:**

Typically, clinical lab equipment is used during a class or lab or an outside faculty-accompanied activity and are not checked out. Exceptions are occasionally authorized by an instructor. If you have been given permission to check out clinical lab supplies located in HSB 220, CAT 195, or HSB 208, please see the department secretary or one of the student workers. The clinical lab supply inventory is available in the assessment/equipment binder on top of the cabinet by the keyed entrance door in HSB 225A.

#### **ELECTRONICS:**

Electronic equipment such as video cameras, cables, voice recorders, and tripods are available for check-out in the tall, gray cabinet in the back of the faculty workroom/lounge (HSB 225A). Please see the department secretary or one of the student workers if you would like to check out any of these items.

## APPENDIX 5

### Essential OT Student Functions

**Purpose:**

- Ensure that all OT students acknowledge and understand the essential functions necessary to participate safely and effectively in all aspects of the program.
- Promote the safety and well-being of students, their peers, clients, and others in educational and clinical environments.
- Support compliance with professional and ethical standards, including those related to safe practice.
- Provide a mechanism for early identification and support for students whose ability to meet these functions changes.

By affirming their ability to meet the essential functions, students demonstrate a commitment to professional responsibility and client-centered care. This acknowledgment helps maintain a learning and clinical environment that prioritizes the safety and integrity of therapeutic services.

**Scope:** This policy applies to all students enrolled in the Eastern Washington University (EWU) Occupational Therapy (OT) Program. It defines the essential functions required for participation in all academic, lab, and clinical components of the program and establishes procedures for student acknowledgment and disclosure of limitations.

**Policy Statement:** All students in the EWU OT Program must be able to meet the essential functions as outlined in *The Occupational Therapy Student's Job Description*. These functions include:

- **Physical Demands:** Lifting, carrying, pushing, pulling, walking, standing, manual dexterity, and stamina to complete classroom and clinical tasks.
- **Cognitive Abilities:** Critical thinking, problem solving, clinical reasoning, and the ability to synthesize and apply information.
- **Sensory Requirements:** Adequate visual, auditory, and tactile abilities for observation, safety awareness, and therapeutic engagement.
- **Emotional and Behavioral Competencies:** Professional behavior, emotional regulation, interpersonal skills, and resilience under stress.
- **Communication Skills:** Effective written, verbal, and non-verbal communication with clients, faculty, peers, and professionals.

**Student Acknowledgment:** Upon matriculation and annually thereafter, students must review the essential functions document and sign an *Essential Functions Acknowledgment Form*, attesting to their ability to meet the requirements with or without reasonable accommodation. The signed form will be kept in the student's academic file.

**Inability to Meet Essential Functions:** Students who have identified limitations or experience a change in health status/functional ability that affects their ability to meet essential functions must:

1. Notify a faculty member, academic advisor, or the program director/Chair.
2. The obligation to identify reasonable accommodations lies with the student. Student Accommodation Support Services (SASS) should be involved in determining and documenting potential accommodations required to continue safe participation in the program.

The goal of this process is to ensure that students remain capable of safely performing academic and clinical responsibilities while protecting the safety of clients and others in the care environment.

**Reasonable Accommodation:** EWU is committed to providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students seeking accommodations must contact Student Accommodation Support Services (SASS) and follow the prescribed process.

**Non-Compliance:** Students are expected to actively engage in maintaining their ability to meet essential functions and to communicate any changes as early as possible. Failure to submit the acknowledgment form or to notify faculty of a change in ability may impact a student's progression in the program. The program will make every effort to work collaboratively with the student to address concerns and identify appropriate support or accommodations. In some cases, delays in communication may result in temporary adjustments to a student's academic or clinical schedule until the issue is resolved.

## **APPENDIX 6**

### **UNPROFESSIONAL CONDUCT OR GROSS INCOMPETENCY**

#### **WAC 246-847-160**

The following conduct, acts, or conditions constitute unprofessional conduct or gross incompetency for any license holder or applicant if the conduct, acts, or conditions occurred or existed prior to June 11, 1986:

