



# SCHOOL OF OCCUPATIONAL THERAPY

## STUDENT HANDBOOK

2023-2024

# School of Occupational Therapy

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## Letter from the Director

Welcome to the Pacific Northwest University of Health Sciences (PNWU) Entry-Level Master of Science in Occupational Therapy Program (MSOT).

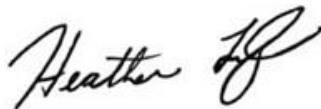
PNWU is a nonprofit university founded in 2005 by the grassroots efforts of visionaries and dedicated physicians and community leaders. Since its inception, the mission of PNWU has been to recruit health care professional students with a passion to serve rural and medically underserved communities, provide a high-quality education in a student-centered and supportive learning environment, and retain highly trained graduates for service among rural and medically underserved areas throughout the Pacific Northwest.

As you begin your studies at PNWU, you are joining a legacy of excellence. You are the next generation of healthcare professional students with the passion and drive to make a difference in rural and medically underserved communities. You have worked hard to arrive at this point in your journey and you will now embark on a rigorous program of training that will equip you to be a highly skilled clinician, leader, scholar, and change agent in the future. We welcome you to the program and look forward to the contributions you will make to a rich and diverse learning environment that benefits us all.

This Handbook is a guide for you. The Handbook articulates the expectations for students and the policies and procedures that govern academic success, curricular activities, and student behavior. The policies and procedures contained herein are designed to ensure PNWU MSOT graduates exceed professional standards and expectations for occupational therapy practitioners.

I look forward to learning with you and supporting you on your academic journey at PNWU!

Sincerely,

A handwritten signature in black ink that reads "Heather" followed by a stylized monogram of the letters "HF".

Heather Fritz, Ph.D., OTR/L, CHC  
Associate Professor and Founding Director, School of Occupational Therapy

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# SCHOOL OF OCCUPATIONAL THERAPY

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## MISSION

To prepare occupational therapists as leaders, scholars, and change agents who deliver occupation-based services that promote the health and well-being of rural and medically underserved communities throughout the Northwest and beyond.

## VISION

To be a leader in preparing occupational therapy professionals who revolutionize the health of rural and medically underserved communities.

## PROGRAM OF STUDY

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The PNWU Entry-Level Master of Science in Occupational Therapy (MSOT) program prepares students to become occupational therapists who promote health and well-being; who are leaders, advocates, change agents, and clinician-scholars in a rapidly changing and dynamic contemporary healthcare landscape; and who have the skills, passion, and commitment to serve rural and underserved populations.

## ENTRY-LEVEL MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

The MSOT program is 72 credits and delivered across six semesters (two years of full-time study) and includes the completion of 24 weeks of full-time clinical experiences in the form of two-Level II Fieldwork rotations, each lasting 12 weeks. All didactic and clinical education requirements must be met prior to graduation. Level II fieldwork experiences occur upon completion of didactic studies.

## ACCREDITATION

Effective August 18<sup>th</sup>, 2022, the PNWU MSOT program was granted Candidacy status by the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) of the [American Occupational Therapy Association](#) (AOTA). The entry-level MSOT program is seeking accreditation from ACOTE. As part of the process, the PNWU MSOT program must have a pre-accreditation review (December 2024), complete an on-site evaluation (February-March, 2025), and be granted Accreditation Status (April, 2025) before graduates will be eligible to sit for the NBCOT exam.



Graduation from an occupational therapy education program accredited by ACOTE is necessary for eligibility to sit for the [National Board for Certification in Occupational Therapy](#) (NBCOT) examination, which is required for licensure and practice in each state. ACOTE will be scheduled to make an on-site visit prior to the graduation date of the inaugural class. Following that site visit, but before the program graduation date, ACOTE will render its decision regarding granting the program full accreditation status.

ACOTE is an accrediting agency that is nationally recognized by the [US Department of Education](#) (USDE) and the [Council for Higher Education Accreditation](#) (CHEA). ACOTE grants specialized accreditation status to qualified entry-level education programs for occupational therapists and occupational therapy assistants. ACOTE maintains a [complaint procedure](#) for issues involving program integrity after all remedies at the institution have been exhausted. The general contact information for ACOTE is:

Accreditation Council for Occupational Therapy Education  
6116 Executive Boulevard, Suite 200,  
North Bethesda, MD 20852-4929  
(301) 652-6611

[accred@aota.org](mailto:accred@aota.org)

# SCHOOL OF OCCUPATIONAL THERAPY

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## SCHOOL PHILOSOPHY, CURRICULAR THREADS, AND PROGRAM OUTCOMES

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### PHILOSOPHY

Our philosophy emphasizes occupation as central to the human experience. Through occupation, people engage in a process of inquiry; through inquiry, they learn, grow, self-actualize, and experience community and meaning (Cutchin, 2013; Cutchin & Dickie, 2012). Occupations are shaped by personal, social, physical, historical, and other contextual factors that may emerge and change across the life course. The relationship among people, contexts, and occupations is transactional in that each shape, and is shaped, by the other (Dickie et al., 2006). Occupational therapy is the skilled and innovative use of meaningful occupations in the intervention context to promote health and wellbeing and improve the life quality for clients, who can be persons, groups, and populations (American Occupational Therapy Association [AOTA], 2020). Effective occupational therapy interventions must be an occupation-based, socially responsive, and client-centered process that is grounded in best evidence and respect for the individual and their context.

### VIEW ON HUMANS AND HOW THEY LEARN

The PNWU School of Occupational Therapy (SOT) Master of Science in Occupational Therapy (MSOT) is based on the philosophical belief that human learning occurs through occupation via inquiry into the dynamic transaction between clients and tasks/activities in the context of the

relevant environment. Occupational engagement is transactional as the person, occupation, and context/environment co-constitute and co-influence one another. Occupations may change over the life course as individuals develop mentally, physically, and socially and take on new roles. Such learning occurs incrementally through the repeated practice of inquiry across the life course. Occupational therapy strives to facilitate this transaction in ways that promote occupational engagement and the health and wellbeing of the mind-body whole (AOTA, 2020).

## EDUCATIONAL PHILOSOPHY

The fundamental belief in occupational therapy education is that students are occupational beings who are actively engaged in an inclusive, client-centered, evidence-based, and occupation-focused teaching-learning process in a way that “promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills” ([AOTA, 2018, p. 1](#)). Occupational therapy education is a life-long process that begins with didactic and experiential learning in an academic setting and continues throughout one’s career to “shape a practitioner’s professional identity” ([AOTA, 2018, p. 1](#)).

Because health and healthcare landscapes are continually changing, future practitioners must be prepared to function within traditional biomedical, disease-focused models and institutional care settings while being equally positioned to advance the profession through carving new paths and leveraging opportunities in emerging settings. Moreover, future practice must increasingly emphasize services that promote health, prevent disease and disability, and address social and behavioral determinants of health to bring ‘health’ and ‘care’ to an increasingly diverse clientele.

The future of healthcare, therefore, requires graduates to be prepared:

1. To assess situations and problems holistically, carefully, and critically;
2. To collaborate and be in constant dialogue with clients, other practitioners, and stakeholders to imagine and shape potential solutions; and
3. To evaluate, reflect on, and assess outcomes and needs to modify approaches and treatments.

Understanding the transactional relationship of people and their contexts, the individual and social habits shaped through those relationships, and how individual and community problems arise from situations that adversely impact occupational performance, occupational participation and wellbeing are central to the way that students learn about occupation and occupational therapy in our curriculum.

This philosophical approach to education and practice, which underlies the PNWU SOT curricula, is the *Transactional Perspective on Occupation* (Cutchin & Dickie, 2013). The SOT implements a focus on this transactional perspective, especially through its central tenant of *inquiry* as the formative concept underlying our curriculum's educational philosophy. The basis for the Transactional Perspective is found in the philosophy of John Dewey, in particular his theories of education, habits, inquiry, growth, and community (Aldrich & Cutchin, 2013; Cutchin, 2007; Cutchin, 2013; Dickie et al., 2006). Guided by the Transactional Perspective on Occupation, the SOT curriculum aims to train students through developing capacities, habits, and skills in the areas of observation, critical and professional reasoning, creativity and imagination, collaboration, reflection, and evaluation, and thereby, complex problem solving. Those capacities are developed in the context of learning, especially social learning, about the distinct value of occupation and occupational therapy.

The educational philosophy is implemented throughout the curriculum in various ways, emphasizing the following concepts:

- **Transactions** are the active, ever changing functional relations that integrate persons and situations (Dickie et al., 2006).
- **Occupations** are a fundamental part of the transactional relationship between people and their various contexts. Through occupation, people functionally coordinate themselves and their world to keep the transactional unit whole and operational for the benefit of the dimensions that constitute it (Cutchin & Dickie, 2012; Dickie et al., 2006).
- **Problematic Situations** are indeterminate situations occurring in everyday life and occupation that are the impetus for thought and action to bring them to resolution (Cutchin, 2013).
- **Habits** are one's predisposition to modes of response (thoughts and actions) acquired through the repeated experiences of individuals in particular contexts (Cutchin, 2007).
- **Inquiry** is a process that includes observing, reasoning, imagining, discussion and deliberation, experimentation, evaluation, reflection, and practice. Inquiry takes place in the context of occupation, is an individual and social process, and is directed towards resolving indeterminate, problematic situations so as to restore functional relations among persons and situations (e.g., transactions; Cutchin, 2013).
- **Practice** is the repeated process of engaging in inquiry to address scientific questions, as well as problems of everyday life. As people practice, they draw on prior learning and experiences and incrementally add to and refine the tools in their

intellectual, emotional, and physical toolbox. Practice thus provides personal and collective growth to better resolve future problematic situations.

The SOT implements strategies of inquiry throughout the curriculum, including a focus on the ways in which (1) people engage in occupation and employ inquiry in occupational processes, (2) therapists work with clients to execute inquiry in the therapeutic process, and (3) therapists work with communities and care institutions to employ inquiry for broader impacts on occupation and population health. These strategies of inquiry are structured into the SOT pedagogy through readings, discussions, assignments, exercises, simulations, and projects. Formative assessments also engage students to receive feedback and reflect on dimensions of inquiry. An additional, longer-term element of the SOT educational philosophy is the growth of students in the development of such skills of inquiry, and in the development of habits of inquiry (i.e., life-long learning habits) in students. This growth leads them to continue to inquire via practice and develop as occupational therapists who are imaginative and successful in addressing occupational needs at the individual, community, and societal levels of engagement.

This philosophy is fully in tune with the fundamental values and belief of occupational therapy education ([AOTA, 2018](#)) and an innovative university environment that cultivates the personal and professional growth of its students and transforms them into expert clinicians, leaders, and change agents. The curriculum includes multiple opportunities for students to apply what is learned in the classroom to the real world through interprofessional educational activities ([AOTA, 2018](#)) and civic engagement in ways that support local, regional, and global causes. Those opportunities enrich students; foster the habits of thought and action needed to engage in socially responsive practice; promote an inclusive culture of humility and sensitivity; and strengthen the bonds between the students, the SOT, and the communities in which we live and work. Our graduates enter the field with a unique occupational therapy and occupational science lens and with innovative skills that will contribute to addressing society's needs.

