



WHITWORTH
UNIVERSITY

**Doctor of Occupational Therapy:
Student Handbook**

2025-2026

[Note: The Students Handbook is a living document. As changes occur, students will be notified and provided with the updated version.]

Accreditation Status

The entry-level Doctor of Occupational Therapy (OTD) degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

**c/o Accreditation Department
American Occupational Therapy Association (AOTA)**

7501 Wisconsin Avenue, Suite 510-E

North Bethesda, MD 20814

Phone: 301-652-6611

accred@aota.org

Graduates of this program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the NBCOT exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Department of Occupational Therapy Faculty and Staff

The Doctor of Occupational Therapy Program

Whitworth University
Dornsife Health Sciences Building
300 W Hawthorne Road
Spokane, WA 99251
509.777.4220 phone
509.777.4687 fax

Staff

Ann Penfield

Program Coordinator
509.777.3444
apenfield@whitworth.edu

Jan Seiersen

Administrative Coordinator for Clinical Education
509.777.3206
jseiersen@whitworth.edu

Jenny Keen

Assistant Director of Graduate Health Sciences
Admissions
509.777.4442
jkeen@wwhitworth.edu

Faculty

Loriann Helgeson, ppOTD, OTR/L, CLA

OTD Program Chair
Associate Professor
509.777.4977
lhelgeson@whitworth.edu

Katie Ericsson, OTD, OTR/L

Assistant Professor
509.777.4311
kericsson@whitworth.edu

Donna Mann, ppOTD, MEd, BSOT, DipACLM

Doctoral Capstone Coordinator
Associate Professor
509.777.4810
dmann@whitworth.edu

Bonnie Kirkpatrick, OTD, OTR/L, CLWT, OMS

Academic Fieldwork Coordinator
Assistant Professor
509.777.4448
bkirkpatrick@whitworth.edu

Molly Codd-Gaskell, ppOTD, OTR/L

Lecturer
509.777.3539
mcodd-gaskell@whitworth.edu

Table of Contents

Accreditation Status.....	2
Department of Occupational Therapy Faculty and Staff	3
Part 1: Program Overview	10
Section 1: Program Introduction	10
Section 2: OTD Mission.....	10
Section 3: OTD Vision and Core Values	10
Vision:	10
Core Values (or Program Threads):.....	10
Section 4: OTD Program Goals	11
Section 5: Expected Learning Outcomes	12
Section 6: OTD Curriculum Overview	12
Curricular Structure	12
Section 7: OTD Curriculum Schedule	20
Section 8: Organizational Structure of the Department.....	21
Part II: Student Requirements	22
Section 1: Admission Requirements	22
Section 2: Prerequisite Courses.....	22
Section 3: Immunizations.....	23
Records must include:	23
Section 4: Criminal Background Checks	23
Section 5: Drug Testing.....	24
Section 6: Insurance	24
Liability Insurance	24
Health Insurance.....	24
Workers' Compensation Insurance.....	25
Section 7: Additional Requirements	25
CPR.....	25
Driver's License	25
First Aid	25
Physical Examination.....	25

HIPPA.....	25
FERPA.....	26
Blood Borne Pathogens	26
AOTA Student Membership.....	26
Other Student Memberships	26
Section 8: Failure to maintain updated records	26
Section 9: Tuition and Fees	27
Part III: Academic Policies	27
Section 1: Academic Standards and Grading	27
Cultivating Satisfactory Performance	27
Grading Scale.....	28
Academic Standing Procedures.....	28
Section 2: Student Evaluations.....	28
Satisfactory Performance.....	29
Section 3: Examinations.....	29
Exams, Testing Environment and Student Behavior:.....	29
Section 4: Make-Up Exams.....	29
Section 5: Artificial Intelligence	30
Overview:	30
AI technologies are increasingly relevant in healthcare education and practice; however, their use must align with Whitworth University - Department of Occupational Therapy's academic integrity standards and professional ethical responsibilities in occupational therapy. This policy establishes guidelines for the responsible, ethical, and transparent use of Artificial Intelligence (AI) tools by Whitworth OTD students in academic coursework, research, and other educational activities. The program's goal is to promote academic integrity while recognizing the evolving role of AI in scholarly work and future clinical practice.....	
As future healthcare providers, students are expected to uphold high ethical standards in the use of emerging technologies. AI must be used in ways that reflect the values of the occupational therapy profession, including integrity, clinical reasoning, cultural humility, and respect for client dignity. Studies examining the use of AI and its effect on the human brain are emerging in the evidence base. A 2025 MIT study examining the neural and behavioral consequences of AI use in essay writing provides useful insights into how to facilitate cognitive growth through thoughtful development of AI policies in academia. See: Kosmyrna, et. al: https://arxiv.org/pdf/2506.08872.....	
Expectations:.....	30
As a program, we recognize there are useful applications for the use of AI (examples: brainstorming and idea generation, language enhancement, literature review assistance, administrative tasks). It is required to have an acknowledgement of the use of AI in any work	

in which it is used and the degree to which it is utilized by citing the AI generative source. Faculty will indicate in their syllabi their own specific guidelines and parameters for AI use. Not all faculty will allow for use of AI or may permit the use of AI on designated assignments only. This is to ensure you have the critical thinking and clinical reasoning skills required of practicing clinicians. Students are responsible for understanding and complying with these expectations.	30
When AI tools are utilized, students must provide a brief disclosure statement in their submitted work. For example: “Portions of this document were generated or revised using ChatGPT by OpenAI to improve clarity and structure.”.....	30
If AI tools were utilized in research (e.g., summarizing articles or assisting in data analysis), disclosure should be included in the methodology or acknowledgments section.....	30
The OTD program prohibits the use of AI in the following manner:	30
· Submitting AI-generated content as original work without disclosure	30
· Using AI to complete assignments, exams, or thesis content when the task is	30
intended to assess individual understanding or learning.....	30
· Generating false or fabricated data, references, or citations	30
· Using AI to circumvent learning outcomes or to plagiarize	30
Violations of these prohibitions will be treated as academic misconduct under the institution’s academic integrity policy.	30
APA Citation:	31
APA guidelines indicate a preference for utilizing primary sources for work when possible. AI is not considered personal communication and therefore the algorithm ought to be cited with an in-text citation and a complete citation in the reference list of the work. Example:.....	31
Guiding Framework:	31
As a guideline, faculty may use the following framework to guide their course specific expectations for AI use.....	31
References:	31
Open AI (2025) ChatGPT (July 10 version) [Large language model] http://chat.openai.com/chat	31
Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2025). AI assessment scale (AIAS). https://aiassessmentscale.com/#levels	31
Section 6: Testing Environment and Student Behavior	31
Section 7: Notice of Concern	32
Section 8: Academic Warning.....	32
Section 9: Academic Probation.....	32
Section 10: Suspension <i>with</i> and <i>without</i> the possibility for reinstatement	33
Part IV: Graduation Requirements	34
Section 1: Grades	34

Section 2: Fieldwork Levels I and II.....	34
Section 3: Doctoral Capstone Experience.....	35
Section 4: Academic Honesty Guidelines.....	35
Section 5: Grievance and Appeal Policy.....	35
Section 6: Course Evaluations.....	36
Section 7: Leave of Absence Requests	36
Section 8: Program Withdrawals.....	37
Part V: Student Professional Behavior Policies	37
Section 1: Professional Behaviors.....	37
Section 2: Class Attendance and Participation.....	37
Section 3: Dress Code	39
Section 4: Maintain Confidentiality	40
Section 5: Social Media and Email Etiquette.....	40
Section 6: Student Records	40
Section 7: Mandatory Reporting	40
Section 8: Copyright Protection on Education Material	41
Section 9: Human Subjects Research Training.....	41
Section 10: Alcohol and Other Substance Use.....	41
Class or laboratory and clinic attendance under the influence of alcohol or substances (even substances that are legally accessible, such as marijuana) is a violation of professional standards and may constitute grounds for dismissal from the program.	41
Section 11: Masking.....	41
Part VI: Laboratory Procedures and Requirements.....	42
Section 1: Emergency Eye Washing and Shower	42
Section 2: Fire or Burns	42
Section 3: Reporting Injuries or Accidents	42
Section 4: Access to Occupational Therapy Lab Space After Normal Business Hours	42
Students have an obligation to maintain quality and cleanliness of teaching and research laboratories, equipment, and personal items. Students are responsible for following policies and procedures pertaining to each individual space. This includes but is not limited to:	42
1. The proper disposal of soiled laundry	43
2. Cleaning and sanitizing materials, equipment, and surfaces	43
3. Placing trash and recycling material in appropriate receptacles	43
4. Returning lab equipment to designated, organized spaces after use.....	43

Equipment damage or failure during use must be immediately reported to the faculty member who granted permission for use of the space as soon as possible. Equipment, furniture, and accessories cannot be removed from the laboratories without written permission from a faculty member.....	43
In general, equipment, including assessments, will not be permitted to leave its primary location unless its use is part of a class and under the supervision and direction of a faculty member. Students will be permitted to checkout goniometers, gait belts, and pulse oximeters for use throughout the term.	43
When checked out, items must also be brought to class to ensure that there is enough for use in class activities. Items must be returned and checked in through the OTD program coordinator. Students may also choose to purchase these high-use items for their own use.	43
Part VII: Student Support	43
Section 1: University Level Accommodations to Support Student Success	43
Accommodations (ADA/504):	44
Accommodations for Religious Observances:.....	45
Section 2: University Level Student Support Services	45
Educational Support Services:	45
Counseling Services:.....	46
Health Services:	46
Recreation Services:	46
Food Services:	46
Writing Support Services:	46
Library Services:	47
Title IX Support Services:	47
Campus Ministry:.....	47
Section 3: Departmental Resources.....	48
Academic Advising:	48
Roles and Responsibilities:	48
Re-assignment of Students to Advisors:	49
Advising & the DCE:.....	50
Part VIII: Regulatory Requirements	51
Section 1: Student Complaints	51
Section 2: Certification and Examination	51
Section 3: Licensure	51
Disclaimer of Certification and Licensure:	52

Section 4: Student Outcomes Disclosure	52
Appendices.....	53
Appendix A: Absence Form.....	53
Appendix B: Receipt of Handbook Form	55
Appendix C: ASP Notice of Concern Form.....	56
Appendix D: OTD Program Student Self-Reflection Action Plan Form.....	58
Appendix E: ASP Remediation Form	60
Appendix F: ASP Recommendation Form	63
Appendix G: ASP Decision Form.....	65
Appendix H: Grade Appeal Documentation Form	67
Appendix I: Leave of Absence Form	70
Appendix J: OTD Program Withdrawal Request Form.....	71
Appendix K: Training and Laboratory Participation Agreement.....	72

Part 1: Program Overview

Section 1: Program Introduction

The Doctor of Occupational Therapy (OTD) program prepares the student for entry-level licensure and practice in Occupational Therapy. The [American Occupational Therapy Association](#) defines occupational therapists (OTs) as professionals who help people across the lifespan to do the things they want and need to do through the therapeutic use of daily activities (occupations). Occupation refers to the human context of goal-directed use of time, energy, interest, and attention (AJOT, 1991). This is embodied by the quintessential quote from Dr. Mary Reilly's 1961 Eleanor Clark Slagle Lecture:

"Man, through the use of his hands, as they are energized by mind and will, can influence the state of his own health."

OT practitioners enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability.

For more information regarding the OTD program visit:

<https://www.whitworth.edu/cms/academics/occupational-therapy-doctorate/frequently-asked-questions/>

Section 2: OTD Mission

The Doctor of Occupational Therapy (OTD) program provides innovative, creative, holistic, interprofessional “mind and heart” education for developing and empowering ethically competent transformational leaders in occupational therapy and healthcare. Guided and committed to faith integration, reciprocal therapeutic relationships, understanding the potency of daily life activities, the program prepares practice scholars who use best scientific evidence to be a catalyst for change, advocate for occupational justice and serve humanity.

Section 3: OTD Vision and Core Values

Vision:

The Whitworth Department of Occupational Therapy program will build leaders in Occupational Therapy education excellence through experiential learning and community engagement in this entry-level program. The graduates will display moral courage, deep compassion, and apply a patient-centered approach to transform the health of society.

Core Values (or Program Threads):

1. *Faith-learner practitioners* that value the integration of faith in occupational therapy and see the relationship between faith and purposeful engagement in meaningful and goal-directed activities (occupations) in one's daily life. A faith-learner integrates the study of humans as “doers.” (occupational science) and begins to understand that the meaning of doing reveals itself over a lifetime (Hasker, 1982).
2. *Effective occupational therapists who understand the importance of doing.* Daily life activities are more than ordinary doing. Doing is, above all, a mission. When we engage in daily life activities, we collaborate with the creative doing of God. Whether through our ordinary or extraordinary doing, we discover who we are, who we will become, our

life roles and vocations. We participate, in the Spirit of Christ, and of His redeeming mission, when our doing provides for our families, respond to the needs of our communities, and celebrate God's creation (Pope Francis, 2017; Fidler, 1978).

3. Transformative leaders offer a vision to guide change and enact change beyond individuals' perceived capacities. Transformative leaders inspire a group of individuals to become a catalyst for change (Bass, 1985).
4. Advocates for occupational justice who understand the intrinsic need for all individuals to explore, express themselves, and influence their environments in ways that support personal growth, opportunities of self-discovery, and an understanding of the links between personal care, safety, subsistence, pleasure, social participation and creativity and one's vocation (Wilcock & Townsend, 2009; Whiteford, 2018).
5. Reciprocal client-centered practitioners who are culturally responsive and understand the value of reciprocity and mutuality in the therapeutic relationship. The process involves exploring differences, being open to valuing clients' knowledge and expertise and recognizing the distinct cultural identity of each individual client (Munoz, 2007).
6. Practice scholars who demonstrate professional excellence grounded in theory and research, informed by experiential knowledge, and motivated by personal values, political commitments, ethical conduct, and creative problem-solving (Benham, 1996; McClintock, 2003).

