



# **Department of Occupational Therapy**

## **Student Handbook: Policies and Procedures**

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## SECTION 1 - GENERAL INFORMATION

### WELCOME AND INTRODUCTION

The faculty and staff of the Department of Occupational Therapy (DOT) extend a warm welcome to each student enrolled in our Master of Occupational Therapy program. During the next two and one-half years each student will experience the challenge, joy and deep satisfaction of being enrolled in the OT Program at Eastern Washington University (EWU). Each course, learning experience, and fieldwork placement has been designed to transform the student into a competent, compassionate, and creative occupational therapy practitioner. We look forward to getting to know you and to working with you. Best wishes on your professional journey!

This *Student Handbook* is designed as a guide to assist the student with information related to the OT Program and Eastern Washington 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 <https://catalog.ewu.edu/>). We recommend students pay special attention to the policies that govern graduate students (see <https://catalog.ewu.edu/graduate-policies/>).

### ORIENTATION

A mandatory orientation session for incoming students of the Occupational Therapy program will be held prior to the first semester of instruction. This session will provide the students with general information regarding schedules, registration, and logistics. Students will also have the opportunity to formally introduce themselves to the faculty, staff, and their classmates.

### DEPARTMENT CONTACT INFORMATION

Department of Occupational Therapy  
Eastern Washington University  
310 N. Riverpoint Blvd., Box R  
Spokane, WA 99202  
(509) 828-1344 [The department secretary responds to this number.]  
[ot@ewu.edu](mailto:ot@ewu.edu) [The department secretary responds to this email.]

### MISSION, VISION, VALUES STATEMENTS

#### **Mission Statement**

- To develop person-centered occupational therapists of the highest integrity who practice with a strong occupation-based foundation from which they support and promote quality of life and full participation.
- To prepare students for a broad scope of practice with consideration for addressing the needs of the underserved.

- To deliver an academic program which meets a spectrum of educational needs for students and professionals, in collaboration with community partners, while demonstrating teaching and learning excellence.
- To develop emerging practitioners to critically review and provide innovative and cost-effective client services.

### **Vision Statement**

We envision a globally active community of students, faculty, and community partners who demonstrate a respect for diversity, a passion for learning, and a commitment to person-centered, occupation-focused, and evidence-based practice.

### **Values**

- Excellence in the creation of a learning environment that is safe, encouraging, and inspiring
- Investment in our students' educational growth, well-being and transformation
- Commitment to interprofessional health education
- Respect for the unique value and scope of occupational therapy practice as well as the inherent value of allied health professions
- Leading and collaborating in teaching, scholarship, and service

## **JUSTICE, EQUITY, DIVERSITY AND INCLUSION STATEMENTS**

### **Eastern Washington University**

Eastern Washington University is committed to promoting respect for the rights and privileges of others by creating an inclusive environment in which students, faculty, and staff value and understand each individual's race, gender, ethnicity, and other dimensions of difference. A multicultural educational environment is essential in order to achieve our mission to prepare students to contribute to a diverse society and to function in an increasingly global workforce.

Our university has a compelling interest in attaining a diverse student body. "Student body diversity promotes learning outcomes and 'better prepares students for an increasingly diverse workforce and society'. . ." A diverse educational environment promotes understanding of others, invigorates classroom discussion, and helps break down stereotypes. A diverse working environment will naturally enable all participants to contribute to their full potential in pursuit of the University's mission.

The university encourages all members of its community to constructively and responsibly express their opinions and feelings about diversity so that all may benefit from honest, open, and equitable dialogue. When any member of the educational community is threatened by discriminatory acts, everyone's fundamental freedoms are threatened. No form of violence, intimidation, or harassment will be tolerated. The University's efforts to promote a diverse and inclusive university environment are guided by the leadership of the Office of Diversity, Equity & Inclusion.

## **College of Health Sciences and Public Health**

The College of Health Science and Public Health (CHSPH) is committed to providing and supporting a welcoming, safe, and inclusive environment for all students, faculty, and staff. Our commitment reflects the long-standing pledge to justice, equity, diversity, and inclusion (JEDI) within the program and professions of health science, health administration, public health, and wellness and movement sciences. Our commitment encompasses the diversity and inclusion goals of the *EWU Strategic Plan 2018-2023* (NOTE: at the time of the printing of this AY24/25 DOT Student Handbook, the updated EWU Strategic Plan was not approved). We embrace Equity and Social Justice.

CHSPH upholds the value and importance of JEDI and adheres to the principles and practices of JEDI to foster a diverse student body, faculty, and staff in a culture of inclusivity now and in the future through our recruitment efforts. Our holistic/equity admissions process demonstrates our commitment to JEDI and EWU diversity principles in educating future professionals and leaders who will provide care and health services to an ever-growing and diverse community.

- Our vision and mission support JEDI through our college core values of commitment, diversity, and social justice.
- We strive to recruit and retain a diverse student body, staff, and faculty using holistic processes to assure an equitable and inclusive learning environment and workplace.
- We strive to provide meaningful content in all program curricula that supports the principles of JEDI and cultural humility.
- Our students and faculty engage in experiential learning activities with diverse populations.
- We strive to build a workplace culture that values and recognizes JEDI throughout the organization.
- We believe JEDI is one of the core responsibilities of every employee.
- We actively participate in and support the celebration of DEI on campus through participating in inclusive programming, professional development, and collaborative efforts with campus and community partnerships.
- We adhere to JEDI principles in our teaching, scholarship, and service.

## **Department of Occupational Therapy**

The Department of Occupational Therapy (DOT) is dedicated to diversity, equity, inclusion, justice, and belonging (DEIJB). We are committed to a shared understanding of DEIJB that encompasses, but is not limited to, individual/group differences, cultural/social differences, race, ethnicity, sexual orientation, gender identity and expression, socioeconomic class, age, religious beliefs, and mental and physical abilities. We demonstrate this dedication by honoring the lived experiences of each individual and striving to provide a safe, inclusive, and welcoming environment for teaching and learning. We believe that all faculty, staff, and students should be valued and as a result, we want them to feel a sense of belonging within our program. We seek to create future occupational therapy practitioners that are culturally humble and responsive, and who seek opportunities to expand their understanding of culture and identity within the clientele we serve.

## SECTION 2 - PROGRAM DESCRIPTION

### PROGRAM DESCRIPTION

The OT Program includes five semesters of didactic education followed by six months of fieldwork (training in occupational therapy practice). 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 levels I and II fieldwork are an integral part of the educational program. Level I fieldwork is scheduled in the spring 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.