# PNWU-SOT MSOT CURRICULAR THREADS AND PROGRAM OUTCOMES

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Though ACOTE determines the basic content to be covered in professional programs, the PNWU curriculum has been developed based on our mission, philosophy, the [\*Occupational Therapy Practice Framework: Domain and Process\*](#) (4<sup>th</sup> ed.; AOTA, 2020), and the pillars of the [AOTA 2025 Vision](#). The overarching Program goals are presented below followed by six curricular threads, which guide and organize the curriculum.

## The PNWU SOT Program Outcomes

leaders, scholars, and change agents who deliver occupation-based services that promote the health and wellbeing of rural and medically underserved communities throughout the Northwest and beyond.

### We prepare graduates who:

#### Are Leaders, Scholars and Change Agents

- Demonstrate exemplary professionalism and add value to the interprofessional team.
- Lead and advocate to change policies, contexts, and systems that impact the profession and communities we serve.
- Synthesize best evidence and apply the principles of inquiry to inform clinical decision making.
- Provide socially responsive evidence-based and occupation-based services to rural and medically underserved areas.
- Practice in a socially responsive manner that is consistent with legal and ethical practice standards.

### Deliver occupation-based services to promote health and wellbeing

- Integrate knowledge of occupation and the biological, physical, and behavioral sciences necessary for entry-level occupational therapy practice.
- Apply the concepts of human action to the therapeutic process including the evaluation of action and the implementation of interventions that target the capacity for action.

### Experts in Occupation

Occupation is the defining concept of the profession and differentiates occupational therapy from other health professions. Occupations are the everyday, often taken-for-granted, activities

in which one engages (i.e., what people 'do' with their time and energy). Occupations reflect and support one's identity, sense of self and one's connection to others and contexts, help individuals meet their basic needs, and help people flourish and live life to the fullest. Occupations are socially constructed, can be age normative, and are often patterned in everyday habits and routines. Occupations give one's life personal meaning and value and are central to a person's health, wellbeing, and life satisfaction. The PNWU MSOT curriculum is first and foremost designed to foster an in-depth understanding of occupation. Occupation is viewed as fundamental to human learning, development, and health, and as such, worthy of exploration. Building on a strong foundation in occupational science, students learn how to apply occupation therapeutically, as the means and/or ends of treatment with individuals, groups, communities, and populations. Key courses include Human Capacities I and II (OTH 500 and OTH 525); Introduction to Occupation and Occupational Therapy (OTH 510); Psychosocial Processes Across the Life Course (OTH 515); Environment, Technology, and Occupation (OTH 535); Occupation-based Interventions I, II, and III (OTH 530, OTH 550, and OTH 605); and Occupation-based Health Promotion and Chronic Condition Management (OTH 555).

### General Student Learning Outcomes:

1. Comprehend the complex, transactional, and socially constructed nature of occupations as they contribute to survival, health, and wellbeing across the life course.
2. Analyze occupations for the purpose of understanding the transactions between person, environment, and occupation, and the factors that promote or disrupt occupation for individuals, groups, communities, or populations.
3. Analyze a range of contexts and apply knowledge of persons, environments, and occupations, in ways that support performance and participation in occupation.
4. Synthesize information from the client's occupational profile and apply insights for the purpose of client-centered intervention planning.
5. Demonstrate defensible clinical judgment and an ability to formulate, safely implement, adapt, and evaluate occupation-based interventions.

## Human Action

This theme addresses humans' capacity for action in the context of participating in and performing meaningful daily life activities throughout one's life. The ability to do what people want to do, need to do, and/or are expected to do is essential for meeting occupational needs, promoting self-actualization, and achieving health and wellbeing. Diseases, injuries, other health conditions, and environmental changes can lead to changes in one's capacity to participate in and perform occupations at their desired level of performance and satisfaction. These changes



in the capacity for action can lead to long-term health problems and disability. To gain a better understanding of this phenomenon, human action is explored from anatomical, physiological, kinesiological, and behavioral perspectives. In addition, sociocultural and physical environmental contexts are examined to gain a better understanding of what people do, how they do it, and why. The idea of human action is reinforced throughout the curriculum. Courses that address this theme focus on understanding the underlying structures and system functions needed to support successful performance of meaningful activities. Courses also address the dynamic interrelationships between an individual's capacities for action, the demands of their occupations, and the constraints of their physical and sociocultural environments. This understanding is (1) leveraged in a way to enhance clients' capacities for action to meet, overcome, adapt to, and recover from the demands of their occupations; and (2) the foundation of knowing that informs a client-centered, individualized, and occupation-based therapeutic process. Key courses include Human Capacities I and II (OTH 500 and OTH 525); Introduction to Occupation and Occupational Therapy (OTH 510); Occupation-based Interventions I, II, and III (OTH 530, OTH 550, and OTH 605); and Occupation-based Health Promotion and Chronic Condition Management (OTH 555).

### General Student Learning Outcomes:

1. Comprehend how the transaction between physical, mental, and socioemotional structures, functions, and processes shapes the capacity for human action.
2. Apply knowledge of persons, environments, and occupations to foster human capacity for action across the life course.
3. Analyze changes in physical, mental, and socioemotional structures, functions, and processes that occur over the life course or due to illness or disability and their impact on occupational participation.
4. Evaluate the impact of changes in the capacity for action on occupation, identity, social connection, meaning-making, health, and wellbeing.

## Inquiry

This theme addresses inquiry as necessary to the advancement of the profession and as situated in the service of the communities in which we practice and live. The curriculum is designed to foster the practices of clinical and scientific inquiry, with the end goal of expanding knowledge of occupation and its translation to interventions that improve the lives of individuals, groups, communities, and populations. Inquiry is an iterative process of exploration, assessment, experimental application, and re-appraisal. Both clinical and scientific inquiry are fostered through understanding the scientific method, diverse research methodologies and

ways of knowing, observations, and use of best evidence. In addition, inquiry is addressed as both an individual and social process that inherently involves persons and communities in addressing problems of health, wellness, and participation. The principles of inquiry are introduced and applied to both research and therapeutic practice. Although the concept of inquiry is reinforced throughout the curriculum, the Foundations of Inquiry I, II, and III (OTH 505, OTH 540, and OTH 615) courses provide students with more in-depth opportunities to synthesize and enact principles of inquiry.

### General Student Learning Outcomes:

1. Comprehend the process of inquiry in research, clinic practice, and everyday occupation.
2. Apply theories and evidence to inform clinical decision making.
3. Apply the principles of inquiry to research and clinical practice.
4. Comprehend the importance of developing habits of inquiry (lifelong learning, curiosity, practice) and the need to be a clinician scholar and contribute to building the professional evidence base.

## Health Promotion in Rural and Medically Underserved Communities

This theme addresses the role of occupational therapy practitioners in health promotion and disease/injury prevention, especially among rural and medically underserved populations. Coursework related to this theme addresses the need for occupational therapy professionals (1) to understand the contexts and conditions that shape health in rural and medically underserved communities; (2) to understand the concepts of health disparities, social determinants of health, public and population health, and health promotion and disease prevention; and (3) to be equipped to develop programs and interventions that address social determinants of health and wellbeing and/or facilitate occupational performance and participation in ways that promote health and prevent disease. Health promotion in rural and medically underserved communities is reinforced throughout the curriculum, especially through the Introduction to Occupation and Occupational Therapy (OTH 510); Professional Seminar (OTH 520); Environment, Technology, and Occupation (OTH 535); Occupation-based Health Promotion and Chronic Condition Management (OTH 555); OT Management and Entrepreneurship (OTH 610) courses; and the non-traditional Level 1C Fieldwork experiences (OTH 565).

## General Student Learning Outcomes:

1. Comprehend the historical, geographical, political, socioeconomic, demographic, and policy related factors that shape the health of rural and medically underserved communities.
2. Apply evidence-based models of rural healthcare delivery, health promotion, and disease prevention to address occupational needs in rural and medically underserved communities.
3. Analyze the contexts and conditions that shape health in rural and medically underserved communities.
4. Evaluate potential applications of occupational therapy to address health promotion and disease prevention needs in rural and medically underserved communities.

## Socially Responsive Practice

This theme addresses the importance of practicing in a manner that is equitable, inclusive, and upholds the dignity and rights of all individuals. The concepts of ethics, justice, and advocacy inform the PNWU SOT curriculum. Ethics refers to the values, motivation, and principles that shape behavior and practices. Justice refers to safeguarding human rights and equitable access to occupational participation, regardless of socioeconomic, demographic, or other factors. Advocacy refers to actions taken to defend, support, or promote the rights or positions of others and socially responsive practice. Through an occupational justice lens, coursework, interprofessional education (IPE) experiences, and hands-on experiences serve (1) to develop students' habits of thought and action relative to ethics, justice, and advocacy and, (2) to grow students' confidence in applying those skills in a range of situations. Although ethics, justice, and advocacy are emphasized throughout the curriculum, the Introduction to Occupation and Occupational Therapy (OTH 510), Psychosocial Processes Across the Life Course (OTH 515), Professional Seminar (OTH 520), Occupation-Based Health Promotion and Chronic Condition Management (OTH 555), and Transition to Practice (OTH 620) courses provide students with more in-depth opportunities to understand and enact principles of ethics, justice, and advocacy.

## General Student Learning Outcomes:

1. Comprehend the role of ethics and advocacy in promoting socially just and responsive practice.
2. Analyze the equitable distribution of resources and access to occupation for individuals, groups, communities, and populations, especially in rural and MUAs.

3. Apply the principles of ethical and just practice as outlined by the [AOTA Professional Code of Ethics](#) and [Washington State Code of Ethics and Standards of Professional Conduct](#) to research activities, practice situations, and interactions with peers and community members.
4. Apply the principles of advocacy for the profession and the communities we serve.

## Leadership, Innovation, and Collaboration

This theme addresses the role of occupational therapy practitioners as leaders and change agents, their role on interprofessional teams, and their dedication to collaborative and client-centered care. Coursework is focused on IPE, leadership skills, and skills needed to foster therapeutic use of self and collaborative client-provider interactions. Didactic coursework is augmented with community-based, experiential, and interprofessional learning opportunities in community and nontraditional settings and prepares students to (1) excel in interprofessional teams, (2) take on leadership roles, (3) engage in therapeutic relationships, (4) promote the distinct value of occupation and occupational therapy, (5) become good stewards of resources, and (6) advocate for political, social, and systems change. Leadership, innovation, and collaboration in practice is reinforced throughout the curriculum, especially through the Introduction to Occupation and Occupational Therapy (OTH 510), Professional Seminar (OTH 520), and Transition to Practice (OTH 620) courses and the Interprofessional Education Passport activities.

### General Student Learning Outcomes:

1. Comprehend different leadership and advocacy opportunities within the profession and modes of leadership and advocacy that lead to professional advancement and systems change.
2. Apply principles of leadership to optimally meet professional, societal, community, and individual needs.
3. Communicate and act in a professional, compassionate, and culturally sensitive manner in all encounters with clients, other professionals, and the general public.
4. Articulate the distinct value of occupation to clients, healthcare professionals, and the general public.