Section 4: OTD Program Goals

The OTD program seeks to:

1. Provide an educational environment that integrates ethical and legal professional practice in the curriculum-guiding principles.
2. Offer an evidence-informed curriculum that prepares graduates to be experts in the use of purposeful activity to restore function and regain purpose.
3. Graduates will also become transformational leaders with a knowledge of healthcare system literacy.
4. Create a learning environment where individuals from diverse backgrounds can openly and constructively engage in dialogue with each other as we educate the next generation of leaders in Occupational Therapy.

The OTD faculty are:

1. Comprised of a dynamic group of individuals from differing backgrounds who will embrace their faculty roles as a vocation to honor God, follow Christ, and serve humanity.
2. Supported faculty who excel in teaching, scholarship, service, and clinical practice.
3. Encouraged and mentored to meet the unique academic needs and professional formation of our learning community.

The OTD students will be:

1. Students from differing backgrounds and communities who are committed to embrace the mission, values, and educational outcomes of Whitworth University and the OTD program.

2. Highly qualified students admitted through a holistic process, who actively engage in their learning experiences for incorporation into their future practice environments.
3. Students prepared to lead community outreach efforts and healthcare systems.

The OTD graduates will be:

1. Inspired to integrate their mind-and-heart education as they value the uniqueness of all individuals of diverse cultures and societies.
2. Developed practice scholars with the knowledge, skills, and attitudes to adapt in a constantly changing healthcare environment.
3. Developed professionals with the potential to lead and collaborate in multiple roles that can positively impact society, communities, clients, patients, and the profession.

Section 5: Expected Learning Outcomes

Students will demonstrate the core values of our program by achieving the following student learning outcomes:

1. Students will develop as holistic, ethically competent, healthcare professionals from the perspectives of faith integration and liberal arts “mind and heart” education.
2. Students will be empowered to become transformative leaders within the occupational therapy profession and healthcare industry.
3. Students will practice with a deep understanding of the influence of occupational engagement in finding one’s calling, self-identify, optimal performance, participation, health, and well-being.
4. Students will become practice scholars using critical reasoning and reflective thinking to synthesize information from experience, best available scientific evidence, and client preferences resulting in optimal clinical decision-making.
5. Students will develop reciprocal therapeutic client-centered relationships and just communities that value the intrinsic needs of all persons to explore, express self identity, influence one’s environment to provide growth, self-discovery, and foster connections between personal care, safety, subsistence, pleasure, social participation, creativity, and vocation.

Section 6: OTD Curriculum Overview

Curricular Structure

The OTD curriculum is constructed in alignment with the American Occupational Therapy Association’s definition of entry-level practice, while incorporating Whitworth’s mission, vision, and core values to address professional expectations and societal needs. The following principles, unique to the Whitworth OTD program, are integrated into every course.

These principles are:

1. Hands on education
2. Faith in practice
3. Social consciousness and advocacy

4. Interprofessional collaboration
5. Reflective practice
6. Trauma-informed perspective
7. Clinical reasoning and evidence-based practice
8. Global mindedness and cultural competence
9. Lifespan perspective
10. Community engagement
11. Social determinants of health
12. Health literacy
13. Integrity and accountability
14. Individuality and dignity

The WU OTD program offers an eight-consecutive semester-curriculum including summer terms which can be completed in 33 months. These courses are offered in sequential progression to ensure realization of curriculum objectives by the end of the program. OTD courses are built on a foundation of prerequisite courses in the physical and social sciences, and the humanities. OTD foundational courses bring together physical sciences, theory of behavior and development, and assessment and evidence-based practice across the lifespan in preparation for integrating theory into practice and clinical competencies.

OTD courses include an interprofessional perspective to equip students with the skills needed to effectively engage in multi-disciplinary settings. Opportunities for practical learning are embedded throughout our curriculum through collaborative team simulation and immersive activities involving students from the Doctor of Physical Therapy programs in addition to OTD students.

Primary content areas in the curriculum include, but are not limited to, anatomy/kinesiology, activity analysis, OT theory, assessment, evidence-based practice, cultural responsiveness, leadership and ethics, theory and practice in mental health, physical disability, older adults, pediatrics, and neuroscience. Approximately 54% of the OTD curriculum is classroom (didactic) and lab study and the remaining 46% is dedicated to supervised community fieldwork and capstone experiences. The University awards the Doctor of Occupational Therapy (OTD) upon successful completion of the OTD curriculum. Detailed course descriptions and further information about the curriculum and syllabi can be accessed at [Whitworth course catalog](#).

OTD 701 Introduction to Occupation & Interprofessional Practice (2 credits)

This course explores the historical foundation of occupational therapy including the tenants of occupational science development, evolution, and contributions of theorists within the profession and healthcare. Students will be introduced to the Occupational Therapy Practice Framework, which defines the practice domain and process of occupational therapy. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

OTD 702 Applied Anatomy & Kinesiology for Occupational Performance (6 credits)

This course will provide a comprehensive examination of functional human anatomy, biomechanics, and kinesiology of the musculoskeletal, osteological, articular, nervous, and

vascular system as it pertains to human capacity and clinical practice. Specific emphasis will be placed on the role of anatomical structures in relation to common pathologies seen in current clinical practice and application of anatomical knowledge to movement analysis. The course provides prerequisite learning to application of assessment procedures, data collection, interpretation, and planning for therapeutic interventions in occupational therapy.

OTD 704 Theories & Models of Practice in Occupational Therapy (3 credits)

This course examines the process of theory development and analysis of selected practice models, and helps students understand frames of reference for application to occupational therapy evaluation and intervention. Students will discover the application and importance of occupational therapy practice models and frames of reference to practice, as well as explore innovative developments, ongoing research, and continuous advancement of the profession.

OTD 705 Activity Analysis (2 credits)

This course provides the foundational knowledge and skills to combine the analysis of occupational performance and therapeutic activity to positively intervene with persons who are experiencing some dysfunction in occupational performance.

OTD 706: Assessment in Occupational Therapy (2 credits)

This course provides students with foundational knowledge and skills in the administration of standardized and non-standardized screening and assessment tools. Students will critically evaluate published assessment tools including standards for test development, evaluation, use and form conclusions about the merits of the assessments. Students will engage with an interprofessional team explain assessment findings, interpretation, reasoning for developing future intervention plans.

OTD 710: Doctoral Capstone Experience & Project - Introduction (1 credit)

This course represents the first step and introduction to the process and expectations of the Doctoral Capstone Experience and Project (DCE). Students will be: 1) Exposed to potential topics and focus areas for their doctoral capstone experience and capstone project; 2) Begin to develop reflective practice skills, a central element to the DCE and professional practice; 3) Introduced to models for reflection to promote self-reflection on personal learning and professional growth over the duration of the program; and 4) Complete a Critically Appraised Paper (CAP), as a preparatory activity towards critique of scholarly literature and professional writing

OTD 711 Therapeutic Use of Self & Community (2 credits)

This course is designed to develop professional communication skills and behaviors with an emphasis on a) intentional use of self, b) motivational interviewing, c) group process and facilitation, d) interpersonal communication, e) community building, and f) reflective evaluation process used for building interpersonal communication skills. The student will learn to develop and implement therapeutic relationships that support and enhance occupation. The learning activities will assist the student in understanding the dynamics of client-centered therapy, functional groups, and therapeutic communities that facilitate occupational performance.

OTD 712 Evidence Based Practice (3 credits)

This course provides the foundational knowledge, skills, and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based

practice. This course will focus on the concepts and process of evidence-based practice with an emphasis on identifying practice problems, formulating questions based on practice problems, identifying relevant evidence, evaluating evidence, implementing useful findings, and evaluating outcomes. Students will learn to critically appraise research studies including the interpretation of data, statistics, and results reported in the scientific literature as related to occupational therapy practice.

OTD 713 Interprofessional Applied Clinical Neurology (3 credits)

Designed to give students an interprofessional, collaborative experience, this course will focus on a comprehensive examination of neurological functions, processes, and analysis of system relationships applied to the human capacity and function. Students will have the opportunity to dissect and observe anatomical nervous system, ventricular system and meninges, blood supply, sensory and motor systems, reflex pathways, and sequelae of lesions of the nervous system. Emphasis will be placed on the role of clinical assessment of neurological conditions and clinical case analysis of frequently observed in common neurological conditions.

OTD 715 Theory & Practice in Mental Health (4 credits)

This course provides students with the knowledge and skills to perform occupational therapy evaluations and intervention strategies for children, adolescents and adults experiencing psychosocial problems and mental illness to promote participation in daily life activities. Students will apply knowledge and skills from behavioral science, theory, evidence-based practice, principles of wellness and psych-rehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and community.

OTD 716 Theory & Practice in Physical Disabilities (4 credits)

This course provides students with the knowledge and skills to perform occupational therapy evaluations on adults experiencing physical disabilities and to provide intervention strategies that promote participation in daily life activities. Students will gain an understanding of theory, practice models, and frames of reference guiding occupational therapy practice. They will apply evidence-based practice skills needed to address orthopedic, cardiopulmonary, and sensorimotor issues affecting participation and engagement in occupations and societal roles.

OTD 719 Level I Community Fieldwork & Interprofessional Practice (1 credit)

This is the first level I fieldwork placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety of populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experiences in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus-based programs/services. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

OTD 720 Doctoral Capstone Experience and Project: Literature Review (2 credits)

This course represents the second step of the Doctoral Capstone Experience (DCE) and Project sequence. Students will identify a capstone topic of interest relevant to one of eight focus areas - administration, advocacy, clinical skills, education, leadership, policy development, program development and evaluation, or research, and initiate the iterative literature review process. Individualized goals and objectives may be developed, dependent upon student progress towards finalization of the DCE. Students may collaborate with the Doctoral Capstone Coordinator (DCC), their faculty capstone mentor, and other relevant individuals to investigate potential sites and community mentors for completion of their DCE based on progress towards their DCE plan.

OTD 721: Cultural Responsiveness & Occupation (3 credits)

This course provides knowledge, skills, and attitudes essential to becoming culturally responsive in the development of therapeutic relationships. Students will explore differences, mutually valuing clients' knowledge, and expertise in occupations, with the specific values, norms, beliefs, attitudes, and behaviors associated with multicultural perspectives of individuals and groups. Students will recognize the unique cultural identity of each individual and group in their daily life activities called occupations.

OTD 729: Level I International/Culturally Responsive Community Fieldwork & Interprofessional Practice (1 credit)

This is an international or culturally responsive level I community fieldwork within the entry-level occupational therapy doctoral program the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings with an emphasis on the student exploring a culture different from their own either internationally, within the United States or on campus. Cultures explored may include (but not are limited to) ethnic groups, underserved populations, nationalities, religions, etc. and will contribute the ongoing development of the student's cultural awareness and cultural humility.

OTD 801: Applied Leadership and Ethics (3 credits)

This course provides an in-depth examination of leadership and ethical principles and theories frequently encountered within the healthcare environment. The course facilitates self-reflection and identification of personal leadership style and develops within the student and an understanding of leadership and ethics within organizations to become transformative leaders within the occupational therapy profession, healthcare industry, and academia. Students will gain insight into expanding their leadership roles within the health care workplace.

OTD 802: Program Evaluation and Development (3 credits)

This course introduces students to the principles of program development and evaluation and its applications. Students will apply these principles to the development of their DCE plans and to assignments in other courses in which students will make recommendations regarding program development and improvement through the design and application of summative and formative evaluations. Students will make data-driven decisions to address strengths and weaknesses of various services and document results.

OTD 805: Theory & Practice with Neurological Conditions (4 credits)

This course provides students with the knowledge and skills to perform occupational therapy evaluations with adults experiencing neurological disabilities and to provide intervention strategies that promote participation in daily life activities. Students will gain an understanding of theory, practice models, and frames of reference guiding occupational therapy practice. Students will apply knowledge and skills from neurological sciences, theory, evidence-based practice, principles of motor learning and neurorehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and societal roles.

OTD 806: Theory & Practice with Community (3 credits)

This course provides the foundational knowledge and skills to develop programs and services in community settings where persons, groups, and populations seek to promote, maintain, or regain occupational performance. Students will apply health and wellness strategies to work with organizations and populations on campus or in the community as they strive toward occupational justice. Engagement in the community practice project enables students to practice skills of management, leadership, and program development and evaluation in a real-life context to address societal needs through system consultation, policy development, program development, supervision, and education.

OTD 809: Level I Community Fieldwork & Interprofessional Practice (1 credits)

This is the third level I fieldwork placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experiences in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus-based programs/services. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

OTD 810: Doctoral Capstone Experience & Project: Needs Analysis (2 credits)

This course represents the third step of the Doctoral Capstone Experience and Project sequence. Students will identify one or more occupational therapy relevant gaps and design their DCE goals and objectives to narrow the gap. When applicable, students will complete and submit an Institutional Review Board (IRB) proposal with support from the DCC and faculty mentor.