### PHILOSOPHICAL BASE OF THE PROGRAM

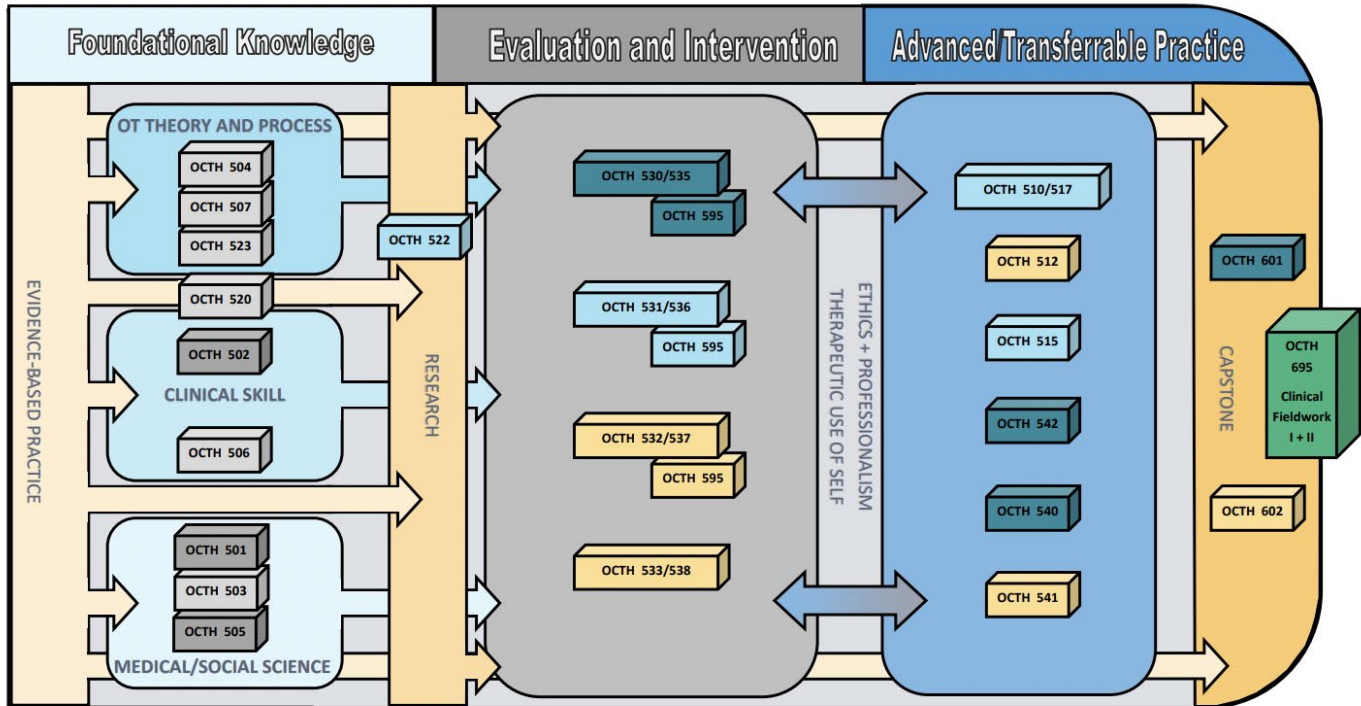
The philosophy of the OT Program at EWU includes three foundations: (1) *occupation* is a basic human need; (2) *shared humanity*—all human beings have intrinsic dignity and worth; and (3) *life-long learning* and a commitment to evidence-based practice are crucial for effective occupational therapy 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.

### 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 OUTCOMES**

Student outcomes are based on the program's philosophical base, the mission statement, and the curricular design and sequence. The three categories of outcomes are: (1) occupation-based practice; (2) commitment to the common good; and (3) communication and professional behaviors. Specific student outcomes are found beneath each category in the following section.

### **Program Outcome I: Occupation Based Practice**

The graduate will demonstrate entry-level practice competencies based upon a comprehensive understanding of human occupation and occupational performance. These competencies will enable the graduate to provide occupational therapy services in health care, human service systems, community settings, and emerging areas of practice. To this end, the graduate will be able to:

- 1.1 demonstrate an understanding and critical analysis of the dynamic interaction between the individual, his/her occupation, and environment;
- 1.2 demonstrate the ability to assess occupational performance throughout the life span including screening and evaluation methods;
- 1.3 apply the occupational therapy frames of reference and models to professional practice;
- 1.4 demonstrate an understanding of the determinants of occupational performance including the following: 1) normal human development, 2) the biological, anatomical, physiological, and neurological systems, and 3) the psychosocial, environmental, spiritual and cultural influences on human behavior;
- 1.5 demonstrate skills in designing, implementing, evaluating, modifying, and terminating age-appropriate, culturally relevant, and evidence-based occupational therapy intervention;
- 1.6 display the skills necessary for program development and administration including personnel management, supervision of certified occupational therapy assistants (COTAs), fiscal management, grant writing and service reimbursement;
- 1.7 demonstrate the ability to develop and implement strategies for health promotion and disease prevention within the framework of occupational performance;

- 1.8 demonstrate preparation to deliver occupational therapy services in traditional and emerging practice areas for individuals, groups, and populations/agencies;
- 1.9 demonstrate the ability to access and use appropriate technology for occupational therapy practice, continuing education, and life-long learning; and
- 1.10 exhibit effective written communication skills for documentation of client data and outcomes.

### **Program Outcome II: Commitment to the Common Good**

The graduate will demonstrate a commitment to the common good that promotes effective, responsible, and compassionate delivery of occupational therapy services. To this end, the graduate will be able to show:

- 2.1 an understanding of societal laws, the profession's standards and ethics, and compassionate morals;
- 2.2 unconditional positive regard for all human beings across the life span regardless of health status, disability, age, culture, or social condition;
- 2.3 an ability to effectively interact with all individuals, including those persons in rural and frontier settings, underserved areas, and communities of diverse people;
- 2.4 an ability to integrate spiritual and secular aspects of human beings into practice;
- 2.5 a willingness to demonstrate a proactive stance for issues related to social justice, systems providing health care and human services, and the profession of occupational therapy;
- 2.6 a resourcefulness and sweeping perspective to recognize new and emerging areas of occupational therapy practice within communities; and
- 2.7 leadership skills that advocate for individuals and groups, promote the profession, and improve the service delivery of occupational therapy.