- (1) The commission of any act involving moral turpitude, dishonesty, or corruption relating to the practice of the person's profession, whether the act constitutes a crime or not. If the act constitutes a crime, conviction in a criminal proceeding is not a condition precedent to disciplinary action. Upon such a conviction, however, the judgment and sentence is conclusive evidence at the ensuing disciplinary hearing of the guilt of the license holder or applicant of the crime described in the indictment or information, and of the person's violation of the statute on which it is based. For the purposes of this section, conviction includes all instances in which a plea of guilty or nolo contendere is the basis for the conviction and all proceedings in which the sentence has been deferred or suspended. Nothing in this section abrogates rights guaranteed under chapter 9.96A RCW;
- (2) Misrepresentation or concealment of as material fact in obtaining a license or in reinstatement thereof;
- (3) All advertising which is false, fraudulent, or misleading;
- (4) Incompetence, negligence, or actions in the practice of the profession which result in, or have a significant likelihood of resulting in, harm to the patient or public;
- (5) Suspension, revocation, or restriction of the individual's license to practice the profession by competent authority in any state, federal, or foreign jurisdiction, a certified copy of the order or agreement being conclusive evidence of the revocation, suspension, or restriction;
- (6) The possession, use, addiction to, prescription for use, diversion, or distribution of controlled substances or legend drugs in any way other than for legitimate or therapeutic purposes, or violation of any drug law;
- (7) Violation of any state or federal statute or administrative rule regulating the profession in question, including any statute or rule defining or establishing standards of patient care or professional conduct or practice;
- (8) Failure to cooperate with the disciplining authority by:
  - (a) Not furnishing any papers or documents;
  - (b) Not furnishing in writing a full and complete explanation covering the matter contained in the complaint filed with the disciplining authority; or
  - (c) Not responding to subpoenas issued by the disciplining authority, whether or not the recipient of the subpoena is the accused in the proceeding;
- (9) Failure to comply with an order issued by the disciplining authority;
- (10) Aiding or abetting an unlicensed person to practice when a license is required;
- (11) Willful or repeated violations of rules established by any health agency or authority of the state or a political subdivision thereof;
- (12) Practice beyond the scope of practice as defined by law;
- (13) Misrepresentation or fraud in any aspect of the conduct of the business or profession;
- (14) Failure to adequately supervise auxiliary staff to the extent that the consumer's health or safety is at risk;
- (15) Engaging in a profession involving contact with the public while suffering from a contagious or infectious disease involving serious risk to public health;

- (16) Promotion for personal gain of any unnecessary or inefficacious drug, device, treatment, procedure, or service;
- (17) Conviction of any gross misdemeanor or felony relating to the practice of the person's profession. For the purposes of this subsection, conviction includes all instances in which a plea of guilty or nolo contendere is the basis for conviction and all proceedings in which the sentence has been deferred or suspended. Nothing in this section abrogates rights guaranteed under chapter 9.96A RCW;
- (18) The offering, undertaking, or agreeing to cure or treat disease by a secret method, procedure, treatment, or medicine, or the treating, operating, or prescribing for any health condition by a method, means, or procedure which the licensee refuses to divulge upon demand of the disciplining authority;
- (19) Violation of chapter 19.68 RCW;
- (20) Interference with an investigation or disciplinary proceeding by willful misrepresentation of facts before the disciplining authority or its authorized representative, or by the use of threats or harassment against any patient or witness to prevent them from providing evidence in a disciplinary proceeding or any other legal action;
- (21) Any mental or physical condition which results in, or has a significant likelihood of resulting in, an inability to practice with reasonable skill and safety to consumers.
- (22) Abuse of a client or patient or sexual contact resulting from abuse of the client-practitioner relationship.

[Statutory Authority: RCW 18.59.130. 91-05-027 (Order 112B), recodified as § 246-847-160, filed 2/12/91, effective 3/15/91. Statutory Authority: RCW 18.59.130(2) and 18.130.050(1). 86-17-064 (Order PM 610), § 308-171-300, filed 8/19/86. Statutory Authority: RCW 18.59.130(2) and 18.59.100. 85-05-008 (Order PL 513), § 308-171-300, filed 2/11/85.]

## APPENDIX 7

### WASHINGTON STATE OCCUPATIONAL THERAPY PRACTICE ACT

#### *Washington State Occupational Therapy Practice Act*

A statute or Revised Code of Washington (RCW) is written by the Washington State Legislature. Once signed by the Governor, it becomes law. The Law Relating to Occupational Therapy in Washington State is 18.59 RCW. It can be accessed online in its most current version from the Washington State Department of Health. Additionally, other relevant RCWs pertinent to occupational therapists as health professionals in Washington State are also listed.



A rule or Washington Administrative Code (WAC) is written to provide interpretation of the law for the individuals or entities to which the rule applies. WAC 246-847 includes the administrative codes for occupational therapists in Washington.

Both RCW 18.59 and WAC 246-847 can be found at the following site:

<http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/OccupationalTherapist/Laws.aspx>

Students will be asked to review the practice act and its provisions throughout the MOT curriculum. It may be helpful to bookmark this site or print the newest version of the law and administrative codes for your class resource file.

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