OTD 811: Environment and Technology (2 credits)

This course applies assistive technology augmentative communication devices and environmental modification to promote participation, communication, and health across the life span and in varied settings. Students integrate previous learning from the Occupational Therapy Theory & Practice course, specifically in the assessments, selection, design, and

evaluation of high and low technology devices to support client engagement and participation in occupational performance areas.

OTD 812: Management of Health Care Services (3 credits)

Students apply management strategies and techniques towards understanding operations and functions of healthcare service delivery toward a competitive advantage in the healthcare marketplace including process planning and analysis, personnel management, supply and logistics management, forecasting, scheduling approaches. Real-world simulations will require the application of both operations and project management.

OTD 815: Theory & Practice with Older Adults (4 credits)

This course provides in-depth knowledge and skills in the evaluations and interventions used in occupational therapy to promote participation in daily life activities among older adults. Students will apply knowledge and skills from neurological sciences, theory, evidence-based practice, principles of motor learning and neurorehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and societal roles.

OTD 816: Theory & Practice with Children (4 credits)

This course provides students with the knowledge and skills to perform occupational therapy evaluations and intervention strategies for pediatric conditions to promote participation in daily life activities. Students will apply knowledge and skills from child development, motor control theory, evidence-based practice, principles of human development, engagement in occupations and societal roles.

OTD 819: Level I Community Fieldwork & Interprofessional Practice (1 credit)

This is the final level I fieldwork community placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experiences in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus- based programs/services. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

OTD 820: Doctoral Experience & Capstone: Plan (1 credit)

This course represents the final step of the Doctoral Capstone Experience and Project sequence prior to the implementation phase. Students will develop and finalize a capstone project proposal in collaboration with the DCC, the site mentor, and the faculty advisor when applicable, to include specific and measurable goals and objectives and the schedule plan for the 14-week DCE.

OTD 829: Level II Community Fieldwork (12 credits)

There are two 12-week level II fieldwork placements required within the entry-level occupational therapy doctoral program, which will serve to prepare the student for professional practice as an entry-level occupational therapist (generalist). Level II fieldwork, under the supervision of a licensed occupational therapist, offers the student the opportunity to demonstrate application of theory to practice, use of clinical reasoning, and to practice skills they have acquired throughout their didactic preparation.

The level II experience will expand upon skills learned through level I fieldwork by continuing to allow the student to socialize to the profession, allow for expression of developing professionalism, display adherence to ethical standards set forth by the profession and represent Whitworth's values to the community. Level II fieldwork requirements are meant to expose the student to a variety of practice settings and populations across the lifespan through experience in traditional, non-traditional, and emerging areas of practice, while delivering professional services to clients understanding the potency of daily life activities, use of best scientific evidence, and client-centered practice toward optimal performance, participation, health, and well-being.

OTD 909: Level II Community Fieldwork (12 credits)

There are two 12-week level II fieldwork placements required within the entry-level occupational therapy doctoral program, which will serve to prepare the student for professional practice as an entry-level occupational therapist (generalist). Level II fieldwork, under the supervision of a licensed occupational therapist, offers the student the opportunity to demonstrate application of theory to practice, use of clinical reasoning, and to practice skills they have acquired throughout their didactic preparation. The level II experience will expand upon skills learned through level I fieldwork by continuing to allow the student to socialize to the profession, allow for expression of developing professionalism, display adherence to ethical standards set forth by the profession and represent Whitworth's values to the community.

Level II fieldwork requirements are meant to expose the student to a variety of practice settings and populations across the lifespan through experience in traditional, non-traditional, and emerging areas of practice, while delivering professional services to clients understanding the potency of daily life activities, use of best scientific evidence, and client-centered practice toward optimal performance, participation, health, and well-being.

OTD 910: Doctoral Capstone Experience & Project - Implementation (14 credits)

Students will complete a 14-week, individually mentored capstone experience to develop advanced skills in alignment with their established DCE goals and will engage in skilled reflective practice, completing reflection assignments over the course of the DCE. Students will record DCE hours using EXXAT* weekly and will maintain a detailed log of activities for submission to Canvas as assigned.

*EXXAT is the educational management system used by Whitworth University. Students create an account in EXXAT. Using their EXXAT account, students upload required documents, maintain time logs, and complete other assigned activities to assure programmatic compliance throughout the program.

OTD 930: Doctoral Capstone Experience and Project - Scholarship (4 credits)

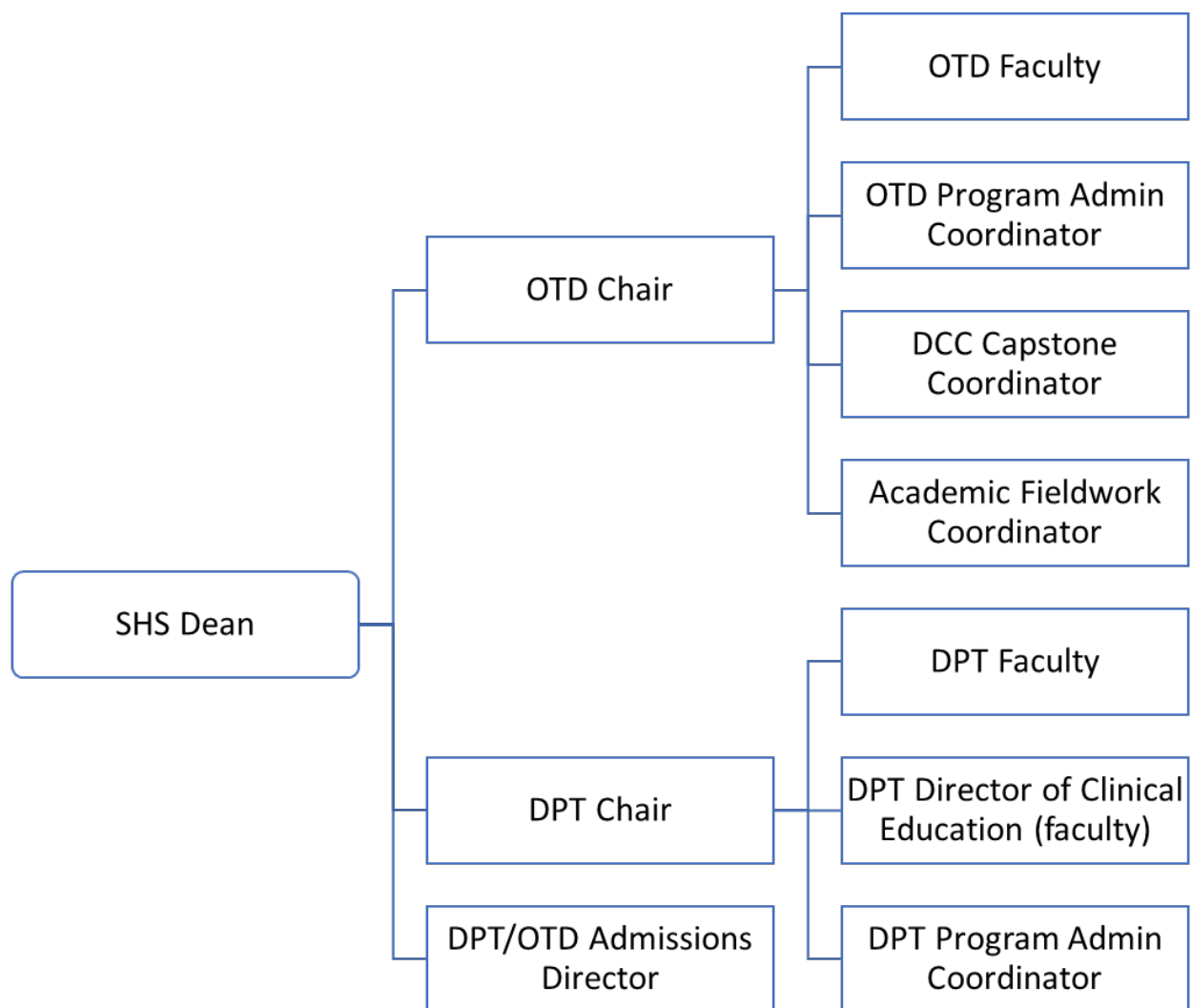
Concurrent with the DCE, students will complete the capstone project as detailed in their DCE, write a manuscript suitable for submission for publication in a professional journal or magazine, and may submit a Call for Papers to state or national venues at the recommendation of the DCC or others. Students will further publicly disseminate DCE and capstone project results through an on-site presentation to colleagues and open to the general public.

Section 7: OTD Curriculum Schedule

YR 1	Semester 1 Fall – 18 weeks	CH	Semester II Spring – 18 weeks	CH	Semester III Summer – 12 weeks	CH
	OTD 701 Introduction to Occupation and Occupational Therapy	2	OTD 712 Evidence-Based Practice	3	OTD 721 Cultural Responsiveness & Occupation	3
	OTD 702 Interprofessional Applied Clinical Anatomy Lecture & Lab	6	OTD 713 Interprofessional Applied Clinical Neurology	3	OTD 729 Level I International/Culturally Responsive Community Fieldwork & Interprofessional Practice	1
	OTD 704 Theories & Models of Practice in Occupational Therapy	3	OTD 715 Theory & Practice in Mental Health	4		
	OTD 705 Activity Analysis	2	OTD 716 Theory & Practice in Physical Disabilities	4		
	OTD 706 Assessment in Occupational Therapy	2				
			OTD 719 Level I Community Fieldwork & Interprofessional Practice	1		
	OTD 710 Doctoral Experience & Capstone Introduction	1	OTD 720 Doctoral Experience & Capstone Literature Review	2		
	OTD 711 Therapeutic Use of Self & Community	2				
	TOTAL	18	TOTAL	17	TOTAL	4
YR 2	Semester IV Fall – 18 weeks	CH	Semester V Spring – 18 weeks	CH	Semester VI Summer – 12 weeks	CH
	OTD 801 Applied Leadership & Ethics	3	OTD 811 Environment & Technology	2	OTD 829 Level II Community Fieldwork	12
	OTD 802 Program Development & Evaluation	3	OTD 812 Management of Health Care Services	3		
	OTD 805 Theory & Practice with Neurological Conditions	4	OTD 815 Theory & Practice with Older Adults	4		
	OTD 806 Theory & Practice with Community	3	OTD 816 Theory & Practice with Children	4		
	OTD 809 Level I Community Fieldwork Interprofessional Practice	1	OTD 819 Level I Community Fieldwork & Interprofessional Practice	1		
	OTD 810 Doctoral Experience & Capstone Needs Analysis	2	OTD 820 Doctoral Experience & Capstone Plan	1		

	TOTAL	16	TOTAL	15	TOTAL	12
YR 3	Semester VII Fall - 12 weeks	CH	Semester VIII Spring – 14 weeks	CH		
	OTD 909 Level II Community Fieldwork	12	OTD 910 Doctoral Experience & Capstone Implementation	14		
			OTD 930 Capstone Project/ Scholarship	4		
	TOTAL	12	TOTAL	18		
			GRAND TOTAL	112		

Section 8: Organizational Structure of the Department



Part II: Student Requirements

Students are admitted into the program after completing a bachelor's degree in the major of their choice, meeting all program prerequisites, and completing an evaluation via an interview process.

Section 1: Admission Requirements

Whitworth's OTD faculty uses a holistic admission process that includes:

- Successful completion of a bachelor's degree from a regionally accredited institution (prior to admission),
- Academic measures, including GPA
- Completion of, or enrollment in, prerequisite courses with a grade "B" or better,
- Evidence of leadership skills, service, and community engagement activities,
- Submission of 3 academic or professional references,
- A CV/ Resume listing academic and professional experience with letter of intent
- Observation opportunities are strongly recommended but not required at this time, due to the impact of COVID-19 on the healthcare industry

Section 2: Prerequisite Courses

Whitworth University OTD program adheres to the recommendations of the Accreditation Council for Occupational Therapy Education (ACOTE). The coursework prerequisites for all students entering the OTD program include:

- 14 credits in natural sciences, including:
 - Introductory biology
 - Introductory physics or kinesiology
 - Anatomy & physiology, with lab
- 12 credits in social sciences, including:
 - Introduction to psychology
 - Developmental psychology
 - Psychopathology or abnormal psychology
 - Introduction to sociology or cultural anthropology
- Three (3) credits in statistics
- Three (3) credits in professional writing
- Nine (9) credits – one course each – in performing arts (art, dance, film, music, theatre, or creative writing), humanities (ethics, gender studies, history, languages, literature, philosophy, religion, or theology), and wellness (fitness, wellness, or nutrition)
- One (1) credit in medical terminology

Section 3: Immunizations

Students are required to submit documentation of vaccination/immunity to the EXXAT database (see Fieldwork Manual for Students and Fieldwork Educators) no later than six weeks prior to the Fieldwork Experience. The requirements are based upon the current recommendations of the U. S. Public Health Service Center for Disease Control and the Washington State Department of Health. Verification of immunizations is also required by clinical sites, prior to engaging in clinical experiences.

All recent (within the last 10 years) immunizations and the tuberculosis (PPD) test must be verified by a health care provider. It is recommended that students request a printout of all immunization records from a previous or current healthcare provider. Depending on age, students may not have proof verified by a healthcare provider for early childhood immunizations. Some clinical sites (including WU) will accept a copy of records (e.g., a childhood immunization booklet), as long as there are exact administration dates.