### **Program Outcome III: Communication and Professional Behaviors**

The graduate will demonstrate entry-level professional competencies in communication and a commitment to professional growth through life-long learning. To this end, the graduate will be able to:

- 3.1 apply effective leadership within a variety of settings and situations;
- 3.2 collaborate with others in developing partnerships between communities, agencies, individuals, and self-governing bodies toward development of effective service systems;
- 3.3 contribute to and participate in effective interdisciplinary-transdisciplinary professional and community teams;
- 3.4 demonstrate adaptability and resourcefulness in the provision of occupational therapy intervention services;
- 3.5 identify and practice the responsibility for self-awareness and self-assessment as it relates to professional performance in the practice of occupational therapy;
- 3.6 acquire knowledge regarding the impact of political, social, legal, ethical, and moral issues (and mandates) on health care and human services delivery on international, national, sovereign nation, and state levels with special focus on local, rural, and frontier regions.
- 3.7 utilize written and oral skills, and be able to use and apply communication technology skills to develop and accurately convey therapeutic relationships to clients, families, agencies, organizations, and communities;

- 3.8 demonstrate effective use of self in facilitating learning, health and wellness and contributing to the common good in others;
- 3.9 describe the process and skills necessary for the development of emerging practices in occupational therapy;
- 3.10 enable and foster client recovery in all aspects of occupational performance;
- 3.11 critique and apply research to occupational therapy practice and promote its use in the profession;
- 3.12 produce scholarly work from conducting scientific investigations in occupational therapy or in occupational therapy practice settings; and
- 3.13 understand the application of evidence-based intervention planning and practice

## **STUDENT LEARNING OUTCOMES**

By the end of the Master of Occupational Therapy program, students will fulfill the following specific learning outcomes:

1. Demonstrate fundamentals of practice in a variety of occupational therapy settings, as identified by the American Occupational Therapy Association. (See Fundamentals of Practice). *Ethics, safety regulations, judgment in safety*
2. Clearly and confidently articulate the basic tenets of occupational therapy to a variety of stakeholders, as identified by the American Occupational Therapy Association (AOTA) (See Basic Tenets). *Values and beliefs, value of occupation as a method and desired outcome, the roles of the OT and the OTA, Collaborates with client, family, and significant others*
3. Synthesize evaluation data in order to create effective client-centered, occupation-based intervention plans. (See Screening and Evaluation) *Articulate rationale, select relevant methods, determine occupational profile, assess client factors and context, obtain sufficient/necessary information, administer and adjust procedures, interpret results, establish plan, documents plan*
4. Implement motivating evidence-based interventions in a variety of occupational therapy settings (See Intervention). *Articulate rationale, choose motivating ideas, client-centered, occupation-based intervention plans, modify, updates, terminates, documents*
5. Demonstrate through practice or discussion the fundamentals of management in OT services. (See Management of Occupational Therapy Services). *Assign appropriate abilities to OT, OTA, collaboration, understanding of costs and funding, organizational goals, produces volume of work*
6. Effectively communicate with a variety of stakeholders, while demonstrating cultural sensitivity. (See Communication and Professional Behaviors). *Verbal and nonverbal information, documentation, written communication, appropriate language*
7. Consistently demonstrate professional behaviors across occupational therapy, as identified by the American Occupational Therapy Association. (See Communication and Professional Behaviors.). *Collaborates, professional competence, responding to feedback, demonstrates consistent work behaviors, effective time management, positive interpersonal skills, respect for diversity.*

## SECTION 3 - FACULTY AND STAFF

### **LUCRETIA BERG, EdD., MSOT, OTR/L, cNDT**

Position: Associate Professor and Chair

Office Contacts: Office phone number: 509-828-1405  
Office number: HSB 215H  
Email address: [lberg7@ewu.edu](mailto:lberg7@ewu.edu)

Higher Education: EdD, Educational Leadership, University of Washington, Tacoma, WA, 2016  
MS, Occupational Therapy Post-professional, University of Puget Sound, Tacoma, WA, 2003  
BS, Occupational Therapy, University of Washington, Seattle, WA, 1985  
BS, Psychology, Washington State University, Seattle, WA, 1982

Interest/Expertise: An experienced pediatric clinician, mentor, and lecturer, Dr. Berg continues to focus on pediatric therapeutic interventions including modified constraint induced movement therapy and the role of occupational therapy for postsecondary students with intellectual disabilities. She remains passionate about fostering the growth of students and clients with varying abilities to attain optimal life independence or co-independence and work related to intercultural and interprofessional authentic experience.

Leisure Pursuits: In her spare time, Dr. Berg enjoys time with family and friends sharing outdoor experiences in hiking, biking, kayaking, walking, and camping. Mindful reflection and creative writing help to re-focus and restore her energies especially in relation to issues of social justice.

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

Position: Academic Fieldwork Coordinator and Lecturer

Office Contacts: Office phone number: 509-828-1366  
Office number: HSB 215G  
Email address: [sdewey2@ewu.edu](mailto:sdewey2@ewu.edu)

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.

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

**Position:** Assistant Professor, Program Director, and Director of Admissions

**Office Contacts:** Department office number: 509-828-1344  
Office number: HSB 239  
Email address: [ddiluzio1@ewu.edu](mailto:ddiluzio1@ewu.edu)

**Higher Education:** OTD, 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 her personal life.

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

Position: Assistant Professor

Office Contacts: Department office number: 509-828-1344  
Office number: HSB 225D  
Email address: [kgarrison23@ewu.edu](mailto:kgarrison23@ewu.edu)

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.

## **LEE KNOUS**

Position: Secretary Senior

Office Contacts: Department office number: 509-828-1344  
Office number: HSB 225B  
Email address: [lknous@ewu.edu](mailto:lknous@ewu.edu)

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

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



## **LEANNA MCMANUS, MOT, OTR/L**

Position: Lecturer

Office Contacts: Department office number: 509-828-1344  
Office number: HSB 237  
Email address: [lmcmanus1@ewu.edu](mailto:lmcmanus1@ewu.edu)

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.

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

Position: Lecturer

Office Contacts: Department office number: 509-828-1344  
Office number: HSB 241  
Email address: [dvulcan62@ewu.edu](mailto:dvulcan62@ewu.edu)

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:** Professor 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.

## **ACADEMIC YEAR 2024/25 GRADUATE LEVEL LECTURERS**

**Andy Cole, MS, OTR/L, BCP**  
Position: Adjunct Lecturer  
Email: [acole18@ewu.edu](mailto:acole18@ewu.edu)

**Sr. Lecturer Emerita**  
**Diane Norell, MSW, OTR/L**  
Position: Adjunct Lecturer  
Email: [dnorell@ewu.edu](mailto:dnorell@ewu.edu)

## **EMERITUS**

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

## SECTION 4 - ACADEMIC INFORMATION

### PROGRAM INFORMATION

Please consult the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog* online at <https://catalog.ewu.edu/> (NOTE: Please be aware that references contained in this version of the Student Handbook are from the 2023-2024 Eastern Washington University Graduate and Undergraduate Catalog. The 2024-2025 Eastern Washington University Graduate and Undergraduate Catalog will be published September 2024. 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 portal sites all students accepted into the OT Program are given access to upon their admittance to EWU.