# ACADEMIC CALENDAR AND TIMELINE

## SOT Program Academic Calendar AY 2023-2024

Date	Item
July 1 2023	Complete matriculation document requirements (CBC, immunization, health care coverage, online training, CITI)
July 1 2023	Program opt-out form for any provided books and supplies deadline
August 24 – 25 2023	OT Orientation
August 28 2023	OT Fall Term Begins – Class of 2025 Tuition Due
September 4 2023	Labor Day No Classes
September 15 2023	Last day to withdraw with a partial refund
October 16 – 20 2023	Mid-term Week for Fall Term
November 1 2023	Annual Flu Shot Details about times and locations will be posted when available
November 10 2023	Veterans Day - Observed No Classes
November 22 – 24 2023	Thanksgiving Break No Classes
December 11 – 15 2023	Finals Week for Fall Term
December 15 2023	Fall Term Ends
December 22 2023	Fall Term Grades Due
January 8 2024	OT Spring Term Begins Tuition Due
January 15 2024	Martin Luther King Day No Classes
January 26 2024	Last day to withdraw with a partial refund
February 19 2024	President's Day No Classes

Date	Item
February 26 – March 1 2024	Mid-term Week for Spring Term
March 11 – 15 2024	Spring Break No classes
April 29 – May 3 2024	Finals Week for Spring Term
May 3 2024	Spring Term Ends
May 10 2024	Spring Term Grades Due
May 20 2024	OT Summer Term Begins
May 27 2024	Memorial Day No Classes
June 7 2024	Last day to withdraw with a partial refund
June 17 – 21 2024	Mid-term Week for Summer Term
June 19 2024	Juneteenth No Classes
July 4 2024	Independence Day No Classes
July 22 – 26 2024	Finals Week for Summer Term
July 26 2024	Summer Term Ends
August 2 2024	Summer Term Grades Due

# GENERAL STUDENT SUPPORT SERVICES

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## RESOURCES - FINDING INFORMATION

Please refer to the [2023-2024 PNWU Student Catalog](#), the [PNWU Student handbook](#), or the [PNWU Policies Library](#) for all student related policies. The [pnwu.edu](#) website is a resource for all the latest news, University calendar, forms, directory, and links to other important information. The student handbook is a compilation of procedures and guidelines that provide the framework of expectations for academic performance, conduct, behavior, and professionalism as a healthcare professions student at PNWU.

## IMMUNIZATIONS

Student immunization records are located, maintained, and reviewed on Exxat. Students have access to submitted records within Exxat. Students should be aware that immunization records are required for Academic Fieldwork Education and should be prepared to present these records when requested. A complete list of required immunizations can be found in the [PNWU Student Catalog](#).

## EXPOSURE RISKS

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### SAFE LEARNING ENVIRONMENTS

All faculty and students are responsible for promoting a safe and effective teaching and learning environment.

#### General Safety

[General Emergency Procedures and Evacuation instructions](#) can be found on the campus security webpage and include procedures for evacuation, shelter in place, active shooter, medical emergencies, disruptive or distressed individuals, bomb threat, fire or explosion, environmental emergencies, and hazardous materials. General instructions are also posted clearly in each instructional area on campus. Students should familiarize themselves with the instructions specific to the classrooms in which they learn.

**In an Emergency:** Call 911, then call Campus Security at 509.823.3346.

#### CPR/AED

All SOT students and faculty who are occupational therapists are required to maintain current CPR certification (with the use of AED).

#### Safety Data Sheets

Safety Data Sheets (SDS) for all chemicals potentially encountered by students (e.g., to clean and disinfect lab spaces) are in a binder in the SOT suite in the Administrative Coordinator's office. Students are required to review and attest to review of SDS during annual new student orientation (see Safety Data Sheet Attestation form, [Appendix A](#)).

## Disposal of Biohazards

Students may encounter hazardous waste as part of the curriculum (e.g., blood, vomit, urine). Hazardous waste will be disposed of in marked hazardous waste bags (red biohazard bag). Housekeeping will remove hazardous waste and transport bagged waste to the hazardous waste drums located in the anatomy prep room. Hazardous waste experts remove the drums at least once a year. The campus is inspected by Stericycle once a year to make sure we are meeting OSHA standards.

## Standard Precautions

Hand hygiene – Anyone who comes into physical contact with another individual; is involved in food preparation; or handles body fluids, animals, or waste must either wash their hands or use hand sanitizer, **before and after** each encounter. Handwashing procedures will follow the [guidelines](#) from the [Centers for Disease Control and Prevention](#) (CDC).

Personal protective equipment – must be worn in accordance with policies and guidelines from the University, Washington State Department of Health, and the [CDC](#).

## Maintenance of Physical Environment

After using a classroom or laboratory, the faculty member will ensure that all surfaces and equipment (including desks, chairs, mats, treatment tables, therapy balls, etc.) have been disinfected and returned to its proper storage place; the faculty member will facilitate student compliance. Classrooms must be presentable and ready to go for the next session to follow. Students have 12-1 pm open daily for lunch. As such, students will refrain from consuming food and/or beverages in classrooms and lab spaces unless they have received prior authorization from the course instructor to do so. In such cases, it is the responsibility of the faculty allowing food/beverage consumption and the students to ensure class spaces are clean.

## Laundry Services

Each faculty member is responsible for the maintenance of linens (blankets, towels, hand towels, sheets, gowns, etc.) used during lab activities and for facilitating student compliance. The SOT washer and dryer in the performance lab (rm 143) are to be used for laundering linens used during labs.

- Clean linens will be stored in the cabinets in the lab space.
- Soiled linens must be deposited into the dirty laundry bag for laundering.



- Soiled linens will be laundered routinely so that supplies are available for other laboratory activities.
- The SOT student president will organize and compile weekly and end-of-semester sign-ups for laundering responsibilities and will work with the Chair of the Equipment Committee to ensure student compliance.
- After laundering, all clean linens will be folded and returned to the appropriate cabinet for storage.

Faculty will monitor linen supplies throughout the semester, maintain a list of replacement supplies, and make recommendations for replacement to the Equipment Committee and the Program Director (PD).

Faculty will conduct an end-of-year inventory of linens supply used by the programs. This information will be submitted to the PD by the Equipment Committee.

## Maintenance and Safe Operation of Equipment

Faculty members are responsible for the maintenance and safe operation of the equipment/materials used within their laboratories and classrooms. Students should report any damage to equipment or equipment malfunctions to their course instructor. Faculty will:

- Check equipment for obvious defects at the beginning and end of each semester to ensure safe operating status.
- Immediately report any identified sources of unsafe conditions or broken equipment to the Administrative Coordinator (AC), and Chair of the Equipment Committee and remove the equipment from use.
- The AC will work with the PD and Chair of the Equipment Committee to repair or replace the equipment.
- Work with the Chair of the Equipment Committee and AC to ensure equipment is consistently maintained and in clean condition.
- Plan and conduct a general laboratory cleanup at the end of each semester and dispose of any supplies that are no longer useful, according to [Occupational Health and Safety Administration](#) (OSHA) regulations, if applicable, and report any equipment that is no longer operative or out of date to the AC.

## Safe Use of Equipment in the Classroom

In addition to the required health and safety education and training noted above, students will be required to be trained on any equipment and in the use of any supplies that have implications

for health and safety, and which are used in the SOT curriculum. All additional health and safety training (not offered at the university level) will be provided as part of orientation and documented in the student record annually in Exxat.

At the beginning of each semester, students will be informed by the instructor of the potential risks of the use of equipment, the potential risks of participating in treatment activities, and environmental hazards that may be present while attending the lecture or laboratory sessions.

- Students who have preexisting medical conditions or who develop medical conditions that may impact their ability to carry out the routine assignments in lecture or laboratory sessions during the semester must follow the process for [student accommodations](#).
- Students will be advised to not act as subjects for the practice of laboratory activities that are contraindicated based on their health/medical status or that they feel may put them at risk for injury.
- Students will be notified that when using laboratory equipment outside of regularly scheduled class time, they do so at their own risk.
- Any adverse events should be reported immediately to the Program Director, Course Instructor, Administrative Coordinator, and Director of Facilities and Campus Development.

## Student Safety and Access to the Classroom/Laboratory for Independent Study

All students shall have access to laboratories and instructional materials for independent practice and study outside of regularly scheduled classroom instruction. Note: some classrooms may be reserved by other groups within the University for use outside of SOT curricular activities. IF students have questions about room reservation and use, they should consult with the AC. It is assumed that students will spend independent time away from structured lab time practicing hands-on techniques. When doing so, it is assumed that students will demonstrate safe and responsible behaviors as discussed below.

- Students are to assist faculty to leave the lab, clinic, or classroom in a presentable and fully operational state, ready to go for the next session to follow.
- Students are to assist faculty to leave the lab, clinic, or classroom in a fully operational state, at the end of each semester. All food must be removed from the refrigerator prior to leaving at the end of each semester, and all laundry must be clean and put away.
- Students in the lab, clinic, or classroom after hours should use the buddy system.
- Clean up when using labs for class or study time applies to all areas of the buildings, including study space.

## Checking Out of Equipment

Students are not to check-out or use equipment without faculty permission and/or supervision.

- Students must sign out equipment with the AC on the [\*Equipment Check Out Form\*](#) prior to 4:30 pm.
- Students must return equipment to its designated place and clean all areas/equipment used prior to leaving the lab.
- Students must return the key in the drop box outside of the AC's office.
- Lab keys must be returned to the drop box within 24 hours except for Friday checkout, in which case the students must return the key on Monday morning.
- Failure to comply will warrant professional behavior counseling.
- Students will check equipment for obvious defects at the beginning and end of each use to ensure safe operating status.
- Students will immediately report any identified sources of unsafe conditions or broken equipment to the course faculty and AC.
- Students will operate equipment according to the manufacturer's operational manual.
- Students will assist in ensuring that equipment is consistently maintained in clean condition.
- Students will assist in monitoring laboratory supplies throughout the semester and maintain a list of replacement supplies.

Students will participate in the faculty conducted plan for general laboratory cleanup at the end of each semester, dispose of any supplies that are no longer operative, and report any equipment that is no longer operative or out of date to the AC and Chair of the Equipment Committee.

# STUDENT CONDUCT AND PROFESSIONALISM

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## Professionalism

MSOT students are expected to abide by the University's [Student Professionalism Policy](#) as well as the MSOT program-specific professional behavior and professional dress guidelines.

Students who do not adhere to this policy may face corrective action.

## Dress Standards

The student's attire must be clean, neat, and professional in appearance, safe, comfortable, non-binding, and acceptable to clinical education faculty. In the case of special events, students must adhere to professional dress. SOT students will be issued one PNWU SOT Polo style shirt to be worn during community outings. Students may purchase additional shirts if they desire. Students on clinical rotations are expected to use good judgment and if there is a question as to the appropriateness of dress, the student should ask the clinical educator.

Students are instructed to follow the dress code of the program.

- Hair (including facial hair) must be clean, neat, and well-groomed. Students with beards may be asked to shave beards/facial hair by clinical sites for health and safety reasons (e.g., N95 mask fit).
- Long hair must be tied back or pinned up away from face and shoulders during labs or SIM (Simulation Center).
- Fingernails must be clean/manicured (nail length and/or use of acrylic nails may be restricted for certain learning activities)
- Jewelry and perfume/cologne must be kept to a minimum. Allergies to perfumes and other scents are common, so students should avoid using scented products around others but avoid discernable body odor.
- For labs, SIM, client care, or specified learning activities shoes must be closed-toe and closed-heel with non-skid soles.
- Students may be asked to remove body/facial piercings and to cover tattoos.
- Clothing must be modest and restrictive enough to prevent the view of undergarment clothing, bust, midriff or skin of private areas yet allow for freedom of movement by the student to adequately treat/handle patients. Dresses/skirts/shorts may not be

appropriate based on hem lengths (e.g., mini-skirts, and very short bottoms such as running shorts, may be prohibited).