Records must include:

- Diphtheria-Pertussis-Tetanus (DPT, DTaP, or TdaP) with TdaP booster within the last 10 years
- Measles Mumps Rubella (MMR), 2 shots (or immunity confirmed by titer)
- Polio series (IPV, OPV)
- Hepatitis A (HepA) proof of 2 doses of HepA vaccination or positive titer
- Varicella vaccine or titer proving immunity
- Tuberculosis screen (PPD) annual Step 1 PPD skin test result or blood test result. A positive PPD screen may need to be followed up by a chest x-ray.
- Influenza vaccine within current year cycle.
- COVID-19 vaccine series or declination documentation

Students are responsible for reviewing any additional requirements at each facility prior to their Clinical Education experience and meeting those requirements. Students are responsible for sending actual proof of immunizations, testing or other requirements to the facility when required; if the site only requires attestation, the clinical education team will send a letter of fulfilled requirements prior to the start of the experience. The student's name and contact information will be shared with the site by the program.

Section 4: Criminal Background Checks

Confirmation of clear criminal background checks are required of applicants accepted into the Whitworth OTD program. Admission offers are made pending successful background check clearance. Prospective students, upon acceptance, set up their EXXAT account and submit their background check via their account. The program has contracted with [Universal Background Screening](#) to facilitate background checks. Students are responsible for the costs. 2025 costs were \$91.55 (pricing is subject to change).

Universal works in conjunction with EXXAT to provide the required background checks and documentation. Accounts are set up independently by the student at student expense; this fee is

not included in any university tuition or fees. The clinical education team will provide specific information about how and when to set up an account. Students must provide information release waivers and this clearance to the University within 45 days of matriculation into the program. A previous criminal background may impact the ability of applicants to obtain licensure as an occupational therapist despite successful completion of the OTD program. Any new conviction hinders progression and is evaluated on a case-by-case basis.

Students with past criminal convictions or positive drug screens may also be prohibited from participating in clinical experiences and are reviewed for progression eligibility on an individual basis. If a site refuses to accept a student due to findings from a background check or drug screen, the program cannot guarantee alternate clinical placements for the student. Inability to be scheduled for clinical experiences due to criminal convictions or positive drug screens prevents progression in the program and may result in suspension or dismissal. A clinical site may require students to also participate in its own drug testing protocols and students must follow such clinical site requirements. Students are responsible for reviewing additional requirements such as drug testing prior to any clinical education experience and meeting those requirements.

Section 5: Drug Testing

Drug testing may be required for students to be accepted by a site for a clinical experience. The company, [Universal Background Screening](#) will facilitate the test and the data will be uploaded to the EXXAT system. Students will be required to pay \$29 for this service (pricing is subject to change). Students who do not pass the drug test but have authorized prescription medication to explain the results may submit the prescription to the clinical education team for further clarification. Though marijuana is legal in many states, a positive result from marijuana use in any form may also prevent acceptance by a clinical site for the experience. A clinical site may require a student to also participate in a scheduled or random drug test performed at the site. Students are responsible for reviewing additional requirements such as drug testing prior to any clinical education experience and for meeting those requirements.

Section 6: Insurance

Liability Insurance

Students participating in the Whitworth University OTD program are covered with basic professional liability insurance provided by the University. In some circumstances, students may be asked to purchase additional liability insurance, at their expense. Policy information will be provided during the first fall semester.

Health Insurance

Students must have personal health care insurance to participate in the program and in clinical education. Students are responsible for covering any emergency services needed for illnesses or injuries sustained during off-campus educational experiences. See the Clinical Education Agreement for additional information. Proof of health insurance must be obtained prior to the clinical education experience and uploaded into the EXXAT system.

Workers' Compensation Insurance

Students may need to obtain workers' compensation insurance coverage for clinical education experiences that occur in states where it is required. Such insurance would be at the student's expense. The Clinical Education Agreement will specify if the state and clinical education site require students to have workers compensation coverage. Students will be responsible for providing certificates of insurance to the clinical education sites where coverage is required.

Section 7: Additional Requirements

CPR

Students are required to maintain continuous certification in CPR offered by the **American Heart Association**. Certification must be at the level of **Basic Life Support for Healthcare Providers** and is valid for two years. Recertification classes are offered through the School of Health Sciences to minimize student expenses.

Driver's License

Students are requested to hold a current, valid United States driver's license. Students who do not drive must inform the Academic Fieldwork Coordinator and the Doctoral Capstone Coordinator in the first semester of the program so planning for travel to fieldwork and capstone sites can begin early in the site identification process.

First Aid

Students are required to obtain a training certificate in **First Aid**. First aid certification from American Heart Association or American Red Cross is recommended.

Physical Examination

Students are required to have had a physical examination within the past 12 months. Students needing assistance in obtaining a physical examination are encouraged to contact the Academic Fieldwork Coordinator.

HIPPA

Each student will be required to take training on the Health Insurance Portability and Accountability Act of 1996 (HIPAA) in their first month of the OTD program, this training will be incorporated into OTD coursework. Students must complete the training on an annual basis. Evidence of successful completion must be uploaded with the individual's name visible in the EXXAT system. Some clinical facilities may require additional training modules prior to starting onsite clinical experiences. Students are responsible for reviewing and meeting any of these additional requirements, prior to their clinical education experiences. Additionally, all students must uphold HIPPA regulations, which encompass any client interactions and details about clients in any setting.

More information about HIPPA can be found by visiting the following websites:

- <https://aspe.hhs.gov/reports/health-insurance-portability-accountability-act-1996>
- <https://www.hhs.gov/sites/default/files/privacysummary.pdf>

FERPA

Each student will be required to take training on Family Educational Rights and Privacy Act (FERPA) in their first month of the OTD program, this training will be incorporated into OTD coursework. Students must complete the training on an annual basis. Evidence of successful completion must be uploaded, with the student's name visible, into the EXXAT system. Some clinical facilities may require additional training modules prior to beginning clinical experiences. Students are responsible for reviewing additional requirements to any clinical education experience and meeting those requirements. [FERPA guidelines must be followed when working with student clients in a clinical or educational setting in which FERPA applies, such as pediatric clinics and school-based settings. FERPA training will be required of all students and will be introduced through IPE and Fieldwork courses.](#)

Blood Borne Pathogens

Students must complete training that includes bloodborne pathogens, infection control, personal protective equipment, chemical hazards and fire safety training on an annual basis. Evidence of successful completion must be uploaded, with the student's name visible, into the EXXAT system. Some clinical facilities may require additional training modules prior to beginning clinical experiences. Students are responsible for reviewing additional requirements for any clinical education experience and meeting those requirements. The Clinic Education team will arrange for students' access to annual training.

AOTA Student Membership

Students are required to hold a membership to the American Occupational Therapy Association, as membership provides access to journals that are important to the student learning experience. Students are responsible for purchasing and maintaining their own membership through AOTA. The fee is \$75.00 annually (pricing is subject to change.)

<https://www.aota.org/membership/membership-options>

Other Student Memberships

Additional memberships such as Student Occupational Therapy Association (SOTA) and Coalition of Occupational Therapy Advocates for Diversity (COTAD) will be promoted and available at Whitworth University, however participation is optional to enhance professional development.

Section 8: Failure to maintain updated records

If any of the clinical education requirements are absent or expired, a reminder to provide proof of current status will be sent to the student. If the student fails to update the document or information within 1 week of notification, the student will be contacted by the Academic Fieldwork Coordinator or Doctoral Capstone Coordinator. An additional week to update the information may be granted depending on individual situations. Failure to update information in accordance with stated deadlines will result in a referral to the Academic Standards & Progressions Committee and may impact progression eligibility and result in the possible delay or inability to participate in clinical education experiences. Such delays may impact graduation timelines.

Section 9: Tuition and Fees

Tuition is required for enrollment and participation in the OTD program. Tuition is billed per semester. Tuition charges are subject to change for each cohort.

Tuition posted on the OTD [https://www.whitworth.edu/cms/academics/occupational-therapy-doctorate/about-the-program/overview/Admissions page](https://www.whitworth.edu/cms/academics/occupational-therapy-doctorate/about-the-program/overview/Admissions_page) represents the full tuition and fees for the duration of the program beginning in the current academic year.

In addition to the University's tuition and academic fees, OTD students will be responsible for cost of:

- AOTA student membership (\$75 for each year)
- Textbooks
- Fingerprinting, criminal background check and drug testing as required by fieldwork and capstone sites
- Housing, travel, and site-specific requirements
- Course materials and handouts
- Laboratory supplies
- Clinical education administrative costs
- Equipment (goniometer, stethoscope, reflex hammer, tape measure, gait belt is all optional)
- OTD polo shirt (at least one is required)
- Clinical placement sites may require additional items. Such items are at the student's expense. These could include, but are not limited to, additional malpractice insurance, workman's compensation insurance, electronic medical record access, and others presently unknown.

Part III: Academic Policies

Section 1: Academic Standards and Grading

Students should be familiar with Whitworth University [policies](#), including specific academic standards, class attendance, appeals and graduation procedures.

Cultivating Satisfactory Performance

Satisfactory academic standing in the Occupational Therapy Program is defined as:

1. Maintaining a grade of B- (or higher) and/or a Pass in all OT coursework;
2. Maintaining a minimum semester and cumulative grade point average (GPA) of 3.0 for all graded OT courses;
3. Safe and effective practice skills;
4. Adherence to University and OTD Program policies, rules, and procedures;

5. Demonstration of professional competence and positive interpersonal and professional relations;
6. Professional/ethical conduct and behaviors that align with University, Program, Professional Standards and Policies and Clinical Placement sites.

A grade below B- in any didactic or fieldwork/experiential course is grounds for a remediation plan. Failure to maintain the minimal GPA required will result in academic standing review (see Academic Review Procedures below). A minimum of 3.0 cumulative GPA is required in order to graduate from the OTD program.

Grading Scale

The following grading scale is utilized by all OT courses. Individual course grades are determined by the course instructor per their syllabi and course policies. Students should be informed of their course grades via Canvas and via communication with faculty about their academic progress in each course per their course policies. Make-up work for absences and opportunities for revising work, prior to grades being finalized, are determined by individual instructors per their course syllabus. (see [Appendix A](#)).

A	93.0 – 100	B	83.0 – 86.9
A-	90.0 – 92.9	B-	80.0 – 82.9
B+	87.0 – 89.9	≤ C+	≤ 79.9 – Below Professional Standards

Academic Standing Procedures

A student's academic standing in didactic or fieldwork/experiential courses may be jeopardized by any one or more of the following:

- Indications of poor academic performance;
- Insufficient progress in the development of practice skills;
- Failure to comply with OTD Program policies, rules, or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct; or
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations as defined by [AOTA Code of Ethics](#).

Section 2: Student Evaluations

At least once each semester students will be given feedback on their academic performance, practice skill, and professional behavior development as demonstrated in the classroom or fieldwork/experiential environment. Students earning a grade below a (B-) must repeat the course. Standards for performance are set according to the University Catalog, Occupational

Therapy Program Student Handbook (see [Appendix B](#)), and the AOTA Code of Ethics. Input on these areas of performance is gathered regularly from faculty, fieldwork educators, and/or experiential internship supervisors summarized in the Academic Standing Report form and provided to the student each semester. Student status is identified and described as any one of the following:

Satisfactory Performance - Students must be in good standing in both academic and professional measures to proceed to clinical experiences.

Students must demonstrate the following academic standing areas:

1. Satisfactory progress in academic and clinical performance
2. Professional/ethical conduct and behaviors that align with University, Program, and Professional Standards and Policies and Clinical Placement sites

Section 3: Examinations

Exams, Testing Environment and Student Behavior:

- Students shall take exams as published course schedules and syllabi dictate.
- Circumstances necessitating inability to take exams as scheduled must be reported to the professor as early as possible, at least one hour before the exam. The course professor may exercise discretion in considering other exculpatory factors in certain circumstances.
- A failed exam grade may be awarded to students who do not inform the course professor of their “no show” for an exam.
- Students arriving late for an exam will be required to complete a test in the remainder of the allotted time. No extensions of time will be given for students arriving late for testing.

Section 4: Make-Up Exams

- Make-up exams may be conducted if students produce evidence of extenuating circumstances or hardship including illness, attendance at university required functions, or emergencies.
- Students must produce documentary evidence in support of requests for rescheduling examinations. The deadline for submission of such evidence is at the discretion of the course professor.
- Students must initiate processes for make-up exam requests. Schedule and venue will be at the discretion of the instructor.

Section 5: Artificial Intelligence

Overview:

AI technologies are increasingly relevant in healthcare education and practice; however, their use must align with Whitworth University - Department of Occupational Therapy's academic integrity standards and professional ethical responsibilities in occupational therapy. This policy establishes guidelines for the responsible, ethical, and transparent use of Artificial Intelligence (AI) tools by Whitworth OTD students in academic coursework, research, and other educational activities. The program's goal is to promote academic integrity while recognizing the evolving role of AI in scholarly work and future clinical practice.

As future healthcare providers, students are expected to uphold high ethical standards in the use of emerging technologies. AI must be used in ways that reflect the values of the occupational therapy profession, including integrity, clinical reasoning, cultural humility, and respect for client dignity. Studies examining the use of AI and its effect on the human brain are emerging in the evidence base. A 2025 MIT study examining the neural and behavioral consequences of AI use in essay writing provides useful insights into how to facilitate cognitive growth through thoughtful development of AI policies in academia. See: Kosmyna, et. al: <https://arxiv.org/pdf/2506.08872>.