### PROGRAM 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 for their first year of studies. This advisor will support the student's academic and professional development. 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. 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 Navigate advising portal.

Students pursuing the MOT via the Combined Bachelor to Master's pathway are responsible for close consultation with their undergraduate advisor to ensure advancement for timely bachelor degree attainment. Please contact the Department of Occupational therapy for a list of approved undergraduate majors and related advisors. 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 MOT advisor to discuss their options for continuing coursework in occupational therapy at Eastern Washington University.

#### Attendance Policy

Regular attendance is required as learning experiences in the curriculum are arranged sequentially to help build upon previously learned skills and develop new knowledge and skills. The knowledge and skill content of the curriculum are expansive and critical to future professional practice. As a future occupational therapist, you have tremendous responsibility to those you will serve. Missing classes puts both you (the student), and

your future clients at a disadvantage due to the loss of collaboration and interactive learning that takes place in the classroom. There is no substitute for hands-on interaction with the course professor(s) and fellow students, and these experiences cannot be replicated. It is the responsibility of the student to inform group peers of absence and the impact on group work.

A pattern of absences can result in course dismissal. If a total of 25%, or greater, of class sessions are missed in any one course, the student will be dismissed from the course. Course dismissal and the process for the opportunity to return the following year to begin the courses again will be discussed with the advisor and program director. Students must pass all semester courses in sequence in order to progress forward within the program.

If you must be absent, the following policies apply:

**1. Excused Absence- Sickness:** Please do not come to class if you feel ill. You must notify the course instructor(s) by phone and/or email before the class begins. The student is responsible for making up any missed material. If you are sick for more than 2 consecutive days, you must meet with the primary instructor(s) for each course and your academic advisor to develop a plan to make up missed content. If an illness or medical condition would result in an extended absence (5 or more consecutive days) or repeated absences (3 or more occurrences) students will need to work with SASS to establish appropriate accommodations. It is the responsibility of the student to inform group peers of absence and the impact on group work.

**2. Excused Absence - Bereavement and Religious Holidays:** In the case of bereavement, students may be offered an excused absence. The student is encouraged to communicate needs to all course instructors. The student is responsible for making up any missed material. For religious holidays, students must notify course instructor(s) in advance of the event and are responsible for making up any missed material. It is the responsibility of the student to inform group peers of absence and the impact on group work.

**3. Excused Absence – Due to Military Service or Exercises:** It is critical that you inform each instructor well in advance of any upcoming military exercises or services. Absences due to military exercises or services are excused. Please consult with each course instructor regarding any missed content. It is the responsibility of the student to inform group peers of absence and the impact on group work.

**4. Excused Absence – Other:** Students are permitted a maximum of 2 days of absences in this category per academic year. Absences other than for sickness must be requested via email by the student and reviewed by the primary instructor(s) for the course(s). Significant life events will be excused per instructor discretion (examples: medical emergencies, family emergencies, car accidents, wedding of a family member/close friend, graduation, birth of a child, etc.). Labs, guest lectures, and other special events will not be excused, as these are unable to be replicated.

Students are responsible for making up any material missed. It is the responsibility of the student to inform group peers of absence and the impact on group work.

It is the responsibility of the student to complete the following:

- Meeting with faculty to discuss absence
- A 1-page APA formatted paper will be assigned to cover missed material
- The topic and due date will be designated by the instructor(s)
- If the assignment is not completed by the due date the student's final grade in this course will be reduced by 10%
- Students must be in good standing in the course in order to be permitted an excused absence

**5. Tardiness and Unexcused Absences-** Students who show up for class tardy (e.g. 1-15 minutes AFTER the start of class session) five (5) or more episodes will receive a 10% reduction in total score for final course grade. If a student is tardy 16 minutes or more for a class session, and does not directly (not through other students) communicate with the course instructor(s), the student will receive an unexcused absence.

Absence from class other than those described in items 1-4 above will be considered unexcused. Absences without notifying the instructor prior to class or if a student has exceeded their maximum of 2 excused absences days per academic year are considered unexcused. Absence from labs, guest lectures, and other special events will not be excused, as these are not feasibly replicated or recreated. Each student is offered 1 unexcused absence within each semester of the program. The student's final grade in the course in which an unexcused absence is utilized may be reduced by 10%. Based on course requirements, each instructor has the right to require attendance in order for you to receive a passing grade in the course. Students are responsible for making up any missed material and are required to complete the following:

- Meeting with faculty to discuss absence
- A 1-page APA formatted paper will be assigned to cover missed material
- The topic and due date will be designated by the instructor(s)
- If the assignment is not completed by the due date the student's final grade in this course will be reduced by an **additional** 10% for a total of 20% loss of score in the course.

As a standard, each student is responsible for making appropriate arrangements to make up for missed coursework. At a minimum, the student should get notes, materials, information, and handouts from another member in the class. Also, the student is responsible for practicing skill sets with their classmates and for clarifying with the instructor. Zoom options are available at the discretion of the instructor. However, requests for zooming into class should be presented at least 30 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.

**Note:** Department secretary tracks all student absences per written notifications from primary course instructor(s).

### **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.

### **Computer Technology and Competency Requirements**

Students are expected to be proficient with and have access to a computer. All courses, including any online and/or hybrid 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 to these sessions.

### **Zoom Expectations**

Students are required to have access to the Zoom application via a technology device with a webcam and microphone. Students are expected to maintain professionalism while navigating online courses/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 camera on to ensure ethical and 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 OT 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. 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 (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.

## **DEPARTMENTAL STUDENT DUE PROCESS AND APPEAL POLICY**

Any student who believes that he or she has been treated unfairly by a faculty member in conjunction with the conduct of a class has the right to appeal that faculty member's decision. Any student who believes that they have been treated unfairly by a decision of the Department Chair also has the right to appeal that decision. The appeal process is as follows:

1. Meet with the faculty member and request a reconsideration of the decision or issues providing supporting information and reasons for the request within one week of the incident.
2. If the reconsideration request does not lead to a mutually acceptable decision, the student may request a meeting with his/her Academic Advisor within one week of the incident. If the issue continues to be unresolved, the student may request a meeting with the Department Chair within two weeks of the incident. The Chair will consult with the faculty member and suggest a resolution within one week of the meeting with the student. (If the Chair is the faculty member involved, move directly to Step 3).
3. If the resolution is still not mutually acceptable, the student should submit a written complaint to the Department faculty as a whole. The faculty will review the complaint at their next scheduled faculty meeting and include an oral hearing if necessary. The decision of the Department faculty will be given in writing to the student within a week after the faculty meeting.
4. If the resolution is still not mutually acceptable, the student may appeal to the Associate Dean of the College of Health Science and Public Health. The appeal must be made within one month of the decision of the Department.
5. If the decision is determined to be mutually unacceptable, the student may follow the appropriate established policies in relation to the incident found in the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalog* regarding various appeals processes. Please refer to the Eastern Washington University policy *AP 303-24 Grading, Grade Changes, and Grade Appeals* for additional information. You may find the link to this policy here: <https://inside.ewu.edu/policies/knowledge-base/ap-303-24-grading-grade-changes-and-grade-appeals/>

## **GRADE APPEALS**

### ***Process for Grade Appeal Resulting in Probation or Dismissal.***

NOTE: The following content has been adapted from AP 303-24 Grading, Grade Changes, and Grade Appeals.