- All clothing must be free of tears, holes, and frays.
- Name tags (PNWU or site-specific) must be worn at all times and easily identified on upper torso.

\*\*\*Course instructors may have additional guidelines for professional dress based on course-related activities.

## PNWU SOT Professional Behaviors

### Opening Statement

Occupational therapists are representatives of the profession of occupational therapy and in service to all healthcare recipients. As a student at PNWU and a future healthcare professional, you are a part of something greater than yourself. You are thus expected to act in ways that consistently demonstrate your duty and commitment to improving the health and well-being of all people; to eliminating the behaviors that lead to inequality and injustice; and to creating sustainable, healthy, and just living conditions. Your actions in the learning environment, the community, and practice settings directly reflect your duty and commitment to uphold established ethical and just standards of conduct. As such, you are held personally accountable for your actions, are expected to engage in self-reflection, and be subject to external evaluation. You are expected to place the needs of others above your own and to act with integrity, compassion, and respect, regardless of an individual's differences. You are expected to develop, maintain, and improve upon these behaviors that define you as a professional during your time in the program and throughout your career as an occupational therapist. This commitment to professionalism is your contract to the betterment of yourself and society. We understand that professional development is a learning process that requires practice, patience, and perseverance. The minimum standards of professional behaviors set forth will support your personal and professional growth and will prepare you for success in this program and as a future occupational therapist.

### What are Professional Behaviors in Occupational Therapy?

Professional behaviors in occupational therapy refer to the qualities, characteristics, and manners of personal conduct that an individual possesses and demonstrates in ways that align with the ethical values, cornerstones, fundamental principles, and established standards of occupational therapy practice. The development, maintenance, and improvement of these

behaviors are necessary to prepare students for successful entry into the profession and for developing ongoing professional competency and expertise. In addition, professional behaviors are generalizable to how one conducts themselves outside of the profession on the basis of self-improvement, making positive contributions to society, and enhancing personal relationships.

## Professional Behaviors that Students are Expected to Demonstrate

1. Communication (applies to written, verbal, and non-verbal forms of communication and all interactions in the learning environment, clinical settings, and community)
  - Uses language and communication styles (e.g., non-violent, non-judgmental, person-first, with cultural humility, avoids condescension or negative comments about others) appropriate to the audience and their specific needs, including clients, colleagues, guests, instructors, staff, and fieldwork educators.
  - Feedback (includes timing, style, volume, and tone; content is appropriate, respectful, and effective)
    - Effectively asks for feedback, which includes, but is not necessarily limited to:
      - Planning (e.g., identifying topics/foci of feedback; identifying appropriate individuals to provide feedback; identifying an appropriate time for feedback).
      - Discussing the opportunity with the appropriate individual(s), including the desired outcomes of feedback.
      - Articulating/requesting the desired type of feedback.
  - Gives constructive feedback, which refers to providing feedback to others that can be used to develop successful skills and behaviors.
    - Receives and responds effectively to feedback, which refers to how the student receives feedback and modifies their behavior in response to feedback from peers, professionals, and patients/clients. This includes, but is not necessarily limited to:
      - Listening to understand, asking follow-up/clarifying questions, summarizing the understanding, and thanking for feedback.
      - Taking time to reflect on the feedback to extract the meaning and identify opportunities to act upon the feedback.

- Providing updates to the individual(s) who provided feedback.

## 2. Responsibility/Commitment for Learning

- Assumes responsibility for own learning, growth, and decisions, and follows through.
  - Attempts to understand material and/or solve problems independently before asking for guidance; returns to independence after receiving some guidance.
  - Identifies own needs and resources for learning and continually seeks opportunities to apply new knowledge, behaviors, and skills.
  - Arrives punctually to class and appointments; notifies faculty in advance if attendance is prevented or delayed.
  - Manages time effectively (is ready to begin at the start of class time [i.e., not unpacking learning materials, starting up computer, viewing social media, checking email, etc.]). Utilizes class and lab time to work on course-related content.
  - Makes up missed assignments responsibly (does not expect faculty member to do extra work) and in a timely manner.
  - Shows flexibility in unexpected situations (e.g., changes in lesson plans, assignments, etc.).
- Demonstrates initiative and takes appropriate action to enhance own learning.
  - Consistently arrives prepared for class by completing assigned readings in advance.
  - Proactively facilitates positive learning experiences without waiting for explicit directions.
  - Actively participates in learning experiences through in-class discussions, lab sessions, and task groups.
  - Prioritizes tasks and duties effectively.
  - Responds to questions without having to be called upon.
- Facilitates learning in others and achievement of group goals.
  - Monitors own contributions to discussions and/or group work; neither over contributes nor under contributes.

- Allows and/or respectfully invites others to share their thoughts and ideas.
  - Builds discussions between students (not just back and forth with faculty member).
  - Does not project blame onto others.
  - Independently resolves conflicts in a manner that is equitable to, respectful of, and supportive of all involved.
  - Demonstrates critical thinking.
    - Seeks pertinent information from reliable sources, inter-relates information, establishes priorities, uses deductive reasoning, draws inferences, and explores creative solutions.
    - Perceives and assesses alternatives.
    - Anticipates unintended consequences of actions.
3. Emotional Intelligence (refers to the ability to recognize/be aware of and manage one's emotions and the emotions of other)
- Self-awareness/metacognition.
    - Is aware of and understands their emotional state and how their emotions affect interactions with others.
    - Engages in self-reflection (in action and after the fact).
    - Appraises own abilities (strengths and weaknesses).
    - Recognizes when needs assistance.
  - Self-emotional regulation. Deals with emotions effectively by drawing on personal assets, which includes:
    - Avoiding emotional reactions that result in negative personal or interpersonal outcomes.
    - Implementing/demonstrating appropriate stress management strategies related to learning experiences and/or social interactions.



- Implementing/demonstrating appropriate conflict resolution strategies (e.g., addresses a person directly with whom one may have a conflict and in a timely manner; seeks external assistance as needed).

#### 4. Upholding

- University and SOT policies, procedures, and ethical guidelines outlined in the SOT Student Handbook
- SOT Fieldwork Manual
- The core values, ethical principles, and practice standards outlined in [AOTA 2020 Occupational Therapy Code of Ethics](#)
- Washington State Code of Ethics and Standards of Professional Conduct outlined in [WAC 246-847-170](#)

## Rating Scale

### 4 = Exemplary

- **What it means:** student has demonstrated/is demonstrating behavior(s) that go above and beyond the description of the behavior type and are thus above what is expected at this stage of their professional development; to earn this rating, student's behaviors demonstrate strong leadership characteristics (e.g., builds capacity in others by recognizing and assisting them in leveraging their strengths to advance personal and/or group objectives; displays honesty and integrity; inspires and motivates others; collaborates and fosters teamwork; champions change in ways that positively impact the profession and community).
- **What actions may be taken:** Student may continue to work with their academic advisor and/or mentor to identify additional opportunities for leadership and growth.
- **NOTE:** it is expected that this rating is rarely provided.

### 3 = Consistently Meets Expectations

- **What it means:** student demonstrates behaviors that align with the description of the behavior type, which is the expected level of professionalism for this stage in their professional development; student may have demonstrated concerning behaviors but has shown significant improvements; student has not demonstrated any unacceptable behaviors.

- **What actions must be taken:** these behaviors may be part of the student's professional development plan to identify opportunities to improve to a '4' rating/or maintain status.

## **2 = Emerging without Concerns**

- **What it means:** student has not demonstrated unacceptable, unprofessional, or concerning behavior, but there may be a lack of demonstrated professional behaviors and/or the demonstrated behaviors do not completely align with the description of the behavior; this rating is acceptable on the basis that there are opportunities for further improvements.
- **What actions must be taken:** warrants a discussion between student and their academic advisor to provide the student with an opportunity to improve; discussions must be documented; these behaviors should be part of the student's professional development plan.
- **NOTE:** it is expected and acceptable that most students will receive this score, especially in their first semester, and that students will progress to a '3' as they move through the curriculum.

## **1 = Emerging with Concerns**

- **What it means:** student has demonstrated unprofessional behavior(s) but not at a level that is unacceptable; there is concern that behaviors will become unacceptable or not progress to the emerging level; it is recognized that the student has potential to improve their behavior; this rating may apply to students who have been counseled that their behaviors need to change and still demonstrate them/have not yet improved to a score of '2' or higher.
- **What actions must be taken:** follow procedures as outlined in the handbook; in general, discuss concerns with the student as soon as possible so that the student has a fair opportunity to change the behavior(s)
  - For first-time ratings of '1', document the discussion and notify the student's academic advisor. The academic advisor is responsible for creating a behavioral improvement plan.
  - For a student who earns a rating of '1' in a subsequent semester or who fails to demonstrate improvements in professional behaviors even after prior counseling, refer the student's case to the MSOT Student Progress Committee (SPBC).

## **0 = Unacceptable**

- **What it means:** student has demonstrated behavior that violates University and/or SOT ethical and professional standards/policies, etc.; behaviors negatively impact the student's and/or their classmates' ability to benefit from the learning experiences; applies to all interactions with all people within and outside of the learning environment
  - Examples include, but are not limited to, discrimination, acts of aggression, bullying, abuse, coercion, manipulation, ostracism, unsafe behaviors in and/or outside of the learning environment, or plagiarism.
- **What actions must be taken:** MUST be dealt with immediately through referral to either the MSOT Student Progress Committee or the office of Student Affairs. MUST follow procedures for disciplinary action per the SOT Student handbook.

## MSOT PROCEDURES FOR EVALUATING STUDENT PROFESSIONAL BEHAVIOR

Professional behaviors are core features of any graduate program that seeks to educate practitioners in a discipline. In the PNWU School of Occupational Therapy program, the following standards have been adopted as expectations for successful completion of the program. Standards for professional behaviors and conduct address fundamental skills inherent in ethical and competent practice. In addition to these standards, students must abide by all applicable University policies and must comply with the [AOTA Code of Ethics](#).

### Procedure

Students should familiarize themselves with the Professional Behavior Evaluation rating scale (above) and score sheet ([Appendix B](#)). The Professional Behavior Evaluation describes the behaviors expected of students and graduates. The SOT Student Professional Behavior Evaluation is completed twice per semester for each student.

- Each **faculty advisor** will complete a professional behavior evaluation on each of their **advisees** at the midterm of each semester, incorporating feedback from other faculty. The evaluation results are used by the advisor to aid in the advising process. Evaluation documents will be uploaded into Progress IQ.
  - As part of the student advising process, the student is asked to perform a self-rating using the Student Professional Behavior Evaluation (student version) located in [Appendix B](#).
- At the end of each course, the **faculty lead** assigned to the course will complete a professional behavior evaluation **on each student in the course**. The evaluation results will determine the total % of participation points that a student can be

awarded in the course (up to a 10% maximum). The evaluation documents must be uploaded into Progress IQ.