Expectations:

As a program, we recognize there are useful applications for the use of AI (examples: brainstorming and idea generation, language enhancement, literature review assistance, administrative tasks). It is required to have an acknowledgement of the use of AI in any work in which it is used and the degree to which it is utilized by citing the AI generative source. Faculty will indicate in their syllabi their own specific guidelines and parameters for AI use. Not all faculty will allow for use of AI or may permit the use of AI on designated assignments only. This is to ensure you have the critical thinking and clinical reasoning skills required of practicing clinicians. Students are responsible for understanding and complying with these expectations. When AI tools are utilized, students must provide a brief disclosure statement in their submitted work. For example: "Portions of this document were generated or revised using ChatGPT by OpenAI to improve clarity and structure."

If AI tools were utilized in research (e.g., summarizing articles or assisting in data analysis), disclosure should be included in the methodology or acknowledgments section.

The OTD program prohibits the use of AI in the following manner:

- Submitting AI-generated content as original work without disclosure
- Using AI to complete assignments, exams, or thesis content when the task is intended to assess individual understanding or learning
- Generating false or fabricated data, references, or citations
- Using AI to circumvent learning outcomes or to plagiarize

Violations of these prohibitions will be treated as academic misconduct under the institution's academic integrity policy.

APA Citation:

APA guidelines indicate a preference for utilizing primary sources for work when possible. AI is not considered personal communication and therefore the algorithm ought to be cited with an in-text citation and a complete citation in the reference list of the work. Example:

Guiding Framework:

As a guideline, faculty may use the following framework to guide their course specific expectations for AI use.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

References:

Open AI (2025) ChatGPT (July 10 version) [Large language model] <http://chat.openai.com/chat>
Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2025). AI assessment scale (AIAS).
<https://aiassessmentscale.com/#levels>

Acknowledgement

Portions of this section of this document were generated or revised using ChatGPT by OpenAI to improve clarity and structure.

Section 6: Testing Environment and Student Behavior

Review class syllabi for further information about testing and student behavior.

Section 7: Notice of Concern

A student may be given a Notice of Concern if a course instructor, fieldwork supervisor, or academic advisor has concerns about the student's performance that may hinder continued successful academic progress in any of the academic standing areas. A Notice of Concern is designed to bring the student's attention to an issue (e.g., less than acceptable professional behavior, failing academic performance) so that the student may address and improve performance in the area of concern and avoid receiving an academic warning, probation, or suspension. The student is given the Academic Standards and Progression (ASP) Notice of Concern form (See [Appendix C](#)) by the instructor. The student completes this form and submits it along with their Self-Reflection Action Plan (See [Appendix D](#)) for improving in the area of concern and return it to the instructor within 10 calendar days. A copy of these documents is to be provided by the faculty member to both the academic advisor and the Program for placement in the student's academic advising folder.

Section 8: Academic Warning

An Academic Warning may be given for any one of the following:

- Courses in which a grade of "C+" is earned;
- Semester GPA below 3.0;
- Continued prevalence or increased frequency of previously cited areas of concern; or
- Failure to comply with OTD Program/University rules or procedures or professional/ethical behavior at a level of greater concern.

Students receiving an academic warning will be required to submit to the course faculty the completed Student Self-reflection Action Plan Form which is included in the ASP Remediation form (See [Appendix E](#)). Subsequently, the student and faculty advisor will revise and confirm the Self-reflection Action Plan. The faculty advisor will forward the completed ASP Remediation form with the Student Self-Reflection Action Plan to the OTD Program Chair and Academic Standards and Progression Committee Chair within 72 hours of notification.

Students may be removed from Academic Warning status after successfully completing action items, receiving no C+ grade in the following semester, and a semester GPA ≥ 3.0 the following semester.

Section 9: Academic Probation

A student is placed on academic probation for any one of the following:

- Courses in which two or more grades of "C+" are earned
- Lack of compliance with OTD Program/University rules or procedures or inappropriate professional/clinical/ethical conduct at a level of greater magnitude to warrant a warning
- Semester GPA falls below 3.0 for more than one semester at any time during academic program
- Cumulative GPA falls below 3.0
- Failure to meet the terms of the action plan

Students receiving a notice of Academic Probation will be required to meet with the OTD Program Chair, course instructor, and Faculty Advisor. The instructor provides the student with the ASP Remediation form ([Appendix E](#)) with the Student Self-Reflection Action Plan Form included. Prior to this meeting, the student and Faculty Advisor will work on and revise the Student Self-Reflection Action Plan, which will be shared at this meeting. The Remediation form and the Student Self-Reflection Action Plan will be forwarded to the Occupational Therapy Academic Standards & Progressions Committee Chair within 72 hours of notification of the meeting.

Students may be removed from Academic Probation status after successfully meeting the goals of the remediation plan items and receiving no “C+” grade in the following semester, and a semester GPA ≥ 3.0 the following semester.

Section 10: Suspension *with* and *without* the possibility for reinstatement

A student may be suspended from the program for any one of the following:

- Receipt of three “C+” or below 80% for a course grade, or an N (No Pass) for any required didactic, fieldwork, or experiential courses
- Cumulative GPA below 3.0 for more than two semesters at any time during the academic program
- Academic probation status for more than two semesters at any time during the academic program except when probation is related to fieldwork failure (reference Procedure for Occupational Therapy Academic Standards & Progressions Committee below)
- Failure to meet the terms of an action plan designed as the result of an academic probation
- Lack of compliance with OTD Program/University rules or procedures or inappropriate professional/clinical/ethical conduct at a level of greater magnitude than that considered to warrant probation
- Flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct, and/or the University Code of Student Conduct.

Students receiving a notice of Suspension with the possibility for reinstatement will be required to meet with OTD Program Chair, course faculty, and Faculty Advisor. The student is given by the faculty member the ASP Recommendation form (See [Appendix F](#)) with the Student Self-reflection Action Plan Form included, to improve performance. Prior to this meeting, the student and Faculty Advisor will work on and revise the Student Self-reflection Action Plan, which will be shared at this meeting. The ASP Recommendation form and the Student Self-reflection Action Plan Form will be forwarded to the Occupational Therapy Academic Standards & Progressions Committee Chair within 72 hours of notification of the meeting.

Students receiving a notice of Suspension without the possibility for reinstatement will be required to meet with OTD Program Chair, Course faculty, and Faculty Advisor. The instructor provides the with the ASP Decision form (See [Appendix G](#)) with the Student Self-reflection Action Plan Form included. Prior to this meeting, the student and Faculty Advisor will work on

and revise the Student Self-Reflection Action Plan, which will be shared at this meeting. The ASP Decision Form and Action Plan will be forwarded to the Occupational Therapy Academic Standards & Progressions Committee Chair within 72 hours of notification of the meeting.

Part IV: Graduation Requirements

Section 1: Grades

Overview

A student must have earned a passing grade of B- (minimum of 80%) in all didactic and clinical educational courses required of the curriculum leading to the Doctor of Occupational Therapy (OTD) degree and have at least a 3.0 (B) grade point average. All students must have made appropriate arrangements to discharge all financial obligations to the University.

Final Oral Examination and Skills Check

A Final Oral Exam and Skills Check, completed in the spring of the second year and housed in the OTD 820 course for grading purposes, is required prior to entering the non-didactic portions of the program. Students will be asked to perform one or more skills they have already demonstrated in previously completed courses. Successful completion of the Final Oral Exam and Skills Check is required prior to beginning level II fieldwork in the subsequent summer semester. In the event you are not successful on your first attempt, remediation will be arranged.

The purpose of the Final Oral Exam and Skills Check is to ensure students are prepared for the non-didactic portions of the program and to give students an opportunity to demonstrate collective competence and preparedness to excel in fieldwork and the capstone experiences. This will build students' confidence as they enter this next phase of the program.

Oral Exam: The oral exam requires students to connect theory to practice based on knowledge already demonstrated in one or more courses.

Skills Check: The Skills Check requires students to demonstrate one or more clinical skills learned over the course of the didactic portion of the program.

Section 2: Fieldwork Levels I and II

Level I Fieldwork

The purpose of level I fieldwork is ". . . to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork" (AOTA, 2024). Student eligibility for fieldwork is outlined in relevant course syllabi under the pre-requisites listed for each level I course.

Level II Fieldwork

The purpose of level II fieldwork is ". . . develop competent, entry-level, generalist occupational therapy practitioners. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering evidence based occupational therapy services

to clients” (AOTA, 2025). Student eligibility for fieldwork is outlined in relevant course syllabi under the pre-requisites listed for each level II course. Fieldwork level II is completed over a 12-week period or its equivalent. For additional information related to Fieldwork, refer to the *Fieldwork Manual for Students and Fieldwork Educators*.

Section 3: Doctoral Capstone Experience

The Doctoral Capstone Experience (DCE), and the associated capstone project, develops practice scholars prepared to participate in transformative practice. Students are introduced to the DCE in the Fall semester of the first year of the program, begin planning the DCE in the Spring semester of the first year, and complete the planning process in the Spring semester of the second year. The DCE is implemented, and the capstone project completed, in the Spring semester of the third year. Details about DCE focus areas and capstone project requirements can be found in the Doctoral Capstone Experience Handbook.

Section 4: Academic Honesty Guidelines

The Doctor of Occupational Therapy (OTD) Program strongly endorses and will abide by the academic honesty policy published in the Whitworth University Course Catalog [HERE](#). Students and faculty have a duty and responsibility to acquaint themselves with the academic dishonesty policy; ignorance of which shall not stand as a reasonable explanation for violations of the policy. Consequences for any form of dishonesty may range from a failing grade on a specific assignment to a failing grade in the course to dismissal from the program. Violations of the academic honesty policy become part of your educational record.

Academic dishonesty includes but is not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, collusion, unauthorized collaboration, falsifying academic records, misrepresentation of facts, and unauthorized access to academic or administrative systems. Detailed explanations of various forms of academic dishonesty can be found in the course catalog and graduate school academic policies [HERE](#).

All confirmed incidents of academic dishonesty will be reported to the OTD Program Chair for resolution. If a conclusive resolution of the matter is not reached at that level, the incident will be reported to the Dean of Health Sciences for resolution. Sanctions will be imposed as dictated by the university’s graduate academic policy.

Section 5: Grievance and Appeal Policy

All appeals processes, discussions and decisions shall be kept confidential by all parties involved.

A final grade in a course may be appealed on grounds of suspicion that grade was awarded:

1. Arbitrarily without recourse to standardized criteria for performance in the course;
2. Arbitrarily or through unfair application of grading rubric and standards relative to other applications to other students in the course; and/or
3. Arbitrarily or with a wide variation from agreed standards in course instructions.

Students who have significant grounds to believe a grade does not reflect their performance or meets any of the above criteria shall contact course instructor within five (5) days of publication of grades to discuss the grade. If a student is still dissatisfied after this process, a formal appeal of

the grade to the OTD Program Chair may be commenced by completing the departmental Grade Appeal Documentation Form (see [Appendix H](#)), with a copy to the course faculty and OTD Program Chair. The OTD Program Chair or a designated faculty may assist the student with this documentation process. Such assistance includes but is not limited to advising, setting up meetings, collecting documents, keeping official notes, and other appropriate activities that do not bias or inhibit the process.

The Program Chair may appoint an Appeal Panel comprised of two OTD faculty not involved in the Grade Appeal and one non-OTD faculty. The Appeal will proceed in accordance with School of Health Sciences policy. The Appeals Panel will review input from the appealing student, the course faculty, and others as appropriate, and advise the Program Chair with recommendations for decision and action. The Program Chair's decision will be made in writing with a copy to the student, course faculty and academic advisor. The OTD Program Chair's decision will be considered final in the resolution of grade disputes in the OTD program.

If a satisfactory resolution is not achieved, the student may appeal for adjudication by submitting a written appeal to the Dean of the School of Health Sciences, or her/his designee, who will issue a final decision. In cases of suspension with or without reinstatement, an Appeal Committee composed of the school dean, the Program Chair, and representatives of the OTD program will be formed to handle the Appeal. Further information on Academic Policies for Graduate Programs can be accessed in <http://catalog.whitworth.edu/graduate/>

Section 6: Course Evaluations

Course evaluations provide feedback for instructors and are sources of vital data for enhancement of student experience in the various courses. All students in the OTD program are expected to complete evaluation forms for courses at the end of each semester. The information provided is anonymous and will not be linked to specific student identities. The course evaluations are administered at the end of each course in the semester the course is taught. Students are encouraged to provide constructive feedback about their experiences throughout the course.

Exit interviews are also held to gather data at the end of each capstone and fieldwork experience. Students will hold exit interviews with their mentors to provide vital information to support their professional growth and learning.

Section 7: Leave of Absence Requests

Students may apply for a leave of absence (LOA) from the program and university to address personal matters and extenuating circumstances or hardships. Decisions of LOA in the OTD program will be handled on a case-by-case basis and the Program Chair's decision will be final. Students returning from a LOA may be required to repeat some or all coursework completed prior to the LOA. To request a LOA, submit a Leave of Absence Request form (see [Appendix I](#)).

A written request for a LOA shall be submitted to the chair only when total temporary absence from the program is needed. Students must be in good standing at time of the LOA request.

Reasons for hardship or LOA may include (but are not limited to):

- Health needs or illness
- Birth, death, or other family need

Section 8: Program Withdrawals

If a student would like to withdraw from the OTD program, they are entitled to do so at any point given the following criteria are met: 1) sign and submit an OTD Program Withdrawal form (See [Appendix J](#)), 2) submit a letter to the Department Chair, and 3) submit documentation that demonstrates all outstanding obligations to Whitworth University are resolved. The student should also contact the Financial Aid Office and the Student Accounts Office regarding their change of student status.