The purpose of the grade appeal (that resulted in probation or dismissal) process is to provide students with a safeguard against receiving an unfair final grade resulting in probation or potential dismissal from the program all the 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.

A grade appeal shall be confined to charges of unfair action toward an individual student and may not involve a challenge of an instructor's grading standard. A student has the right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that varied standards and individual approaches to grading are valid. It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment, compared to the standard applied to other students. The grade appeal procedure applies only when a student initiates a grade appeal. The procedure strives to resolve a disagreement between student and instructor about assigning 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.

## **EASTERN WASHINGTON UNIVERSITY STUDENT ACADEMIC INTEGRITY (MISCONDUCT) POLICY**

Each student in the OT Program is expected to demonstrate honesty and integrity in all academic assignments, classes, fieldwork experiences, and communications. 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*). Link to EWU Academic Integrity policy: <https://inside.ewu.edu/policies/knowledge-base/wac-172-90-student-academic-integrity-3/>

### **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.

### **Prohibition of AI Tools:**

In the OT program, the utilization of AI tools, including but not limited to ChatGPT and image generation tools, is **strictly** prohibited to maintain a grounded learning approach. Understand that:

- The foundational educational philosophy of this course necessitates independent work devoid of AI assistance.
- Leveraging AI tools will be considered a breach of academic integrity policies upheld by Eastern Washington University.
- Assignments must exclusively feature your original thoughts and understanding, negating the need for AI tool intervention.

We expect adherence to this policy to maintain a rich and authentic learning experience.

**If during the OT 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 the Student Academic Integrity Policy 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 3, 4, & 5).

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>

## **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 ADAAA 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.

## **FINAL COMPREHENSIVE EXAMINATION**

In the last term of didactic coursework, the student must pass a final comprehensive examination which includes a poster presentation and an oral defense. The poster presentation focuses on the Master of Occupational Therapy capstone project which must be presented publicly to the department and the assigned graduate committee. The oral defense is presented to the student's graduate committee which is composed of two OT faculty members and one graduate faculty member outside of the department. Successful completion of the comprehensive examination is required prior to enrollment in OCTH 695S.

## **GRADE POLICY**

### **General**

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).

**Eastern Washington University  
Department of Occupational Therapy  
Letter Grades and Percentage Equivalents**

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 SUBMISSIONS**

### **Practicum**

Within the course of the MOT 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. 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 re-take 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 will 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. Any assignments submitted 24-hours past the due date will receive a "0". However, all assignments must be completed and turned in to pass a course. 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 (c. Completes all assignments on time and demonstrates ability to follow directives for assignment requirements) (II a) and a penalty of 10% reduction may be reflected in the Professional Behavior assessment grade at the end of the semester.

### **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: <https://catalog.ewu.edu/hs/occupational-therapy/occupational-therapy-mot/>)

Please see the EWU DOT website page for course requirements:

<https://www.ewu.edu/chsph/occupational-therapy/master-of-occupational-therapy/>

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 – <https://inside.ewu.edu/policies/knowledge-base/ap-303-22-graduate-students/>*), 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 2).

- 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.

## **HEALTH LIMITATIONS**

Students with disabilities requiring reasonable accommodations need to initiate contact with the Eastern Washington University's Student Accommodation Support Services (SASS) program as soon as possible (see University Resources section for more information). Student Accommodation Support Services can then collaborate with the course instructor to arrange reasonable and appropriate accommodations for learning.

## **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: <https://www.nbcot.org/Educators-Folder/SchoolPerformance>).

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.

## **OCCUPATIONAL THERAPY PROGRAM ACCREDITATION**

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](#)

## **POLICY ON THE USE OF CELL PHONES**

Audible noises from cell phones, tablets, or computers are disruptive to others in the classroom environment. It is requested that all students be sensitive to this and use these devices judiciously. Cell phones need to be turned off during class and lab. Texting on one's phone, tablet, or computer is also inappropriate during class. Those found violating this policy may be held to a professional behavior plan. Exceptions may be made on a case by case basis and with instructor pre-approval.

## **PROFESSIONAL BEHAVIORS AND PROFESSIONAL DEVELOPMENT**

During the progression of occupational therapy coursework, development of a high level of professionalism is a focus. Students are expected to demonstrate professional behaviors in classes, fieldwork experiences, and interactions with other students, instructors, clients, staff, faculty, and other University personnel. Professional behaviors include: responsibility, competence, communication, integrity, cooperation/teamwork, respect and initiative. See Appendix 2 for more specifics related to these seven areas. Students will be expected to use good judgment regarding appropriate dress and grooming for classes and Fieldwork I and II placements. Emotional maturity is expected in all professional matters throughout the OT program.

The faculty will facilitate the development of each student's professional behavior through a process of ongoing assessment and planning integrated within selected courses in the curriculum. This will be done in conjunction with your faculty advisor. Students must pass the professional behavior component of the selected courses in order to achieve a passing grade in the course. If a student does not meet the criteria for passing the professional behavior component of the course, an Incomplete will be given for the course. Students will 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 will result in dismissal from the program (see the Scholastic Requirements section for more detail). Refer to Appendix 2 for a copy of the current Professional Behaviors Assessment Plan.

## **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. In all environments:

- Students are expected to maintain meticulous personal hygiene.

- Students are expected to have their chest, midriff and buttocks fully covered with no undergarments exposed.
- Fingernails must be clean, trimmed (no more than ¼ inch past the tip of the finger) to avoid any skin damage or injury to others.
- Students should be conservative in use of or avoid altogether any cologne, perfume, or fragrant hygiene product.
- Jewelry, including body piercings, should be 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.
- Clothing should be clean and in good repair.
- Comfortable, clean tennis shoes for certain community labs and experiences, and fieldwork sites are appropriate.
- The wearing of hats, caps, etc. will be at the discretion of the course instructor or site supervisor.