Each standard is evaluated based on the following scale:

4 = Exemplary

3 = Consistently meets expectations

2 = Emerging without concerns

1 = Emerging with concerns

0 = Unacceptable

The evaluation level of '3' is the expected outcome for all behaviors by the end of the MSOT program. Education, training, and support for the development of professional behaviors is provided throughout the curriculum.

- Students who obtain a score of '0' in any area and/or students with two successive ratings of '1' (assessed at the midpoint of each semester) will have their cases referred to the Student Progress Committee, which will determine the course of action. Failure to meet Professional Behavior expectations will result in probation, which can lead to dismissal of an enrolled student.
- Students with an initial rating of '1' or '2' in any behavior will be required to discuss the score and action steps to improve the score, with their advisor during the mid-semester advising appointments.
  - The plan must be documented, include both goals and action steps, and a copy be provided in writing via PNWU email to the student.

Minor infractions of Professional Behaviors (e.g., tardiness, using social media during class time) are to be addressed by the individual instructor as soon as possible after the behavioral infraction has been observed.

## **Procedures for Complaints Referred to the MSOT Student Progress Committee**

The Committee chair will review the referral within 5 business days of receipt of the referral. If further investigation is warranted, the Committee will convene and initiate data collection and follow-up in relation to the complaint.

- If a meeting is warranted, a Notice to Appear must be sent to the student via secure PNWU email within 10 days of receipt.

- The student may be asked to meet with the MSOT Student Progress Committee and present any extenuating circumstances they believe contributed to the misconduct. The MSOT Student Progress Committee members may ask the student questions.
- The Committee will have a maximum of up to 15 business days to investigate/deliberate the referral and render their recommendation to the Program Director.
- The summary report, inclusive of recommended interventions and/or next steps will also be provided to the student involved via secure PNWU email, as well as the Office of Student Affairs.
  - A copy of the summary will be maintained by the Office of Student Affairs and becomes part of the student's permanent record.
- Intervention is determined on a case-by-case basis, based on the behavior issue(s).

## Student Appeal of Student Progress Committee recommendation

A student may disagree with the recommendations made by the Student Progress Committee. If the student does not believe due process was followed in the review and recommendations surrounding professional behavior complaints, they may appeal to the Program Director within 5 business days of receipt of notice.

- The Program Director will review the case and request additional meetings and/or evidence as needed.
- The inquiry process should be completed no later than 15 calendar days after receipt of the appeal request.
- The appeal decision must be sent to the student and Student Affairs via secure PNWU email within 15 business days of receipt of appeal.
- The appeal decision rendered by the Program Director is final.

## GENERAL STUDENT COMPLAINT PROCEDURES

The SOT treats all student complaints seriously and is committed to ensuring that all complaints are resolved quickly using a clear and fair process that is impartial and in the best interest of the parties.

If a student has a complaint against another student or a faculty member, the recommended method of action is for the student to first attempt to informally resolve the issue at hand by themselves. If the result is unsatisfactory or the student does not feel comfortable addressing

the problem, the student may contact their faculty academic advisor and/or the PD, depending on the seriousness of the complaint.

Any member of the campus community can file a complaint related to wrongful conduct. Students are encouraged to familiarize themselves with the [Reporting Wrongful Conduct](#) policy and procedure or by using the [Complaint Regarding Ethical Misconduct or Lack of Professionalism](#) form.

## COMPLAINTS OF ACCREDITATION STANDARDS

The PNWU policies and procedures related to complaints of accreditation standards can be found in the [PNWU Policy Library](#). Any individual may file a complaint regarding an accreditation standard, eligibility requirements, procedure, or policy. The complaint must be a written explanation of dissatisfaction or disagreement with an action, decision, or omission within the control or responsibility of PNWU relative to accreditation standards, eligibility requirements, procedure, or policy.

Accreditation Council for Occupational Therapy Education (ACOTE) is an accrediting agency that is nationally recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). ACOTE maintains a [complaint procedure](#) for issues involving program integrity after all remedies at the institution have been exhausted. The general contact information for ACOTE is:

Accreditation Council for Occupational Therapy Education  
6116 Executive Boulevard, Suite 200,  
North Bethesda, MD 20852-4929  
(301) 652-6611

[accred@aota.org](mailto:accred@aota.org)

Should the accrediting agency find the student complaint related to accreditation valid, PNWU will abide by the procedures set forth by the accrediting agency to rectify the noncompliance to the accreditation standard(s). PNWU will maintain records of the receipt, adjudication, and resolution of such complaints.

At no time will any adverse action be allowed against the person(s) for filing a complaint.

## COMPLAINTS REGARDING PROGRAM INTEGRITY

PNWU's policy and procedures for filing complaints of program integrity can be found in the [PNWU Policy Library](#).

## CRIMINAL BACKGROUND CHECK

PNWU requires that all students, prior to matriculation, undergo a criminal background check. If a fieldwork rotation is requiring an updated criminal background check the student will work with the site coordinator and Director of Clinical Education to fulfill this requirement.

### Criminal Background Check Process

- Newly accepted students are notified of the requirement to purchase and complete an approved Criminal Background Check (CBC) prior to matriculation. A student who is challenging any part of the CBC may enroll if they acknowledge that the challenge must be cleared prior to attending classes.
- Prior to starting fieldwork rotations students should review fieldwork site requirements on Exxat and confirm requirements with the site coordinator to purchase and complete an approved CBC.
- The e-mail notification provides information regarding authorization and payment of the CBC. The student will assume the cost of the background check.
- A fully detailed copy of the report will be delivered directly to the student with a copy to Enrollment Services.

Please see the [PNWU Student Catalog](#) for more information on questionable or adverse information provided through the CBC.

## JURY DUTY

A student selected for jury duty should contact Student Affairs. A letter will be provided for the student to submit to the judge. There is no guarantee that the student will be excused.

If on fieldwork, the student must notify the DCE if not excused from jury duty to make arrangements with the FW site.

## CURRICULUM

# MSOT PROFESSIONAL CURRICULUM

MSOT Professional Year 1		
Fall 2023	Spring 2024	Summer 2024 (10 weeks)
OTH 500 Human Capacities I (6 credits)	OTH 525 Human Capacities II (3 credits)	OTH 550 Occupation-based Interventions II: Adults (6 credits)
OTH 505 Foundations of Inquiry I (3 credits)	OTH 530 Occupation-based Interventions I: Infants, Children, and Adolescents (6 credits)	OTH 555 Occupation-based Health Promotion and Chronic Condition Management (3 credits)
OTH 510 Introduction to Occupation and Occupational Therapy (4 credits)	OTH 535 Environment, Technology, and Occupation (3 credits)	OTH 560 Level IB Fieldwork: Adults and Older Adults (1 credit)
OTH 515 Psychosocial Processes Across the Life Course (3 credits)	OTH 540 Foundations of Inquiry II (3 credits)	OTH 565 Level IC Fieldwork: Non- traditional (1 credit)
OTH 520 Professional Seminar (1 credit)	OTH 545 Level IA Fieldwork: Infants, Children, and Adolescents (1 credit)	
IPE Passport (0 credit hrs.). Complete a minimum 4 Passport Activities by end of Fall 2		
Total = 17	Total = 16	Total = 11
MSOT Professional Year 2		
Fall 2024	Spring 2025 (12 Weeks)	Summer 2025 (12 Weeks)
OTH 605 Occupation-based Interventions III: Older Adults (6 credits)	OTH 635 Level II Fieldwork A (6 credits)	OTH 640 Level II Fieldwork B (6 credits)
OTH 610 OT Management and Entrepreneurship (4 credits)		
OTH 615 Foundations of Inquiry III (3 credits)		
OTH 620 Transition to Practice (2 credits)		
OTH 625 Level ID Fieldwork: Mental Health (1 credit)		
Total = 16	Total = 6	Total = 6

Total: 72 credits



## PNWU SOT CLASS SCHEDULE 2023

### FALL SEMESTER (MSOT Year 1)

**Note:** Class schedules are subject to change. The master course schedule does not include additional requirements such as service learning, clinic experiences and interprofessional education experiences, which may occur outside typical class times. Please see course syllabi for specific information about additional, required course activities.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
8:30					Scholarship, Clinic, or FW time	8:30	
9:00						9:00	
9:30						9:30	
10:00	OTH 510		OTH 510			10:00	
10:30	Lecture	OTH 500	Lecture	OTH 500		10:30	
11:00	SLC 143	Lecture	SLC 143	Lecture		11:00	
11:30	(Imamshah)	SLC 241 (Nakamura/ Imamshah)	(Imamshah)	SLC 241 (Nakamura/ Imamshah)		11:30	
12:00	WELLNESS HOUR					12:00	
12:30	WELLNESS HOUR					12:30	
1:00	OTH 515  Lecture  SLC 143  (TBD)	OTH 500  Lab A  SLC 241  (Nakamura/ Imamshah)	OTH 505  Lecture  SLC 242  (Cutchin)	OTH 500  Lab A  SLC 241  (Nakamura/ Imamshah)	Scholarship, Clinic, or FW time	1:00	
1:30							1:30
2:00							2:00
2:30							2:30
3:00	OTH 515 Lab A SLC 143  (TBD)	OTH 520  Lecture  SLC 241  (Flick)				3:00	
3:30						3:30	
4:00						4:00	
4:30						4:30	
5:00							

## SPRING SEMSTER 2024 (MSOT year 1)

**Note:** Class schedules are subject to change. The master course schedule does not include additional requirements such as service learning, clinic experiences and interprofessional education experiences, which may occur outside typical class times. Please see course syllabi for specific information about additional, required course activities.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00					Scholarship, Clinic, or FW time	8:00
8:30						8:30
9:00	OTH 540  Lecture  SLC 242  (Cutchin)			OTH 530  Lecture  SLC 241  (Wyckoff)		9:00
9:30						9:30
10:00		OTH 525	OTH 535			10:00
10:30		Lecture	Lecture			10:30
11:00		SLC 241	SLC 241			11:00
11:30	(Nakamura)	(Nakamura)	11:30			
12:00	WELLNESS HOUR					12:00
12:30						12:30
1:00	OTH 545  Lecture  SLC 242  (Flick)	OTH 525  Lab A  SLC 241  (Nakamura)	OTH 535  Lab A  SLC 241  (Nakamura)	OTH 530  Lab A  SLC 145  (Wyckoff)	Scholarship, Clinic, or FW time	1:00
1:30						1:30
2:00						2:00
2:30						2:30
3:00						3:00
3:30						3:30
4:00						4:00
4:30						4:30

## SUMMER SEMSTER 2024 (MSOT Y1)

**Note:** Class schedules are subject to change. The master course schedule does not include additional requirements such as service learning, clinic experiences and interprofessional education experiences, which may occur outside typical class times. Please see course syllabi for specific information about additional, required course activities.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00						8:00
8:30		OTH 555		OTH 555		8:30
9:00	Required, EBP Practicum and/or OTH 565	Lecture	Required, EBP Practicum and/or OTH 565	Lecture	Required, EBP Practicum and/or OTH 565	9:00
9:30		SLC 241 (TBD)		SLC 241 (TBD)		9:30
10:00		OTH 550		OTH 550		10:00
10:30		Lecture		Lecture		10:30
11:00		SLC 241		SLC 241		11:00
11:30		(Imamshah)		(Imamshah)		11:30
12:00	WELLNESS HOUR					12:00
12:30						12:30
1:00	Required, EBP Practicum and/or OTH 565	OTH 550	Required, EBP Practicum and/or OTH 565	OTH 550	Required, EBP Practicum and/or OTH 565	1:00
1:30		Lab A		Lab A		1:30
2:00		SLC 241/143		SLC 240		2:00
2:30		(Imamshah)		(Imamshah)		2:30
3:00						3:00
3:30						3:30
4:00						4:00
4:30						4:30
MSOT Y1						