Part V: Student Professional Behavior Policies

Section 1: Professional Behaviors

All enrolled students in the OTD program are expected to:

- Be present in person for all classes
- Arrive to classes on time
- Prepare for classes by completing required reading and reviewing other assigned materials
- Produce necessary resources including equipment and materials to facilitate class participation
- Seek instructor permission prior to recording or electronic copying of class sessions or materials
 - Recording of live class sessions can only be permitted with advance notice to the instructor and or through other designated university wide services, by the instructor
 - Recorded materials are not shared with anyone not currently enrolled as a Whitworth OTD student
- Give prior notice to instructor of a disability or medical condition that affects class participation or requires reasonable accommodation approved by the Office of Disability Services

Inability to meet the above guidelines consistently may result in the generation of a professional development contract which the student will be required to follow.

Section 2: Class Attendance and Participation

All classes, lab sessions and seminars are mandatory. In-person learning opportunities are critical for skill-building and testing. Because not all opportunities can be recreated, students are expected to be present for each learning opportunity. Excused absences from classes, seminars or lab sessions will be accommodated for extenuating factors such as ill health, documented family emergencies, and religious holidays. Students will be expected to acquire salient information from peers regarding missed experience(s).

When extenuating circumstances prevent class attendance, the student must inform the course instructor as soon as possible via email and within 24 hours. Students with more than 3 absences per course will be required to complete the Absence Form (Appendix A) and arrange a meeting

with the Program Chair to review possible remediation plans and current academic performance.

Course plans typically include consideration that all students will be present. Missing class presents hardships for the student, their peers, and instructors. Professionalism dictates that every effort is made to attend every scheduled class session and event.

Professional Events Attendance: Students seeking to attend OT-related conferences or events are required to complete the Absence Form (Appendix A) to document pre-approval by the OTD department chair. The OT-related conference or event, when approved, is considered an excused absence.

Important Points:

1. Definitions:
 - a. Excused Absences: Absences requested according to policies and/or reported to the course instructor within 24 hours via e-mail will be considered excused
 - b. Unexcused Absences: Absences occurring without informing course instructor or failure to report absences within 24 hours will be considered unexcused
2. When possible, students must inform the course instructor of the intent to be absent prior to the scheduled class session or off-campus event
3. When possible, students must inform the AFWC of the intent to be absent from fieldwork I experiences prior to the event
4. Extenuating factors, such as ill health or a family emergency, requires the student to inform the course instructor via email within 24 hours of the intent to miss a class or off-campus event
5. Students are responsible for arranging to make-up missed assignments/tests and learning opportunities
 - a. Instructors reserve the right to exercise discretion in requiring a make-up or alternate assignment or content, or determining when opportunities cannot be made-up
 - b. Students are responsible for completing all make-up opportunities in a timely manner
6. Students must inform the course instructor of the intent to be excused for religious holidays well in advance of the event.
 - a. When possible, the course instructor may modify the course session plan to minimize the impact of the missed class time for all concerned
7. Frequent absences constitute a violation of professional standards and pose a threat to the student's ability to develop the necessary knowledge and skills required for success in clinical settings
 - a. Frequent absences may trigger a review by the Program Chair to determine the need for a change in the student's status in the program

Section 3: Dress Code

1. Students in the OTD program are expected to dress professionally and appropriately for the activity, as prescribed by the course instructor, for all sessions and occasions. Failure to comply may result in an inability to participate in classroom activities. Noncompliance may also result in removal from the class until dress code standards are met.
 - a. Guest Speakers and Off-Campus Activities – professional casual dress is required when the class session includes a guest lecturer or when attending off-campus activities. It is suggested you leave a professional outfit in your locker to have in the event there is a guest speaker in class or an off-campus event to attend on a particular day when you are dressed more casually.
 - b. Failure to comply may result in an inability to participate in classroom activities. Noncompliance may also result in removal from the class or from off-campus activities until dress code standards are met.
2. Students will observe facility-specific guidelines for Clinical Education Dress Code as outlined in the fieldwork and DCE handbooks. Specifically, students will have to check in with clinical education facilities and DCE sites about preference for either scrubs, uniforms, casual or business or other requirements.
3. Students shall maintain hygiene— always appear neat and well-groomed on campus. Refer to individual course instructors for specific requirements for standards relating to hair, facial hair, jewelry, or head wear. Scented body lotions, perfumes or aftershaves should not be used in excess and are not to be used in clinical settings.
4. Clothing must be kept neat, clean, and in good repair.
5. Personal clothing such as undergarments should not be deliberately visible. Refrain from revealing clothing such as midriff baring tops or other clothing that exposes private areas of your body. Maintaining modesty during lab sessions is required. Students are expected to anticipate being able to move, bend and reach without violating modesty standards.
6. Consistent with best practices in healthcare settings, fingernails must be kept natural (no artificial nails), kept at finger length, and not polished in clinical and lab settings. This is a professional standard for safety and infection control purposes and will be monitored in some class settings.
7. Course-specific lab clothes are expected to be worn for practicing evaluations and treatment procedures and techniques. These lab clothes should be supportive of observations that need visualization of body parts while allowing for flexibility and freedom of movement. Lab clothes are to be reserved for lab sessions and are not to be worn casually around campus.
8. Students need to be aware that certain forms of body art (tattoos, piercings, ear gauges) may make it difficult to be placed at clinical education sites or attend scheduled community outings. You may be asked to modify or cover your body art to comply with site policies. An inability or unwillingness to do so may result in a delay

or inability to participate which may impact the matriculation and/or graduation plan.

Section 4: Maintain Confidentiality

Whitworth University's expectations for professional conduct require OTD students to maintain confidentiality in all academic and professional endeavors. Confidentiality is required in all settings including classroom, laboratory, fieldwork experiences, and community service activities.

Key elements of this confidentiality policy can be found in the FERPA and HIPPA guidelines. Written documentation will be required to acknowledge understanding of the significance of Protected Health Information (PHI) including its appropriate use for educational needs, importance of confidentiality, and consequences of noncompliance. Students are cautioned to consider elements of confidentiality and etiquette when sharing names and/or images of other students.

Section 5: Social Media and Email Etiquette

Students are required to conduct themselves in a professional manner in all social media usage. Social media is frequently monitored by professional organizations and may be monitored by your fieldwork or DCE sites and/or professors or colleagues. Violating professional code of conduct, ethical standards or university policies may be met with disciplinary action.

When corresponding with clinical sites and faculty, the student must utilize their Whitworth University email account. Emails are considered formal documents and should be written in a professional manner to include a subject, greeting, body and signature. Emails must be proofread, specific, and concise. Emails are to be responded to in a timely manner, especially in communication with your DCE and fieldwork sites.

Section 6: Student Records

Students will be notified of their FERPA rights annually by publication of those rights in the student handbook and the university catalog, or by email at the beginning of the Fall semester. For more information regarding Whitworth's FERPA policy, visit <https://www.whitworth.edu/ferpa/>

Any information regarding a student's disability obtained for documentation purposes shall be considered part of the student's education record and will be subject to protection under the FERPA.

Section 7: Mandatory Reporting

As an occupational therapist in training, each student is considered to be a mandatory reporter, in preparation for their requirements once licensed. OT professionals are legally required by law to report concerns about the abuse, neglect, or exploitation of children or vulnerable adults. Training on mandatory reporting will be facilitated by WU as part of your educational experience and is required for all students and faculty.

Reporting: Process for reporting concerns for child welfare, suspected abuse or neglect:

<https://www.dcyf.wa.gov/safety/mandated-reporter>

Process for reporting concerns for adult or elder welfare, abandonment, or abuse:
<https://www.dshs.wa.gov/altsa/home-and-community-services/mandatory-and-permissive-reporters>.

Section 8: Copyright Protection on Education Material

Use of electronic records by students in the OTD program is limited to instructional material in various courses (i.e., lectures/presentations in PowerPoint format, pictures & video in electronic format, etc.) for personal educational uses allowed under fair educational use guidelines. These materials are prohibited for use in conference presentations or research publications or other unfair use which violate copyright laws.

Section 9: Human Subjects Research Training

Participating in research activities pertaining to any human subjects requires students to complete the research training through the [Collaborative Institutional Training Initiative](https://www.whitworth.edu/administration/academicaffairs/sponsoredprograms/irb/index.htm) (CITI). Each student is required to complete the CITI human subjects research training in the context of their Evidence-Based Practice and DCE courses. Projects involving human subjects must also be reviewed by the Whitworth University IRB, following the Whitworth University IRB guidelines <https://www.whitworth.edu/administration/academicaffairs/sponsoredprograms/irb/index.htm>

Section 10: Alcohol and Other Substance Use

Class or laboratory and clinic attendance under the influence of alcohol or substances (even substances that are legally accessible, such as marijuana) is a violation of professional standards and may constitute grounds for dismissal from the program.

Students have a professional and ethical obligation to report cases of intoxication or substance use by other students or faculty during school/program hours/activities to the Program Chair. For information on intoxication and prohibited substance use during clinical education sessions, refer to the Clinical Fieldwork and DCE student manuals.

Students must also abide by the university policies on public intoxication which can be found in WU Graduate School Policies document [HERE](#).

Section 11: Masking

Masks may be worn, but are no longer required, inside university buildings. Students are encouraged to wear a mask for 10 days following a positive COVID-19 test and for 10 days following an exposure to someone with COVID-19. Students are encouraged to wear a mask if experiencing a cough, cold or other illness.

Masking guidelines based on teaching and community interaction scenarios are as follows:

- If the nature of the gathering is regular class, we do not need to mask.
 - When asking someone from the community to be a guest in a class, as a sign of caring for our neighbors, the instructor must ask the volunteer if they would like the entire class to be masked for a particular health reason, and the class (students, faculty and observers) must comply.

- When Whitworth faculty, staff, students, and outside community members participate in clinical or research activities on-campus, it is the primary responsibility of the instructor to ask about the guest's masking preferences. If masking is desired, all individuals present will wear a mask in the room where the activities are taking place.

All faculty, staff and students should have a mask available at all times. Masks will be required when experiencing any cold-like symptoms, even if when testing negative for COVID-19 and other illnesses.

Part VI: Laboratory Procedures and Requirements

The following laboratory procedures are in place to protect the health and safety of OTD students, faculty, and clients (see [Appendix K](#)).

Section 1: Emergency Eye Washing and Shower

An emergency eye washing station and shower are in the anatomy lab, where exposure to chemicals may occur. Protocols for the use of these safety measures will be covered in the anatomy course.

Section 2: Fire or Burns

Each lab is equipped with an emergency fire extinguisher. In the event of fire, follow the protocols listed for extinguishing a fire provided in each corresponding lab space. Protocols for fires or burns will be covered in labs where there is a risk for fire or burn due to equipment usage or activities.

Section 3: Reporting Injuries or Accidents

If you are injured, or nearly injured, in some type of incident, during the course of your education, while engaged in educational activities on or off campus, or on the Whitworth University campus for any reason, your injury or incident must be reported per university guidelines. In addition to following the university guidelines a report must also be provided to the faculty overseeing your activities, your advisor, and the department chair within 24 hours of the incident. For more information click [HERE](#).

Section 4: Access to Occupational Therapy Lab Space After Normal Business Hours

Students in the OTD program can access classrooms and research laboratories outside of normal class or business hours without the supervision or presence of a faculty member.

To access laboratories after normal business hours students must:

1. Seek the permission of designated faculty for such access
2. Use assigned entry key access, lock-up after use, and restore space to pre-use conditions

Section 5: Maintenance of Laboratories/Equipment/Supplies

Students have an obligation to maintain quality and cleanliness of teaching and research laboratories, equipment, and personal items. Students are responsible for following policies and procedures pertaining to each individual space. This includes but is not limited to:

1. The proper disposal of soiled laundry
2. Cleaning and sanitizing materials, equipment, and surfaces
3. Placing trash and recycling material in appropriate receptacles
4. Returning lab equipment to designated, organized spaces after use.

Equipment damage or failure during use must be immediately reported to the faculty member who granted permission for use of the space as soon as possible. Equipment, furniture, and accessories cannot be removed from the laboratories without written permission from a faculty member.

In general, equipment, including assessments, will not be permitted to leave its primary location unless its use is part of a class and under the supervision and direction of a faculty member. Students will be permitted to checkout goniometers, gait belts, and pulse oximeters for use throughout the term.

When checked out, items must also be brought to class to ensure that there is enough for use in class activities. Items must be returned and checked in through the OTD program coordinator. Students may also choose to purchase these high-use items for their own use.

All equipment should be cleaned utilizing provided cleaning materials designated for use on that item and returned to its storage location after use. Students must also follow specific infection control measures as instructed by a faculty member.

The ADL and Peds/Neuro classrooms will be open for student access, requiring your Whitworth ID badge to access outside of building hours. Students may utilize classrooms for scheduled gatherings by seeking a faculty member to approve the activity in advance, classrooms are accessible with student ID badges during building hours.

Food, drinks, and water are allowed in the classrooms and common areas, except when clients are present. Food and drinks are not permitted in the clinic or simulation rooms. Water in closed containers is permitted.

Part VII: Student Support

Section 1: University Level Accommodations to Support Student Success

Whitworth University has a long history of supporting students with disabilities. We are committed to making our campus accessible to the whole community. However, it is only through voluntary disclosure of disability and request for accommodation that Whitworth University can make individualized adjustments to meet the specific needs of the student.

Whitworth University expects all students to play an active role in their education. It is a student's responsibility to become familiar with the university's policies and with specific course requirements. All students should take the initiative to seek the support, advice, and resources available to them. Students with disabilities who want adjustments to support their success in the program must contact educational support services. The terms "accommodation and "adjustment" are used interchangeably and refer to policy or program changes, and auxiliary aids and services, arranged by the University for providing access for students with disabilities.