### ***Guest Speakers and Content Expert Lectures/Experiences***

Department name tag must be clearly visible. Professional attire required (see dress requirement for practicums below). See also each course syllabus for instructions on dress code in relation to guest speaker and content expert lectures.

### ***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., sweatpants, 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.

### ***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.



## **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 (<https://inside.ewu.edu/policies/knowledge-base/ap-303-30-registration/>).

## SECTION 5 - SCHOLASTIC REQUIREMENTS

### UNIVERSITY SCHOLASTIC REQUIREMENTS

#### **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 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.” A copy of the Eastern Washington University *Student Conduct Code* can be found at: <https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/>

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 Dismissal.]

#### **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: <https://inside.ewu.edu/studentadvising/academic-standing/>)

### ADDITIONAL DEPARTMENT SCHOLASTIC REQUIREMENTS

#### **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: <https://inside.ewu.edu/studentadvising/academic-standing/>)

### **Courses With Prerequisites and Corequisites**

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

### **Dismissal**

Any one of the following are grounds for immediate dismissal from the OT Program:

- Any unsafe, unprofessional or unethical conduct.
- 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.
- Failure to pass the final oral examination.
- Failure to pass Fieldwork (see *Satisfactory Fieldwork Progress* below).

The process for dismissal will follow *EWU Academic Policy AP 303-22, Chapter 4*.

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. 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.

### **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.

### **Pregnancy and Parental Leave**

Please refer to the university guidelines for pregnancy and parental leave:

<https://inside.ewu.edu/policies/knowledge-base/ewug-402-05-pregnancy-and-parental-leave/>

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

### **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.

### **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: <https://inside.ewu.edu/records-and-registration/registration/>.

## **PROTOCOLS**

### **Project Reimbursement Procedures**

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 4-6 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 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**

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, Hike The Hill, and 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 no later than 4 weeks prior to the beginning of the travel.
- Out of state or international submit no later than 12 weeks prior to the 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 passing 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**

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.

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

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

## SECTION 6 - STUDENT INFORMATION

### BULLETIN BOARD

Job postings in occupational therapy and upcoming professional continuing education opportunities are available on the Occupational Therapy website <https://www.ewu.edu/ot>. 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: <https://itech.ewu.edu/email/>.

### 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: <https://inside.ewu.edu/eaglecard/>. 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: <https://inside.ewu.edu/eaglecard/eaglecard-online-photo-submission/>. You must know your student ID number, NetId and password for single sign-on (SSO).

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.

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.

The HSB building is open from 7am-10pm M-F when classes are in session. Exterior doors lock at 5pm. Students can enter the HSB building with their key access after hours or on the weekends. To maintain access students need to swipe their card at the entrance to each building at the beginning of each month.

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.

### **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 1 Shared Resources* 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 7 - UNIVERSITY RESOURCES

### UNIVERSITY WEBSITE

More information about university services and resources is available on <https://inside.ewu.edu>.

### CAMPUS FOOD PANTRY

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

*Spokane Campus, 1st Floor CAT (self-serve cabinet)*

*Cheney Campus - various (see <https://inside.ewu.edu/oce/ewu-food-pantries>)*

The Campus Food Pantry is a campus resource free to EWU Spokane students to have access to fresh produce and dried goods. The 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 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>.

### CATALYST BUILDING (CAT)

*Spokane Campus, 601 E Riverside Ave, Spokane*

Currently this building houses a dedicated classroom (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, <https://support.ewu.edu/support/home>, 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**, <https://spokane.wsu.edu/its/tech-support>, 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.

**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. <https://inside.ewu.edu/it/virtual-labs/>

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

**Hotspots:** <https://www.commerce.wa.gov/building-infrastructure/washington-state-drive-in-wifi-hotspots-location-finder/>

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

Cheney Campus, <https://inside.ewu.edu/caps/>, 225 MAR, 359-2366, [capsinfo@ewu.edu](mailto:capsinfo@ewu.edu)  
Spokane Campus, <https://inside.ewu.edu/caps/>, 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, <https://bookstore.ewu.edu>, 116 PUB, 359-2542

This is EWU’s bookstore. Students may purchase books and other 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.

## **FINANCIAL AID AND SCHOLARSHIPS**

Cheney Campus, <https://www.ewu.edu/apply/tuition/financial-aid/>, 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 <https://inside.ewu.edu/recreationfacilities/>

Your EWU ID card can be keyed to give you access to the any EWU campus recreation facility including the Spokane U-fitness 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 enrolled in at least one Spokane-based course in the term you wish to access before you submit the waiver request in order to be eligible.

Go to [www.ewu.edu/sfcwaiver](http://www.ewu.edu/sfcwaiver). Read all of the information down to the bottom of the page, fill out the form located there, and press the Submit button.

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.

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, reach out to [catalyst@ewu.edu](mailto:catalyst@ewu.edu) for assistance.

## **GRADUATE STUDIES**

Cheney Campus, <https://inside.ewu.edu/grad/>, 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 dedicated classroom and a demonstration lab 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, <https://www.ewu.edu/library>, 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.

All EWU students/faculty can use the Spokane Academic Library space, computers and resources while the library is open as posted on their website: <https://inside.ewu.edu/spokaneservices/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.

## **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:

<https://inside.ewu.edu/it/services/printing>

### **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: <https://www.wepanow.com/maps>

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). A pricing plan will be available in the near future. The current process to print posters includes:

1. Carefully review the posters 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 OT Program Administrative Assistant or as guided by the instructor. 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, <https://inside.ewu.edu/plus/>, 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, <https://inside.ewu.edu/records-and-registration>, 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/dss/>, 19 Hargreaves Hall, Email: [sass@ewu.edu](mailto:sass@ewu.edu)*

*SASS – Testing/Accommodations: 509-359-6871*

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

Eastern Washington University assures equal access to instruction through collaboration between students with disabilities, instructors, and Student Accommodations and Support Services (SASS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with SASS, please contact them. Student Accommodations and Support Services staff, instructors, other university personnel, and the student work together to determine and provide appropriate reasonable accommodations. Once accommodations are in place students must request to use your SASS services online through the MyDSS Student Portal. Make sure you allow plenty of lead time and always be in communication with your instructor. Please refer to Graduate Studies Academic Policies located within this link: <https://catalog.ewu.edu/graduate-policies/index.html>

## **STUDENT FINANCIAL SERVICES**

*Cheney Campus, <https://inside.ewu.edu/financialservices/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, <https://inside.ewu.edu/bewell/>, 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 Student Financial 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 Student Financial 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*, <https://inside.ewu.edu/writerscenter>, 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 8 - 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)**

<https://www.aota.org/community/get-involved/for-students/assembly-of-student-delegates>

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 9 - 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 (CBC) 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.