# MSOT COURSE DESCRIPTIONS

## Fall Semester, Year 1

**OTH 500 Human Capacities I (w/lab):** This course utilizes a top-down and bottom-up approach to address the structures, functions, and processes of the human body that support participation in and performance of various occupations. Student learning begins with an analysis of movement and documentation of meaningful activities and occupations using professional terminology from the [Occupational Therapy Practice Framework: Domain & Process \(4<sup>th</sup> ed.\)](#). Analysis of activity and occupation is followed by an examination of the functional movement patterns that underlie performance. Students continue by exploring the anatomical structures and functions of the musculoskeletal, peripheral nervous, integumentary, fascial, cardiopulmonary, and digestive systems that support occupation across the life course. Students also apply goniometry for the assessment of joint flexibility and apply manual muscle testing for assessment of isometric contraction. Knowledge generated through occupational analysis is then generalized to related occupations in a stepwise approach that gradually expands students' understanding of the transaction between client factors, activity demands, and contexts. Students learn through a combination of lectures and discussion, readings, case-based scenarios, small group activities, laboratory activities, and patient simulations. Formative and summative assessments are used to assess skills in occupational analysis, movement assessment, goniometry, manual muscle testing, knowledge of body structures and functions, and mastery of related course content. The course includes a lab. (6 credit hours: 3 in-class didactic, 3 hands-on skills lab)

**OTH 505 Foundations of Inquiry I:** This course exposes students to the concept of the clinician-scholar and the process of inquiry in science and practice. Topics covered include principles of evidence-based practice, the scientific method, the structure, and development of scientific literature, where and how to identify sources of evidence and how to critically evaluate sources of evidence. The course also introduces students to different qualitative and quantitative methodologies and research designs. Students learn through a combination of lectures and discussion, reflections, and small group activities. Formative and summative assessments are used to assess mastery of course content. (3 credit hours)

**OTH 510 Introduction to Occupation and Occupational Therapy:** This course provides an overview of the domain and process of occupational therapy practice as well as the history and philosophy of the profession and introduces students to the concept of occupation and occupational science. Through use of the official documents of the American Occupational Therapy Association, including the [Occupational Therapy Practice Framework: Domain and Process \(4<sup>th</sup> ed.\)](#), the [Occupational Therapy Code of Ethics](#), and other evidence-based sources, students are introduced to practice definitions, the legal, ethical, fiscal, and regulatory factors that shape and guide contemporary practice, requirements for credentialing and licensure, responsibilities for supervision of occupational therapy assistants and non-occupational

therapy personnel, health policy, and payment and reimbursement systems. Theories, models, and frames of reference that support occupational therapy research and practice are also compared and applied to scenarios. This course includes a mandatory client-safety module covering universal safety precautions and personal protective equipment. Students also expand their understanding of occupational sciences through a semester-long exploration of an occupation common within rural communities. Opportunities for traditional and non-traditional occupational therapy practice are emphasized. Students learn through a combination of lectures and discussion, readings, case-based scenarios, small group activities, and interactions with community members. OTH 510 is a designated writing course. Students will practice and receive feedback on scholarly writing and [American Psychological Association](#) (APA) in the context of class assignments. Formative and summative assessments are used to assess mastery of course content. (4 credit hours)

**OTH 515 Psychosocial Processes Across the Life Course:** This course introduces students to frames of reference, theories, and models drawn from occupational therapy, psychology, sociology, anthropology, and the behavioral sciences to address psychosocial issues affecting participation in occupations and in society across the life course. Students explore the experiences of people living with mental health conditions, including the challenges they face engaging in occupation, participating in life situations, and accessing behavioral health care. Students are introduced to evaluation and intervention approaches to promote participation in daily life for individuals with psychosocial conditions. This course also introduces students to the basics of client-centered communication, therapeutic use of self, motivational interviewing techniques, and client advocacy. The course includes a lab which provides opportunities for students to practice and begin developing clinical skills in assessment, intervention planning, treatment strategies, documenting and billing of treatments and outcomes, and developing discharge, referral, and transition plans in practice with individuals with psychosocial conditions. Opportunities for traditional and non-traditional occupational therapy practice are emphasized. Formative and summative assessments are used to assess mastery of course content. (3 credits: 2 in-class didactic, 1 hands-on skills lab).

**OTH 520 Professional Seminar:** This seminar focuses on socially responsible practice. Students use an occupational justice lens to explore the needs of clients and the communities they serve, with an emphasis on rural and underserved communities. Students are introduced to the concepts of diversity, equity, inclusion, cultural responsiveness, effective communication, and occupational justice. Students interrogate multiple modes of advocacy for recipients of occupational therapy services, socially disadvantaged communities, and the profession and develop a deeper understanding of how advocacy efforts intersect with legislative and policy making processes. Students learn through a combination of lectures and discussion, readings, small group activities, case-based scenarios, and applied civic engagement. Formative and summative assessments are used to assess mastery of course content. (1 credit hours)

**Interprofessional Education (IPE) Passport:** Students are required to complete a minimum of four learning events during the first three semesters of the program. The events are guided by the Interprofessional Education Collaborative (IPEC) core competencies and foster students' awareness of interprofessional education, collaboration and practice, the basic skills needed to be an effective part of an interprofessional team, their professional identity in the context of interprofessional teams, and professional responsibilities in such teams. Students also learn to articulate the distinct value of occupation and to become leaders who advocate for the profession and the individuals, communities, and populations served by occupational therapy. Students learn through interprofessional education activities. Formative and summative assessments are used to assess mastery of course content. (NC: required, no credit)

### **Spring Semester, Year 1**

**OTH 525 Human Capacities II (w/lab):** This course continues the work started in the Human Capacities I course. It addresses the structures, functions, and processes of the human body that support participation in occupation. Student learning begins with analysis and documentation of meaningful activities and occupations using professional terminology from the [Occupational Therapy Practice Framework: Domain & Process \(4th ed.\)](#). Analysis of activity and occupation is then linked to an exploration of the nervous system (with a focus on neurosensorimotor, neurocognitive, and neurobehavioral functions) and how those functions influence occupational performance and participation across the life course. Knowledge generated through occupational analysis and examination of anatomical structures is then generalized to related occupations in a stepwise approach that gradually expands students' understanding of the transaction between client factors, activity demands, and contexts. Students learn through a combination of lectures and discussion, readings, cased-based scenarios, laboratory activities, small group activity, and standardized patient simulations. Formative and summative assessments are used to assess skills in occupational analysis, movement assessment, neurological and sensory assessment, and mastery of related course content. The course includes a lab. (3 credit hours: 2 in-class didactic, 1 hands-on skills lab)

**OTH 530 Occupation-based Interventions I (Infants, Children, and Adolescents):** This course provides students foundational knowledge of occupational engagement and human development in early life. Students interrogate the transactional relationship of capacities, personal factors, and contexts that shape occupations in early life. The course also introduces students to the most common mental and physical health conditions treated by occupational therapists in children and adolescents. Drawing on occupational science literature as well as literature from the biological sciences and humanities, students explore the phenomenological experience of occupation, illness and disability for children, adolescents, and families. Opportunities for traditional and non-traditional occupational therapy practice are emphasized. The course includes a lab that provides opportunities for students to begin developing clinical skills and implementing the occupational therapy process. Students learn through a combination of lectures and discussion, readings, reflections, small group activities, laboratory activities, interprofessional education activities, and standardized patient simulations, and

interactions with community members. Formative and summative assessments are used to assess mastery of content. This course includes a lab. (6 credit hours: 3 in-class didactic, 3 hands-on skills lab)

**OTH 535 Environment, Technology, and Occupation:** This course focuses on the environmental dimensions of occupational performance. Students examine a range of environmental and assistive technologies used in contemporary occupational therapy practice. Environments include, but are not limited to, home, school, work, community, and virtual environments. The course explores theoretical frameworks that influence the application of technology. Students develop clinical reasoning skills to assess the need for assistive technologies and design appropriate intervention strategies. A wide range of available technologies include, but are not limited to, user interfaces, information acquisition and communication, visual compensations, cognitive augmentation, organization and learning, electronic aids to daily living, and wheelchair handling and seating and positioning systems. Funding and letters of medical necessity related to technology acquisition are also covered. Students examine the transaction among environmental characteristics and occupational performance to adapt or modify environments to enhance performance and participation, including home safety assessment and home modifications. As part of the course, students complete required competencies in the use of telehealth in traditional and non-traditional settings. Students learn through a combination of lectures and discussion, laboratory and small group activities, case-based scenarios, and standardized patients. Formative and summative assessments are used to assess mastery of course content. This course includes a lab. (3 credit hours: 2 in-class didactic, 1 hands-on skills lab)

**OTH 540 Foundations of Inquiry II:** This course continues the work started in the Foundations of Inquiry I course. Each student will apply the principles of inquiry through developing an initial research question, conducting a literature search, and developing a research proposal, complete with a critical review of the literature. Students begin to learn and engage in the research processes by participating in faculty-led research. Students learn through a combination of lectures and discussion, reflective discussion, and small group activities. Formative and summative assessments are used to assess mastery of course content. (3 credit hours)

**OTH 545 Level IA Fieldwork (Infants, Children, and Adolescents):** This course provides an opportunity for students to engage in skilled observation and selective participation in various aspects of the occupational therapy (OT) process during a full-time, one-week Level I Fieldwork experience. Students will participate in pre-briefing and preparatory learning activities prior to the clinical experience, as well as debriefing after clinical experiences. Students will learn to be part of interprofessional teams and how to appropriately interact with individuals/groups/populations, families, caregivers, and healthcare providers. This course will provide students with the opportunity to apply theories and evidence to inform clinical decision making, as well as translate their professional behavior, observation skills, performance skills,

and clinical application of their knowledge into practice environments serving infants, children, and adolescents. Experiences may take place in a variety of settings (medical, educational, role emerging, non-traditional) and provide students with the means to apply learned content from previous and concurrent courses. (1 credit hour)

### **Summer, Year 1 (10 Weeks)**

**OTH 550 Occupation-based Interventions II (Adults):** This course provides students with foundational knowledge of occupational engagement and human development in adulthood. Theories of behavior are applied to age-normative occupations and roles and students critically interrogate differing representations of occupational engagement and role fulfillment in adulthood. The course also introduces students to the most common mental and physical health conditions treated by occupational therapists working with adults. The course includes a lab that provides opportunities for students to further develop clinical skills in assessment, intervention planning, treatment strategies, treatment modification, documenting and billing of treatments and outcomes, and developing discharge, referral, and transition plans with adults. Pharmacology is discussed in relation to specific conditions and the impact on the patient and therapeutic process. Opportunities for traditional and non-traditional occupational therapy practice are emphasized. Students learn through a combination of lectures and discussions, readings, reflections, small group activities, laboratory activities, interprofessional education activities, and standardized patient simulations, and interactions with community members. Formative and summative assessments are used to assess mastery of content. This course includes a lab. (6 credit hours: 3 in-class didactic, 3 hands-on skills lab)