Students are advised that accommodations are intended to provide equal access. In the event accommodations do not yield the desired results, students are encouraged to reflect upon their needs and seek the support of their advisor. When more time and effort is required, the student is encouraged to discuss this with their advisor, or other trusted faculty or university support person, to determine if further accommodations are indicated. This may mean designing an individualized program calendar that supports taking fewer classes per term, or repeating courses when necessary to demonstrate mastery of course material. The program recognizes the concept of equity versus equality and is supportive of individualized plans when developed through appropriate channels.

The program does not view students requiring such accommodation as less skilled or less able than peers. Rather, the program values supporting students for success in the occupation of student and the future occupation of occupational therapist.

Under the [ADA](#), a person with a disability "is a person who: (1) has a physical or mental impairment that substantially limits one or more major life activities; OR (2) has a record of such an impairment; OR (3) is regarded as having such an impairment. Not all disabilities require accommodation.

Whitworth University policies and practices are designed to ensure that students have an opportunity to engage in an individualized and interactive process with staff to determine reasonable and appropriate accommodations. Please familiarize yourself with the information on this webpage:

<https://www.whitworth.edu/cms/administration/educational-support-services/>

Accommodations (ADA/504):

Whitworth University is committed to providing its students universal access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the [Office of Educational Support Services \(ESS\)](#) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term for faculty/staff to be notified of your accommodation. Services are not retroactive.

To request accommodation, complete the following steps:

Step 1: Fill out an application on the ESS webpage: www.whitworth.edu/ess - [Application for Services](#)

Contact Information

Phone: 509.777.3380

Email: ess@whitworth.edu or fax directly to ESS at 509-777-3821

NOTE: Look over any documentation you plan to submit (Doctor's letter, IEP, 504 Plan, medical history, disability social security, military evaluation) and assess if it meets most or all of the criteria below (Diagnosis-specific guidelines at www.whitworth.edu/ess).

If documentation does not meet the criteria, please submit nonetheless; you will be informed if you are required to obtain and submit additional documentation.

Documentation should include:

1. A clear statement of the medical diagnosis of the disability or systemic illness and information regarding how the disability limits a major life activity
2. A description of the type and severity of current symptoms
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable
4. Information regarding existing side effects of medication on the student's ability to meet the demands of the postsecondary environment (physical, perceptual, behavioral, or cognitive)
5. A description of treatments, medications, assistive devices/services currently prescribed or in use
6. A description of the expected progression or stability of the disability over time.

Step 2: Schedule your **1 hour** [Intake Appointment](#). List all days and times you are available, and ESS will confirm a calendar appointment with you.

Accommodations for Religious Observances:

In accord with SSB 5166, Whitworth University accommodates student absences, for up to two days per academic year, for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Written notice and request for accommodation must be given within the first two weeks of the beginning of the course and provide the specific dates for which the student requests accommodation. Faculty will work with students to reach mutual agreement about the terms of the accommodation. Direct grievances about a failure to accommodate to the Associate Provost.

Section 2: University Level Student Support Services

Resources are in place to support the overarching educational experience of students in the OTD program. These are designed to optimize student success, promote retention and progression. In addition to department-specific resources including academic advising and mentorship, the university-wide Student Life program provides and coordinates multiple student services that support the graduate student's experience. These services include, but are not limited to, educational support services, counseling, disability services, library services, food services, health center services, and exercise & recreational services. Brief descriptions of these resources follow:

Educational Support Services: Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

The Student Success & Equity Office provides numerous services to Whitworth students including disability and medical accommodations, testing accommodations, coaching for success, and programming for student diversity, equity, and inclusion. Educational support services are available to all students, including distance-learning students and DPT students. Further information about these services can be found on Whitworth university weblink:

[Student Success & Equity | Whitworth University](#).

Counseling Services: Whitworth University's Counseling Center provides services to the OTD program students. Students can make appointments with counseling staff located on campus and these counselors can also work with students who are off campus through remote appointments. The University also works with ProtoCall Services, Inc. to provide 24/7 telehealth services. The telehealth service works to deescalate immediate concerns of anxiety, depression and suicide and helps to schedule follow-up appointments with our health center counselors:

[Counseling Center | Whitworth University](#).

Health Services: Whitworth's Health Center provides services to graduate students including the OTD students. The center is staffed by a Director of Student Health Services and registered nurses and nurse practitioners. The Health Center is available to students by appointment and provides wellness, immunization, illness, injury, and dietitian services. Telehealth appointments are also available. The Health Center can also make referrals to outside specialists and providers. Whitworth does not offer health insurance to students. OTD students are required to show proof of ongoing health insurance and are responsible for obtaining their own health insurance plans. Further information about these services can be found on the Whitworth university weblink [Health Center | Whitworth University](#).

Recreation Services: The University Recreation Center (U-Rec) provides fitness and recreation services. U-Rec membership is available to all students, faculty, and staff. Further information about these services can be found on Whitworth university weblink: [University Recreation Center | Whitworth University](#).

Food Services: Whitworth University contracts with Sodexo for all campus food services. Dining is available at the main Food Court in the Hixon Union Building (HUB) as well as the Café at the Hub and the Mind and Hearth coffee shop, also located in the HUB. An additional coffee shop with limited food services is located in Robinson Science Hall located adjacent to the new Health Science building that will house the DPT, OTD, and aspects of the Health Sciences undergraduate programs. The New Pines Café & Bookstore provides an expansion of food services specifically intended to serve the needs of graduate and continuing studies students, outside of the regular HUB operating hours, as well as to provide an optional year-round dining service to full-time day matriculated students. Sodexo provides a variety of dining plan options for all students, faculty and staff which can be used at any of the available dining service areas. Further information about these services can be found on Whitworth university weblink: [Homepage \(sodexomyway.com\)](#).

Writing Support Services: Whitworth's Composition Commons (WCC), located on the second floor of the H. C. Cowles Memorial Library, provides writing consultation services to anyone affiliated with Whitworth University. The WCC is under the direction of Dr. Jessica Clements, an

Associate Professor of English, and employs student writing consultants across many disciplines. Although not typically used by graduate students, WCC student writing consultants are available to all students by appointment to receive help and support in any step of the writing process. Further information about these services can be found on Whitworth university weblink: [Composition Commons | Whitworth University](#).

Library Services: Library services are provided by The H. C. Cowles Memorial Library on Whitworth's campus and are also available online to all Whitworth students, faculty, and staff. Reference librarians are available at the reference desk during regular operating hours. All students, including OTD program students, can also make a research appointment with a reference librarian. A full description of library services and further information about these services can be found on Whitworth university weblink: [Research - Main - Research Guides at Whitworth University](#) .

Title IX Support Services: Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the University Title IX Coordinator. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law. There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Student Life provides resources for sexual harassment and bias incident prevention and reporting for students. Vice President of Student Life is the Title IX coordinator for campus and leads investigations into Title IX reports such as those pertaining to sexual harassment, hostile environments, sexual assault, domestic violence, dating violence, stalking, and retaliation. Full description of these services can be found at [Title IX | Human Resource Services | Whitworth University](#).

In addition, Whitworth is also a participating institution in the Green Dot movement. A Green Dot is any behavior, choice or action that promotes safety and sets the cultural norm that violence of any kind is not acceptable. Further information about these services can be found on Whitworth university weblink: [Green Dot | Whitworth University](#) .

Campus Ministry: Campus Ministry provides multiple avenues for the spiritual development of students at Whitworth university. Campus ministry at Whitworth exists to support Christians in the Whitworth community have opportunities to know and follow Jesus more in their time at Whitworth. Further information about various activities of campus ministry can be found at [Chapel | Whitworth University](#)

Section 3: Departmental Resources

Academic Advising: Each student will be assigned an advisor from the Department of Occupational Therapy. This advisor will assist with the student's academic and personal development. Should any difficulties arise that impact academic performance, the student is expected to contact the assigned advisor immediately. It is the student's responsibility to inform the advisor of any concerns or problems they encounter during the program. It is the responsibility of faculty members to also communicate concerns to the faculty advisor who will then work with the student to address the concern.

Faculty advisors serve as advocates and mentors to support students for success, helping them to successfully navigate the program and support their academic journey. Faculty advisors direct students to various support services such as educational support services, counseling services, and health services as needed.

Students are required to meet with their faculty advisor a minimum of once a semester. The faculty advisor will initiate the scheduling of this meeting. Topics will include a review of the student's academic and clinical expectations and performance to date. The faculty advisor will support the student to overcome any challenges to progression through the program. Challenges may be identified by the student, the academic advisor, or other faculty members. When necessary, faculty advisors will prepare remediation plans and complete required documents and procedures related to academic and behavioral policy concerns.

Roles and Responsibilities:

Students/ Advisees:

- Secure appointments or utilize faculty office hours to seek advising early as challenges or concerns arise
- Cohort representative: the cohort representative is selected by the cohort and serves as the formal conduit of communication between the Program Chair and the cohort
 - Meet with Program Chair each semester and review expectations as needed
 - Arrange to meet with Program Chair to discuss concerns or seek support as needed

Program Chair:

- Meet with students to discuss concerns as necessary
- Meet with cohort each semester and as needed to review the cohort representative role
- Endeavor to know each student through individual meetings or cohort events

Faculty:

- Meet with advisees as needed to address their concerns or challenges and not less than once per term
- Endeavor to know your advisees and make them feel welcome and supported through individual meetings or cohort events

AFWC:

- Advise all students throughout the program as related to the identification of fieldwork sites and readiness to participate in fieldwork experiences
- Support all students for success during their fieldwork placements

DCC:

- Advise all students throughout the program as related to the development and implementation of the DCE
- Advise all students during the development of the capstone project and delivery/public dissemination of scholarly works

Process:

All students will meet with advisors in accordance with program policies and at the request of any faculty member. All advising meetings will be documented by the faculty member leading the meeting (faculty advisor, Program Chair, AFWC, DCC, or faculty mentor) using an advising log. Signed advising logs will be stored in locked files for the OTD program or secure electronic file.

Assignment of Students to Advisors:

- Students will be divided amongst the faculty for advising.
 - **Program Chair** = (max: 90 over 3 cohorts; cohort representatives)
 - **AFWC**= (max. 90 over 3 cohorts)
 - **DCC**= (max. 90 over 3 cohorts)
 - **Faculty Advisors:** (max. 23 over 3 cohorts)

Faculty advising is separate from the faculty mentoring of the capstone process, which may include Program Chair, AFWC, DCC and/or other faculty members.

Re-assignment of Students to Advisors:

- Students will be assigned to a new faculty advisor by the Program Chair if:
 - The faculty member is no longer teaching at Whitworth University
 - The student is granted their request to change advisors by the Program Chair
- Students may request re-assignment to a different advisor *when extenuating circumstances arise*
 - Students will need to make the request in writing to the Program Chair outlining a rationale or justification for their request
 - Students will meet with the Program Chair to discuss their request
 - Program Chair will, on a case-by-case basis, assist to mitigate the situation and/or re-assign the student to a new advisor
 - Reassignment to a new advisor will be dependent upon the availability of a faculty member to add an advisee to their roster. When faculty rosters cannot accommodate an additional student, the Program Chair will serve as the new advisor until a faculty advisor is available

Advising & the DCE:

A faculty member will be assigned to all OTD students who will serve as their DCE mentor. The DCE mentor will provide support, as requested by the student or the DCC, with the goal of developing exceptional work product(s) and realizing personal-professional growth. The DCE mentor, in addition to the DCC, provides guidance, support, and mentorship via one or more of the following activities:

Development Phase	Implementation Phase	Capstone Project	Dissemination
Topic guidance	Encouragement	Review of project progression	Proofreading manuscript
Focus area guidance	Guidance	Review of project documents	Review of presentation materials
DCE site recommendations	Monitoring of progress towards DCE goals	Proofreading	Encouragement
DCE site mentor recommendations and/or facilitation of introductions	Review of reflective practice assignments	Journal submission recommendations	Guidance
Input for DCE development, including the DCE plan with goals & objectives		Conference submission recommendations	Attendance at dissemination

When possible, the DCE faculty mentor will be assigned in accordance with an experiential match to the student's interest or focus area for their DCE. Ideally, this occurs during the first term of the program, but no later than the third term of the program, as warranted by the student's progression in identification of a DCE topic and/or focus area. **Students are encouraged to initiate conversations with their DCE mentor for support and guidance.**

Part VIII: Regulatory Requirements

Section 1: Student Complaints

Whitworth University seeks to resolve all student concerns in a timely and effective manner. To that end, the contact information and resources at Whitworth University are available to current and prospective students for the resolution of complaints. Links are provided to the appropriate Whitworth website for more information on contacts at the university. For details:

<https://www.whitworth.edu/cms/about/consumer-information/student-consumer-complaint-process/>

For complaints or concerns specific to the OTD program students are encouraged to speak directly with the Program Chair. Students may also contact the program's accrediting body:

Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue, Suite 510-E

North Bethesda, MD 20814

Phone: 301-652-6611

accred@aota.org

Section 2: Certification and Examination

After completion of Whitworth University's OTD program, graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). The individual will become an Occupational Therapist, Registered (OTR) upon successful completion of this exam.

All students are advised to review the [NBCOT Handbook](#) during their first semester in the program to better understand the process of the examination and to request accommodation when their examination time approaches. Opportunities for accommodation for the NBCOT exam are available. Students must request Accommodations well in advance of the exam. If you anticipate needing accommodation for test taking also review the [Testing Accommodations document](#).