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 end of summer 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.
- Students can upload and view all immunization requirements under the "Required Documents" tab in Exxat.
- 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. Students may complete the two-step skin test; however, they will be required to complete 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 172-190-050, 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).

### **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 close-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. 39 Satisfactory Fieldwork Progress under section 5 '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. 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

## **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/fpco/ferpa](http://www.ed.gov/policy/gen/guid/fpco/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 10 - LEVEL I 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.

### **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 OVERVIEW**

The overarching goal of level I fieldwork is to introduce students to the fieldwork experience.

Fieldwork is viewed as an integral aspect of the program's curriculum. The level I fieldwork is facilitated concurrently with three Occupational Performance courses. This structure enables an application of concepts, knowledge and skills from courses when in the field. Opportunities for client observation, interviews, activity analysis, assessment and the students' intentional use of self within the occupational therapy process will occur throughout the level I fieldwork process.

Level I fieldwork emphasizes:

- Professional behavior
- Effective communication
- Understanding of occupation-based practice
- Commitment to the common good throughout the occupational therapy process.

All of the level I fieldwork experiences in adult physical disabilities, mental health and pediatrics are corequisites with their respective Occupational Performance courses. You must pass all corequisite courses. The adult physical disability and pediatric level I fieldwork courses occur over a five-week period, one day each week. The mental health level I fieldwork course occurs over 8 or 9 / four-hour days or a combination of half and full days to equal approx 32 - 40 hours. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations across the lifespan. Qualified personnel provide supervision of students during level I fieldwork experiences. In addition to occupational therapy practitioners,

supervision may be provided by a licensed professional including: psychologists, physician assistants, social workers, teachers, nurses and physical therapists, recreation therapists.

### LEVEL I FIELDWORK SCHEDULING

Level I fieldwork sites will be located throughout the greater Spokane region and Eastern Washington. 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.

Prior to the student's scheduled level I fieldwork experience, a Fieldwork Orientation will take place. The packet of mandatory level I paperwork will be reviewed. This packet contains: *Level I Student Fieldwork Evaluation*, *Time Sheet* and *Student Evaluation of the Level I Fieldwork Experience*. These forms are located in the cohort specific Canvas site all occupational therapy students have access to.

#### Student Responsibilities:

- Contact their respective fieldwork sites *at least one week* prior to the start date and copy the Academic Fieldwork Coordinator.
- Inquire about general start up information regarding start time, resources needed, parking, etc., any on-site student orientation or interview prior to beginning field work.
- On the first day, provide the Fieldwork Educator with the packet containing *Level I Student Fieldwork Evaluation and Time Sheet*.

### LEVEL I FIELDWORK TIMELINE

Course – Section	Semester, Year	Emphasis	Days Required	Assignments	In-Class Time
OCTH 595S	Fall, 2 <sup>nd</sup> Year	Mental Health	Minimum 8 / 4hr days or a combination of full & half days to equal 32-40 hours	Plan/implement one activity, in-service or group experience  1 final journal summary  Completed FW 1 Packet	1 in-class times at beginning of semester 1 mid-term check-in 1 debrief class at end of semester
OCTH 595S	Spring, 2 <sup>nd</sup> Year	Pediatrics	Minimum 5 full clinic days, 32-40 hours	Journal entries/ 3 SOAP Notes  Completed FW 1 packet	1 class time at beginning of semester 1 mid-term check-in
OCTH 595S	Spring, 1 <sup>st</sup> Year	Physical Disabilities	Minimum 5 full clinic days, 32- 40 hours	Journal entries/ 3 SOAP Notes  Completed FW 1 Packet	1 class time at beginning of semester 1 mid-term check-in

## **LEVEL I FIELDWORK ATTENDANCE**

Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience

### **Student Responsibilities:**

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator so that arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator, as soon as possible. Messages may be left by voice-mail, text or email. However, the student must follow up to ensure the message was received prior to the start of workday, if possible.
- The student is responsible for arrangements to make up for time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of confirmed arrangements.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance in the level I fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, initialed and approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Educator and placed in the student's academic file.

## **LEVEL I FIELDWORK FORMS**

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

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

At the conclusion of the Fieldwork experience, the Fieldwork Educator will complete the ***AOTA Level I Fieldwork Competency Evaluation For OT Students*** and review with the student prior to the completion of the experience.

The Academic Fieldwork Coordinator will be responsible for grading specific assignments to be completed during the fieldwork experience. Successful completion of assignments in addition to passing the Student Performance/Professional Development Evaluation will be considered in the student grade. Grading for this course is Pass / Fail.

Students must pass all level I fieldwork placements. If a determination is made by the Fieldwork Educator that the student is at risk of not passing the fieldwork I course, the Fieldwork Educator will contact the Academic Fieldwork Coordinator in a timely manner. Should the student fail the level I fieldwork course, the student will be required to retake the course and corequisites before progressing in the program.

**Student Responsibility:**

- Contact the Fieldwork Educator and the Academic Fieldwork Coordinator regarding any concerns as to successful completion of the experience.

***Level I Fieldwork Timesheet***

The timesheet is used to document the time spent with the fieldwork educator at the clinical site where students are placed. Students must meet the minimum number of hours required in each fieldwork experience and account for it on this form.

***Student Evaluation of the Level I Fieldwork Experience***

The *Student Evaluation of Level I Fieldwork Experience* provides important information about the site / experience to future students, the Academic Fieldwork Coordinator and the Fieldwork Educator. It is required that the student submit this form to the Academic Fieldwork Coordinator.

***Student Self Reflection of the Level I 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 and socialization. Consequently, during each level I fieldwork experience, students will complete assignments given by the Academic Fieldwork Coordinator and/or the Fieldwork Educator to enhance the learning experiences offered during the fieldwork experience.

**Student Responsibilities:**

- Complete all required assignments when due.
- Submit within one week after completion of level I fieldwork experience:
  - Assessment of Student Performance and Development
  - Time Sheet
  - Student Evaluation of Level I Fieldwork Experience

**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 11 - 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 OETH 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 the cohort specific Canvas course and 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 send or drop off to the Academic Fieldwork Coordinator.
- 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.

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# APPENDIX 1

## 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 2

## PROFESSIONAL BEHAVIORS ASSESSMENT

Eastern Washington University  
Department of Occupational Therapy

**Directions:** 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 2 of the handbook). Students will read the content then schedule a meeting with the advisor by 30 September of their first year in the program to sign and date that the Appendix 2 has been reviewed. The advisor will keep the signed copy in the student advising file.