**OTH 555 Occupation-based Health Promotion and Chronic Condition Management:** This course introduces students to the role of occupation in public health, health promotion, and chronic physical and mental health condition management and prevention, especially among rural and medically underserved communities. Course content emphasizes key chronic conditions of the 21<sup>st</sup> century. Students inquire as to how historical, geographical, political, socioeconomic, demographic, and policy related factors shape health promotion and chronic condition management and health management occupations. Key concepts introduced in the course include rurality, health disparities, social determinants of health, public and population health, health promotion, health education, health literacy, and health behavior. Theories of occupation and health behavior are introduced and interrogated. Evidence-based models of rural healthcare delivery and health promotion and disease prevention are examined with an emphasis on applying concepts and models to develop individual, community, and population-based approaches for meeting the health needs of individuals and communities across the life course. Opportunities for traditional and non-traditional occupational therapy practice are emphasized. Students learn through a combination of lectures and discussion, reflective discussion, small group activities and community-based outings, and interactions with community members. Formative and summative assessments are used to assess mastery of course content. (3 credit hours)



**OTH 560 Level IB Fieldwork (Adults and Older Adults):** This course provides an opportunity for students to engage in skilled observation and selective participation in various aspects of the occupational therapy (OT) process during a full-time, one-week Level I Fieldwork experience. Students will participate in pre-briefing and preparatory learning activities prior to the clinical experience, as well as debriefing after clinical experiences. Students will learn to be part of interprofessional teams and how to appropriately interact with individuals/groups/populations, families, caregivers, and healthcare providers. This course will provide students with the opportunity to apply theories and evidence to inform clinical decision making, as well as translate their professional behavior, observation skills, performance skills and clinical application of their knowledge into adult and older adult practice environments. Experiences may take place in a variety of settings (medical, educational, role emerging, non-traditional) and provide students with the means to apply learned content from previous and concurrent courses. (1 credit hour)

**OTH 565 Level IC Fieldwork (Non-traditional):** This course provides an opportunity for students to actively participate with faculty members and/or community partners in innovative community-based experiences that will improve the health needs of diverse, medically underserved, rural communities. Students will gain experience by examining how their professional skills may be harnessed to respond to public and population health needs of the community. Fieldwork experiences may take place in a variety of community and role-emerging settings across the life course, as well as simulation, reflection, preparatory activities, and community projects, to give students the means to apply learned content from previous and concurrent courses. This course will provide students with the opportunity to apply theories and evidence to program development and projects. (1 credit hour)

## **Fall Semester, Year 2**

**OTH 605 Occupation-based Interventions III (Older Adults):** This course provides students foundational knowledge of occupational engagement and human development in older adulthood. Theories of aging are applied to age-normative occupations and roles and students critically interrogate differing representations of occupational engagement and role fulfillment in later life. The course also introduces student to death and dying as well as the most common mental and physical health conditions that predominantly affect older adults. The course includes a lab that provides opportunities for students to further refine clinical skills in assessment, intervention planning, treatment strategies, documenting and billing of treatments and outcomes, and developing discharge, referral, and transition plans, including hospice and end of life care. Treatment of visual, perceptual, and cognitive dysfunction is especially emphasized as well as skills necessary to design interventions and programs that enhance community mobility, and support transportation transitions, including community access, driver rehabilitation, and driving cessation. Opportunities for traditional and non-traditional occupational therapy practice are emphasized. Students learn through a combination of

lectures and discussion, readings, reflections, small group activities, laboratory activities, interprofessional education activities, standardized patient simulations, and interactions with community members. Formative and summative assessments are used to assess mastery of content. (6 credit hours: 3 in-class didactic, 3 hands-on skills lab)

**OTH 610 OT Management and Entrepreneurship:** This course is designed to foster students' knowledge of the business aspects of occupational therapy service management, entrepreneurship, and community program development, including, but not limited to, ethics and advocacy in promoting socially just and responsive practice, the development of needs assessments, business plans, staffing plans and staff evaluation, financial management, marketing, program evaluation, and strategic planning. Students work with community stakeholders on a semester-long community program development project. As part of the project, students learn and apply the principles of teaching and learning and health literacy educational approaches to design activities, clinical trainings, and/or caregiver and stakeholder education for persons, groups, communities, and populations. The roles of key stakeholders and contextual factors on the delivery of occupational therapy services are emphasized. Students learn through a combination of lectures and discussion, small group activities, case-based scenarios, and face to face interactions with clients, service organizations, business owners, and representatives from the financial industry. Formative and summative assessments are used to assess mastery of course content. (4 credit hours)

**OTH 615 Foundations of Inquiry III:** In this course, students continue to learn habits of inquiry and the process of contributing to building the professional evidence base through continued engagement in the research processes. Students collect, analyze, and interpret data, prepare a poster to disseminate findings, and complete a final research paper. Different sources of funding for scholarly work are also discussed. Students learn through a combination of lectures and discussion, reflective discussion, and small group activities. Formative and summative assessments are used to assess mastery of course content. (3 credit hours)

**OTH 620 Transition to Practice:** This course focuses on (1) leadership, (2) supervisory and managerial roles and relationships, (3) professional development, and (4) transition to practice. Course topics include organizational leadership, leadership styles, effective communication and team dynamics, conflict resolution, and diversity, equity, and inclusion in the workplace. An emphasis is placed on exploring leadership opportunities within the profession, professional opportunities in the academy, and mode of advancing professional knowledge through Continuing Education Units (CEU) and advanced certifications. Course content also covers the transition to fieldwork, including criteria for evaluating student academic fieldwork performance, supervision issues, fieldwork experience responsibilities and job search. Opportunities for traditional and non-traditional occupational therapy practice are emphasized. Students learn through a combination of lectures and discussion, case-based scenarios, small group activities, and face to face interactions with clients and advocates. An emphasis is placed on developing

habits of thought and action central to effective leadership. Formative assessments are used to assess mastery of course content. (2 credit hours)

**OTH 625 Level ID Fieldwork (Mental Health):** This course provides an opportunity for students to engage in skilled observation and selective participation in various aspects of the occupational therapy (OT) process with individuals, groups, and populations. The mental health rotation utilizes a blended approach of Level I fieldwork and structured learning activities, including simulation, to apply the OT process with emphasis on behavioral health and psychosocial factors. Students will learn to be part of interprofessional teams and how to appropriately interact with individuals/groups/populations, families, caregivers, and healthcare providers. This course will provide students with the opportunity to apply theories and evidence to inform clinical decision making, as well as translate their professional behavior, observation skills, performance skills and clinical application of their knowledge into mental health practice environments. The fieldwork experience may take place in a variety of settings (medical, educational, role emerging, non-traditional) across the life course and provide students with the means to apply learned content from previous and concurrent courses. (1 credit hour)

### **Spring Semester, Year 2 (12 Weeks)**

**OTH 635 Level II Fieldwork A:** The purpose of this Level II fieldwork experience is to provide students with an introduction to full-time occupational therapy practice within a treatment setting. Students gain experience in delivering occupational therapy services to individuals, groups, and populations across the life course in a variety of settings. This course allows application of previously learned skills and knowledge through clinical reasoning and reflective practice. Students will be prepared for entry-level practice in their assigned setting at the conclusion of the Level II fieldwork experience. (Part 1 of 2). (6 credit hours).

### **Summer Semester, Year 2 (12 Weeks)**

**OTH 640 Level II Fieldwork B:** The purpose of this Level II fieldwork experience is to provide students with an introduction to full-time occupational therapy practice within a treatment setting. Students gain experience in delivering occupational therapy services to individuals, groups, and populations across the life course in a variety of settings. This course allows application of previously learned skills and knowledge through clinical reasoning and reflective practice. Students will be prepared for entry-level practice in their assigned setting at the conclusion of the Level II fieldwork experience. (Part 2 of 2). (6 credit hours).

# PROMOTION AND ACADEMIC STANDING

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## Time for Degree Completion

An entry-level MSOT candidate has four calendar years starting with the date of initial registration to complete all degree requirements. Most MSOT students will complete the program by the end of the second summer session (at the end of academic Year 2), two calendar years after beginning the program. During the first spring session of academic Year 2, students must submit an online application for Candidacy for Graduation. Students who complete all degree requirements by the end of summer session in the second year will graduate in mid-August. Upon graduation, students are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam. Additional extensions will be considered on a case-by-case basis.

## Degree Completion Requirements

The MSOT curriculum progressively builds upon previous courses. The student must complete certain courses to progress to comprehend the foundation on which the curriculum builds. Academic progress requires that the student complete each academic year in the progression offered. In cases where the student is required to repeat a course, the student may not proceed with any course that relies on mastery of the course material that the student is repeating. In most cases, this means the student must transition to a part-time track and complete the degree requirements along an individualized plan of study. For the student to be able to be on a part-time track, they must still be able to complete degree requirements within 200% of the standard program timeline.

It is the responsibility of each student to know their status academically and professionally, to meet university and class deadlines throughout their course of study, and to satisfy the following requirements for the degree:

1. Complete all academic requirements within 200% percent of the standard program length, except where an exception is required by law.
2. Maintain a minimum cumulative grade point average of 3.0.
3. MSOT only: Pass all Level I Fieldwork requirements and receive a passing criterion score on the AOTA Fieldwork Performance Evaluation for the Occupational Therapist in both 12-week Level II Fieldwork experiences.
4. Meet professional behavioral standards.
5. Meet minimum technical standards.
6. Receive approval from the Student Progress Committee and the Program Director.

7. Submit a graduation application.
8. Attend and complete required exit sessions as determined by PNWU (e.g., loan counseling, etc.).
9. Fulfill catalog requirements in effect at the time of the student's official matriculation to PNWU.
10. Clear all financial obligations to the university before graduation.

## Commencement and Degree Completion

The commencement ceremony for entry-level MSOT students will be held in May of the second year of the program. MSOT students will be allowed to participate in the commencement ceremony. However, students must still complete all degree requirements (including successful completion of Level II Fieldwork A and B) prior to earning their MSOT degree. Participation in the commencement ceremony does not guarantee the student will be granted the MSOT degree.

The SOT will hold an additional hooding ceremony at the end of the curriculum (early August) to celebrate and acknowledge the official completion of the MSOT course of study. All students are required to attend the ceremony, which will also be open to family and friends.

## Credentialing Requirements

Upon graduating from the MSOT program, students are eligible to sit for the [National Board for Certification in Occupational Therapy](#) (NBCOT) exam. The student is responsible for obtaining and paying for the NBCOT exam. Upon passing the NBCOT exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice. State licenses are usually based on the results of the NBCOT Certification Examination; however, it is the student's responsibility to apply for licensure in the state they wish to practice.