National Board for Certification in Occupational Therapy, Inc.

One Bank Street, Suite 300

Gaithersburg, MD 20878

(301) 990-7979

info@nbcot.org

www.nbcot.org

Section 3: Licensure

Individuals are required by all states to hold licensure to practice occupational therapy. State licenses are typically based on the results of the NBCOT Certification Examination. In addition to the required NBCOT exam, one may be required to take an additional state exam. Graduates who wish to practice outside the USA must meet requirements of the country in which they intend to practice.

Disclaimer of Certification and Licensure:

Applicants who register for the National Board for Certification for Occupational Therapy (NBCOT) will be required to answer questions concerning felony history. Whitworth University's Department of Occupational Therapy Program assumes no responsibility for ineligibility to sit for the NBCOT certification examination or the denial of licensure in states in which there are such requirements. For further information please contact NBCOT. This information is available to states with licensure.

Section 4: Student Outcomes Disclosure

To comply with ACOTE requirements dictating aggregate reporting and public posting of program outcomes, the Whitworth Doctor of Occupational Therapy Program will track information regarding OTD students' completion of the program and subsequent employment. To meet accreditation and institutional standards, the program will request data regarding national certification exam (NBCOT) results and employment status. Public disclosure of outcomes, for the three most recent years, is provided via the Whitworth University OTD program webpage. Outcome measures reported include student retention, graduation rates, NBCOT exam pass rates by cohort, and employment rates. This data is also available to all applicants and students upon request.

Appendices

Appendix A: Absence Form

WHITWORTH UNIVERSITY OTD PROGRAM ABSENCE FORM

Attendance in the OTD program courses is mandatory. If you have an extenuating circumstance that prevents you from coming to class, you are responsible for letting the instructor/faculty know as soon as possible via email. Please note that students with more than 3 absences per course will be required to complete this form and seek a meeting with the OTD department chair to review the proposed remediation plans and current academic performance.

When students are looking to attend OT-related conferences or events, this absence form is also required to document pre-approval by the OTD department chair. The OT-related conference or event is considered an excused absence when approved.

Student Name: _____ Today's Date: _____

Please Print

Date(s) of Requested Absence: _____

Reason for Absence:

Remediation Plans for Missed Material:

Date	Class	Faculty Signature	Excused	Unexcused
------	-------	-------------------	---------	-----------

			Faculty Use ONLY	
			☐	☐
			☐	☐
			☐	☐
			☐	☐

Student Signature	Date

Program Chair	Date

Appendix B: Receipt of Handbook Form

**WHITWORTH UNIVERSITY
OTD PROGRAM
RECEIPT OF HANDBOOK FORM**

I, the Undersigned, have received a copy of the Whitworth University OTD Program Student Handbook. This handbook outlines the OTD student policies along with web-based resources that supplement the information related to occupational therapy professional standards and university-wide policies, and procedures. I acknowledge that I have read and understand the policies and procedures for the Whitworth OTD Student Handbook and accept responsibility for adhering to and applying the policies and procedures as intended. If I have any questions or concerns, I will contact my OTD academic advisor and if necessary, the Chair of the OTD Program. I know that this handbook and corresponding references will be used during my study in the OTD program and ignorance of the policies will not be accepted as explanation for violations or nonadherence.

Student Name

Student ID#

Student Signature

Date

Witness Name: _____

Witness Signature: _____

Date: _____

Appendix C: ASP Notice of Concern Form

Academic Standards & Progression (ASP) Committee: Notice of Concern Form Whitworth University Department of Occupational Therapy

Student: _____

Course code(s) and title(s): _____

Instructor(s): _____

Academic Status

☐

Notice of Concern

☐

Academic Warning

Professional Behavioral Status

☐

Professional Behavioral Warning

☐

Disciplinary Probation

Date placed on Academic Status by OTD faculty: _____

Has student submitted [Self-reflection Action Plan](#) (Appendix F in OTD Student Handbook) to Academic Advisor and Program Chair within 10 calendar days after receiving the Notice of Concern?

☐

YES

☐

NO

Description of Action Plan agreed upon by the Student and Course Instructor:

- Goal (academic and/or behavioral, include grades, GPA, specific behavior, etc.)
- Action Plan/ Requirements to meet goal including timeline for completion
- Consequences for not reaching goal within time frame (may include failure of the course, suspension from the program, etc.)

Notes: The documentation of Notice of Concern and [Student Self-reflection Action Plan](#) will be filed in the Academic Advising folder.

Instructor: _____

Date: _____

Academic Advisor: _____

Date: _____

Student: _____

Date: _____

Program Chair: _____

Date: _____

Follow-Up: Student satisfactorily met action plan outlines in the [Student Self-reflection Action Plan](#) within the time frame.

☐ YES

☐ NO

Instructor Initials: _____

Academic Advisor Initials: _____

Program Chair Initials: _____

[The Academic Standards and Progression (ASP) Chair does not need to sign at the Notice of Concern stage.]

Appendix D: OTD Program Student Self-Reflection Action Plan Form

WHITWORTH UNIVERSITY OTD PROGRAM STUDENT SELF REFLECTION ACTION PLAN FORM

The completion of the Student Self-Reflection Action Plan Form will result in the formulation of a contractual action plan based on the feedback from my instructors and the self-assessment I conducted related to my professional behaviors and academic performance. Following this reflexive process, I commit to the following actions as outlined in this professional development plan to optimize my personal performance in the OTD program at Whitworth University.

Reflections: current challenges and priorities for future growth:

Goal 1: (please include measurable goal and timeline)

Goal 2: (please include measurable goal and timeline)

Additional goals to be added on a separate page if needed. Mark here if you have included additional pages [].

I commit to completing these goals and will be accountable to my academic advisor identified below. I also acknowledge that the consequences of not completing this plan will jeopardize my eligibility to continue as a student in the OTD program at Whitworth University.

Name & Signature:

Student: _____ Date: _____

Academic Advisor: _____ Date: _____

Course instructor: _____ Date: _____

Program Chair: _____ Date: _____

ASP Chair: _____ Date: _____

Appendix E: ASP Remediation Form

Academic Standards & Progression (ASP) Committee: Remediation Form Whitworth University Department of Occupational Therapy

Date notified of student issue: _____

Student: _____ Student ID #: _____

Academic Advisor: _____

Course code(s) and title(s): _____

Instructor(s): _____

ASP Recommendation for Academic Status:

- ☐ Academic Warning Academic
- ☐ Probation
- ☐ Academic Suspension With reinstatement
- ☐ Academic Suspension Without reinstatement

☐ No action recommended at this time. ASP Report filed in student folder.

Recommendation for Professional Behavioral Status:

- ☐ Professional Behavioral Warning Disciplinary
- ☐ Probation
- ☐ Disciplinary Suspension With Reinstatement
- ☐ Disciplinary Suspension Without Reinstatement

Description of Action Plan agreed upon by Student, Course Instructor and Academic Advisor:

- Goal (academic and/or behavioral, include grades, GPA, specific behavior, etc.)
- Action Plan/ Requirements to meet goal including timeline for completion
- Consequences for not reaching goal within time frame (may include failure of the course, suspension from the program, etc.)

Notes:

- A student on Academic Probation is not allowed to participate in full-time clinical education experiences.
- A student is permitted a maximum of two semesters of academic probation at any time during the academic program except when probation is related to fieldwork failure.

Instructor: _____ Date: _____

Academic Advisor: _____ Date: _____

Student: _____ Date: _____

cc. Program Chair: _____ Date: _____

Follow-Up: Did the Student satisfactorily meet the action plan outlined in the Remediation Action Plan within the time frame?

☐ **Yes**

☐ **No**

Instructor Initials: _____

Academic Advisor
Initials: _____

Program Chair
Initials: _____

Appendix F: ASP Recommendation Form

Academic Standards & Progression (ASP) Committee: Recommendation Form Whitworth University Department of Occupational Therapy

Date notified of student issue: _____

Student: _____ Student ID #: _____

Academic Advisor: _____

Course code(s) and title(s): _____

Instructor(s): _____

ASP Recommendation for Academic Status:

- ☐ Academic Warning Academic
- ☐ Probation
- ☐ Academic Suspension With reinstatement
- ☐ Academic Suspension Without reinstatement

Recommendation for Professional Behavioral Status:

- ☐ Professional Behavioral Warning Disciplinary
- ☐ Probation
- ☐ Disciplinary Suspension With Reinstatement
- ☐ Disciplinary Suspension Without reinstatement

☐ No action recommended at this time. ASP Report filed in student folder.

Description of Academic/Behavioral Issues:

- Describe evidence supporting academic and/or behavioral issues (i.e., final course grade(s), GPA, parties involved)
- Attach any relevant written correspondence between Academic advisor/ Course instructor and Student, and/or [Student Self-reflection Action Plan](#) to remediate academic status (Appendix F in OTD Student Handbook)

ASP Committee Chair: _____

Date: _____

Program Chair: _____

Date: _____

Academic Advisor: _____

Date: _____

Appendix G: ASP Decision Form

Academic Standards & Progression (ASP) Committee: Decision Form Whitworth University Department of Occupational Therapy

Date: _____

Student: _____ Student ID#: _____

Academic Advisor: _____

Course code(s) and title(s): _____

Course Instructor(s): _____

ASP Chair Decision on Academic Status:

- ☐ Academic Warning
- ☐ Academic Probation
- ☐ Academic Suspension with reinstatement
- ☐ Academic Suspension without reinstatement

ASP Chair Decision on Professional Behavioral Status:

- ☐ Professional Behavioral Warning
- ☐ Disciplinary Probation
- ☐ Disciplinary Suspension with reinstatement
- ☐ Disciplinary Suspension without reinstatement
- ☐ No action required at this time. ASP report filed in student folder

Date student notified of ASP: _____

Decision by ASP Chair – comments:

Notes: If students are suspended without reinstatement from the program, they must surrender their Whitworth ID card and other school properties to the program coordinator.

ASP Committee Chair: _____ Date: _____

cc Instructor: _____ Date: _____

cc Academic Advisor: _____ Date: _____

cc Program Chair: _____

Date: _____

Appendix H: Grade Appeal Documentation Form

**WHITWORTH UNIVERSITY
OTD PROGRAM
GRADE APPEAL DOCUMENTATION FORM**

I. General Information

Name of Student Grievant: _____ Date: _____

Contact Information of Student Grievant:

Email: _____

Phone: _____

Cell Phone: _____

Mailing Address: _____

Course and Instructor Involved in Grievance:

II. Description of Formal Course Grade Appeal

Succinctly provide information to demonstrate how the grading was arbitrary or capricious as outlined in the grievance appeal policy:

III. Supporting Documentation

If you have supporting documentation for your formal course grade appeal, provide a list of the supporting documentation with a summary of each supporting document below. Submit the supporting documentation along with your Appeal Documentation form.

I attest that my concerns about this grade have first been discussed with the professor and that a resolution was not achieved.

Student Name: _____

Student Signature: _____ Date: _____

Course Instructor Name: _____

Course Instructor Signature: _____ Date: _____

Determined Resolution—To be Completed by Department Chair

The following decision has been made by the department chair and will be implemented immediately.

Program Chair Name: _____

Program Chair Signature: _____

Date: _____

ASP Chair Name: _____

ASP Chair Signature: _____

Date: _____

Appendix I: Leave of Absence Form

**WHITWORTH UNIVERSITY
OTD PROGRAM
LEAVE OF ABSENCE REQUEST FORM**

Student Name: _____

Student Contact Information (over next 12 months):

Phone: _____

Email: _____

Mailing Address: _____

Please accept this request for a leave of absence from the Doctor of Occupational Therapy (OTD) Program. I acknowledge, in the event of a medical leave of absence, and if requested, I must provide the OTD Program with necessary medical clearances prior to the initiation of clinical education.

Student Signature: _____ Date: _____

Academic Advisor Name: _____

Academic Advisor signature: _____ Date: _____

OTD Program Chair Signature: _____ Date: _____

Appendix J: OTD Program Withdrawal Request Form

WHITWORTH UNIVERSITY OTD PROGRAM WITHDRAWAL REQUEST FORM

Student Name: _____

Student Contact Information (over next 12 months):

Phone: _____

Email: _____

Mailing Address: _____

Please accept this request for a withdrawal from the Occupational Therapy Program. I acknowledge I am required to notify the OTD department chair.

Student Signature: _____ Date: _____

Academic Advisor Name: _____

Academic Advisor Signature: _____ Date: _____

Program Chair Signature: _____ Date: _____

Appendix K: Training and Laboratory Participation Agreement

WHITWORTH UNIVERSITY OTD PROGRAM TRAINING AND LABORATORY PARTICIPATION AGREEMENT

I understand that as part of my instruction in the OTD Program at Whitworth University, I will be required to participate in laboratory and practical procedures for teaching purposes. I may be asked to allow faculty or other students to perform skills training or demonstration procedures on me. I understand that I have the right to not participate in this activity without impact or consequence on my course grade.

I understand that student laboratory activities and practical exercises may pose a risk of injury. I have been oriented to these risk factors prior to my participation in the OTD program.

I hereby grant Whitworth University OTD program my consent to participate in the various laboratory and practical sessions as a human subject for teaching purposes and voluntarily signed this agreement under no duress.

Student Signature: _____ Date: _____

Emergency Contact phone number(s) - optional _____

Witness Name: _____

Witness Signature: _____ Date: _____

a