**Process:** At the beginning and mid-term point of each semester, each first and second year occupational therapy student is required to set a meeting with his/her/their program advisor. In OCTH 506S, students will learn the process for writing a Goal Attainment Scale (GAS) goal. This process will be necessary should the student be required to submit a GAS goal in relation to any professional behavior of concern.

**Addressing a concern:** Should a concern arise related to any professional behavior 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 as he/she/they progress into Fieldwork Level II. 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 Attainment Scale (G.A.S.) 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.

**First year students:** (see flow chart below). For each meeting, bring all forms and evidence to support progress.



**Second year students:** Transition from advisor to research mentor as advisor.



**Seven Occupational Therapy Professional Behaviors:** responsibility, competence, communication, integrity, cooperation and teamwork, respect, and initiative. As well, professional appearance is assumed for any public interactions.

**Eastern Washington University-Essential Student Functions:**

- . Mental/psychological requirements
  - . Communicating effectively, both verbally and non-verbally, and receiving communication effectively.
  - a. Managing and maintaining control over emotions
  - b. Concentrating on tasks.
  - c. Remembering information and details
  - d. Making appropriate decisions
  - e. Adjusting to changing environments which includes maintaining emotional health and a demeanor suitable for an academic environment.
- II. Performance requirements
  1. Meeting academic/administrative deadlines, completing tasks as assigned
  2. Attending and participating in classes and required meetings with university faculty and staff.
  3. Managing stressors associated with studying and, if relevant, residing in a university community.
- III. Interpersonal/intrapersonal requirements
  1. Maintaining organization related to academics, health, and well-being, including appropriate hygiene and dress
  2. Adhering to university policies, including the student conduct code and academic integrity policies
  3. Demonstrating appropriate interactions with others including faculty, staff and fellow students
  4. Self-evaluating, identifying, and articulating needs and being able to identify and utilize resources in order to meet those needs

**Rankings:**

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

**Professional Behaviors Assessment**

Please place a check mark in the box to indicate the score for each item listed under specific professional behavior. EWU Essential Student Functions are denoted by Roman numeral and alphabet letter within each section below.

**Responsibility**

Behavior	Dates & Scores				
	O	E	M	B	U
a. Arrives on time to class. (II a & b)					
b. Notifies instructor if you must be absent from or late to class—per syllabus requirement. (I a)					
c. Completes all assignments on time and demonstrate ability to follow directives for assignment requirements. (II a)					
d. Proactively seeks clarification, help, or support for assignments in an appropriate timeframe. (I e)					
e. Participates in class discussions and activities. (II b)					

**Goal(s) for Responsibility:**

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

### Competence

Behavior	Dates & Scores				
	O	E	M	B	U
a. Reviews knowledge and skills needed to perform the clinical tasks and skills when out on Fieldwork Level I or community-based experiences. (II a)					
b. Demonstrates awareness of own limitations and asks for help when needed. (I e)					
c. Demonstrates flexibility and willing to accept/adapt to changing conditions and assignments. (I e)					
d. Applies problem-solving skills to complex issues and situations. (I f)					
e. Performs all tasks and assignments neatly and accurately. (I c)					
f. Locates evidence to back up concepts, ideas, and statements for assignments, discussions, or possible treatment interventions. (II a)					

**Goal(s) for Competence:**

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

### Communication

Behavior	Dates & Scores				
	O	E	M	B	U
a. Uses a tone of voice that communicates professional confidence to peers, professors, and potential clients. (I a)					
b. Shares perceptions and opinions clearly and concisely, using non-judgmental language. (I a)					
c. Use feedback effectively to check listener's understanding (I a)					
d. Establishes appropriate boundaries with peers, instructors, and potential clients. (III c)					
e. Demonstrates appropriate use of technology in class, in Fieldwork or community-based experiences. (III b)					
f. Uses professional language format for all communication including: emails, telephone messages, or face to face contact with other students, faculty, staff, or clients (I a)					

**Goal(s) for Communication:**

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

### Integrity

Behavior	Dates & Scores				
	O	E	M	B	U
a. Performs duties ethically at all times. (I e)					
b. Respects and maintains confidentiality for in-class work, community-based work, and when on Fieldwork experiences. (I e)					
c. Accepts responsibility for own actions without trying to pass the blame. (III c)					
d. Values and cares for the resources of the school and the facilities associated with the academic program. (III b) AOTA					
e. Follows EWU and OT program academic integrity policies and procedures. (III b)					

**Goal(s) for Integrity:**

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

## Cooperation and Teamwork

Behavior	Dates & Scores				
	O	E	M	B	U
a. Assists in plan for a positive group process. (III c)					
b. Communicates needed information clearly for all group members to complete their portions of the group work. Accept group decisions even when you have a different opinion. (I a)					
c. Assumes appropriate share of the work. Offer to do more when necessary. (II a)					
d. Uses problem-solving and conflict resolution to solve any challenges or issues related to peer or instructor requests/assignments. (I e)					
e. Returns all equipment and supplies to where they belong and in good order so they are available for the next person who needs them. (III b)					
f. Follows time limitations to check out any departmental equipment and resources. (III b)					

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

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

## Respect

Behavior	Dates & Scores				
	O	E	M	B	U
a. Respects the rights, feelings, and opinions of peers, instructors, and potential clients. (III c)					
b. Provides help, support, or assistance to peers, instructors, or potential clients without prejudice, disrespect, or racism. (III c)					
c. Uses active listening to understand the perspective of peers, instructors, or potential clients. (I a)					
d. Avoids demonstrating personal emotions that might interfere with academic work, peer or instructor interactions, or engagement with potential clients. (I f & II c)					
e. Uses self-managing sensory regulation appropriate to needs of classroom, program, community. (I b)					

### Goal(s) for Respect:

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



### Initiative

Behavior	Dates & Scores				
	O	E	M	B	U
a. Start projects, activities, assignments, etcetera without requiring reminders.					
b. Effectively plans, organizes, and prepares for assignments, examinations, or activities related to the academic program. (I c)					
c. Independently seeks information and answers to questions PRIOR to asking for clarification or assistance from instructor. (I e)					
d. Accepts feedback from instructors or supervisors and responds appropriately. (I a)					
e. Initiates any meeting with advisor without prompt. (II b)					
f. Follows through on any goals related to this <i>Professional Behavior Assessment</i> . (III d)					

**Goal(s) for Initiative:**

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

### Signature lines

**Fall semester**

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

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

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

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

**Spring Semester**

\_\_\_\_\_  
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 3**

## **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 4

### 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.

## **APPENDIX 5**

### **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. <https://doi.org/10.5014/ajot.2020.74S3006>.

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