## Professional Disclosure Statement

The Pacific Northwest University of Health Sciences School of Occupational Therapy Master of Science in Occupational Therapy (MSOT) curricula meets the standards set forth by ACOTE. Graduates of ACOTE accredited programs are eligible to sit for the National Certification Examination for the Occupational Therapist administered by [NBCOT](#). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states require licensure to practice; however, state licenses are based on the results of the NBCOT Certification Examination. At this time, the School of Occupational Therapy has determined the MSOT program curricula, as defined in 34 CFR §668.43(a)(5)(v), meets the State educational requirements for licensure in all US states. Some states may require additional information, such as academic transcripts and a criminal background check. The PNWU SOT strongly encourages students to determine any additional requirements for licensure in the

state in which they seek to be licensed. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Academic Standing and Program Progression

To progress through the curriculum, each student admitted to the MSOT program must maintain Good Academic Standing. To remain in Good Academic Standing, the student must:

1. Maintain a cumulative GPA of 3.0 or above.
  - a. Only courses taken at PNWU in the MSOT curriculum are used to compute a student's Cumulative GPA.
  - b. All grades for courses attempted in the MSOT program will be used in computing the Cumulative GPA for the purposes of determining academic standing.
2. Earn a minimum of B- in all required occupational therapy courses.
  - a. Two grades of C+ or below will result in automatic dismissal from the program.
  - b. One grade of F will result in the automatic dismissal from the program.
3. Achieve a grade of 70% or greater on all course assignments.
4. Pass exams with a score of 80% or greater.
5. Earn  $\geq$  proficient performance/meets standards score in Level I Academic Fieldwork Education experiences.
6. Achieve a cumulative midterm grade of B- or greater, or achieve a passing score at midterm for Level II Academic Fieldwork Education experiences.

## Grading and Evaluation

At the beginning of each term, the instructor is to inform students (in writing via the course syllabus) of the criteria used in grading for the class, including the relative importance of prepared papers or other assignments, quizzes and examinations, class participation, and attendance. Where student performance in other practical and structured activities is relevant in evaluating professional competency, criteria used in such evaluations must be stated.

Written materials must be graded and returned to the appropriate party (e.g., assessment department or directly to the students) within 10 business days, together with comments and an explanation of grading criteria. Instructors are expected to evaluate student work according to sound academic standards. Equal expectations should be required of all students in a course and grades must be assigned without departing from announced procedures. Final grades are determined by the combined results of assignments, examinations, participation, and mastery of the subject as evidenced by the ability to communicate clearly in both oral and written form, according to the weighting of specific grades as listed in the syllabus.

The SOT adheres to the grade posting practices recommended under the [Family Education Rights Privacy Act \(FERPA\)](#) and the PNWU standard grade reporting timelines. Please see the [PNWU Student Handbook](#) for additional information.

The SOT grading scale below is applied to all MSOT coursework. Although students may earn less than a B- on a particular exam or assignment, students are required to pass all courses with a grade of B- or greater, as per the SOT graduation policy.

Faculty appreciate how frustrating it can be for students to receive a final grade that is a fraction of a percentage shy of a higher letter grade; however, requests to consider raising a grade on the sole basis that the student is very close to the cutoff will not be successful and are considered conduct unbecoming of students enrolled in the MSOT program and in conflict with the [Student Code of Conduct](#).

Regarding grading and grades, faculty and students have an obligation to abide by the [PNWU Student Honor Code](#) and the [AOTA Code of Ethics](#). It is the duty of each faculty member and student to report any [Code of Conduct](#) violation; failure to do so is itself a violation of the Code.



\*Grade values updated to follow Student Grades/Grading Policy.

Grade	Description	Grade Points	Numeric Grade
A	Excellent	4.0	93-100%
A-	Good	3.7	90-92.99%
B+		3.3	87-89.99%
B	Average	3.0	83-86.99%
B-		2.7	80-82.99%
C+	Below Average	2.3	77-79.99%
C		2.0	73-76.99%
C-	Poor	1.7	70-72.99%
D+		1.3	67-69.99%
D	Very Poor	1.0	63-66.99%
D-		0.7	60-62.99%
F	Failing	0.0	0-59.99%

## Incomplete Grades

If a student, due to illness or other unusual or compelling reason, is unable to complete sufficient work in a course to be granted a grade, faculty may consider granting an incomplete grade ("I") only with the permission of the SOT Student Progress Committee (SPC) and PD. An incomplete may not be given when a student is performing unsatisfactorily or when a passing grade cannot be achieved after all the required work is completed.

Normally, it is expected that the student will make up an "I" grade during the semester that follows the course in question. Course sequence and prerequisites determine whether a student can progress to the next semester with an "I." If the student may proceed to the following semester with the "I," the incomplete coursework must be made up by the end of the following semester or the "I" will change to a failing grade. If the student cannot begin the next semester without mastering content missed from the prior semester, the student will need to make up missed content prior to the beginning of the next semester. The SPC will review all cases of incompletes and render recommendations.

The symbol "I" (Incomplete) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. To be eligible for an "I" grade, the student must have completed at least two-thirds of the required coursework with a B-.

It is the responsibility of the student to bring pertinent information to the attention of the instructor before the end of the semester and to determine from the instructor the remaining course requirements that must be satisfied to remove the incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

Students who are unable to make up an "I" prior to the start of the subsequent semester must request in writing, permission from the Student Progress Committee in order to progress to the next semester of the program. The student may also be given the option of withdrawing from the program and resuming studies when the course is offered at a later date. However, the student will not be allowed to start Level II Fieldwork until all didactic course work is successfully completed.

## Course Completion and Course and Faculty Evaluations

Students are required to complete faculty and course evaluations at the end of every term for all enrolled courses and for each instructor. If a course is co-taught, the student will be required to complete an evaluation for both faculty assigned to the course. Evaluations will be made available to students on the last day of the course. Students have 3 business days to complete all faculty and course evaluations.



# Academic Warning, Probation, Remediation, and Dismissal

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## Academic Remediation

1. To ensure successful completion of coursework, students are offered content remediation throughout each semester. If a student achieves a grade of < 70% on an assignment, a score of < 80% on an exam, OR fails a patient safety assessment, the student must engage in remediation. The nature of the remediation will be determined by the instructor and based on the content needing to be remediated.
2. The following rules will apply if a student performs below an 80% on any examination:
  - a. A student who does not achieve this score must retake the exam within 2 weeks (14 calendar days; except for extenuating circumstances), at a time that is convenient to the instructor/assessor to ensure student competency in that particular content area or skill. The student will be expected to pass the retake exam at 80% or higher.
  - b. The student will be required to meet one-on-one with the course instructor within 3 business days (except for extenuating circumstances) to identify deficiencies and identify strategies to address them.
  - c. After discussion with the course instructor, any concept or specific content that is identified to be of concern will be reviewed with the student to ensure understanding.
  - d. Repeat assessments will consist of a new practical examination (different case/scenario/skill) and/or differently worded test questions that still query the same content that was initially missed by the student. However, faculty reserve the right to require a student to demonstrate mastery over the initial practical examination content, or a repeat assessment that embodies different knowledge, skills, and behaviors than the initial assessment.
  - e. The student is allowed one attempt to re-take the exam.
  - f. If the student passes the assessment, the student will receive the lowest passing score (80% for assessment) regardless of how high the student scores on the retake. Example: 60% (original) + 90% (retake) = 150%/2 = 75%. In this example, even though the average of the two attempts is below 80%, the student would receive an 80% for an assessment since that would be the lowest passing grade.
  - g. If the student does not pass the retake of the assessment, the student receives the highest of the two failing grades. Example: 60%(original), 65% (retake) = Student receives a 65% (grade recorded in gradebook).

- h. A second failure on the re-take exam will result in the course instructor calling for a mandatory meeting with the Student Progress Committee to discuss the student's status in the program.
- 3. Students must achieve a level of C- or 70% or better in all assignments. The following rules will apply if a student achieves below the level of a C- or 70% on any assignment:
  - a. A repeat assignment must be completed and a grade of 70% or greater must be earned. The nature of the repeat assignment will be at the discretion of the course instructor.
  - b. The student repeats the assignment.
    - 1) If the student passes the assignment, the student will receive the lowest passing score (70% for assignment) regardless of how high the student scores on the retake. Example: 60 (original) + 90 (retake) = 150/2 = 75. Student receives a 70% for an assignment.
    - 2) If the student does not pass the repeat of the assignment, the student receives the highest of the two failing grades. Example: 60% (original), 65% (retake) = Student receives a 65% (grade recorded in gradebook).
  - c. First failure on the assignment may result in notification by the instructor to the student's faculty academic advisor.
  - d. The student will be required to meet one-on-one with the course instructor within 3 business days (except in extenuating circumstances) to identify deficiencies and strategies to address them.
  - e. After discussion with the course instructor, any concept or specific content that is identified to be of concern will be reviewed with the student to ensure understanding. Remediation may include redoing a portion of the assignment or completing a new or additional assignment.
  - f. Remediation assignments (if assigned by the Course Director) must be completed within 10 business days. Late remediation assignments will be penalized 5% per day.
- 4. If the student has had more than one remediation of an assignment in a course, multiple (3 to 5) remediations within a semester, or if at any point the Course Director has concerns for the student's success to progress in the program, they may refer the student's case to the Student Progress Committee.

## Academic Alert

1. If a student fails to receive a grade of 70% or above on a course assignment, fails to pass an exam with a score of 80% or greater, or earns less than proficient performance/meets standards score in Level I Academic Fieldwork Education experiences, the student will receive an ***Academic Alert***.
  - a. The alert will be in the form of an email generated from the course instructor, which will be sent to the student, the student's advisor (if not the course instructor), and the PD.
  - b. The instructor will notify the student of the need for and terms of remediation.
  - c. Remediation must occur within two weeks (14 calendar days) following the issuance of the alert. Students will have one opportunity to remediate content.

## Academic Warning

1. Student academic progress and academic standing are also formally assessed at the mid-point of every semester (fall, spring, and summer) using the [Student Progress and Academic Standing](#) form ([Appendix C](#)), which is completed by the course instructor.
2. Students whose cumulative midterm grade is at the level of C+ or below in any course, or who achieve a failing score at midterm for Level II Academic Fieldwork Education experiences at the midterm assessment are given an ***Academic Warning***.
3. An academic warning is serious. It signals to the student they are at risk, despite prior remediation attempts, of failing a course.
  - a. The Academic Warning is generated by the instructor and provided to the PD and the student's advisor (if different from the course instructor).
  - b. The PD forwards the notification to Enrollment Services who will issue the official notice to the student and maintain a copy of the Academic Warning in the student's academic record.
  - c. Within one week (seven calendar days) of the issuance of the warning the student, instructor of record for the course in question, and academic advisor must meet to develop a remediation plan. The Dean of Student Affairs may also be asked to attend.

- 1) The purpose of the plan is to identify causes of unsatisfactory academic performance and to develop strategies to address the causes.
  - 2) The goal of the remediation plan is to ensure the student will be able to successfully pass the course.
4. Students who are on warning status:
- a. May not participate in PNWU-sponsored extracurricular events, research (outside of mandatory class activities), or organizations,
  - b. Are not eligible for PNWU sanctioned travel, and
  - c. May not run for or hold the position of executive, class, or club officer.
  - d. Additional restrictions from activities may be included if deemed detrimental to academic performance.

## Academic Probation and Student Progress Committee Review

The SOT Student Progress Committee (SPC) reviews the cases of students:

1. Whose cumulative GPA falls below 3.0, or
2. Who did not achieve a minimum final grade of B- for any MSOT course or receive a 'pass' grade for Level II Academic Fieldwork Education experiences.

Cumulative GPAs and final course grades are reported through Enrollment Services at the end of each semester. If a student fails to meet either of the above criteria, the student will be notified in writing that their case is being sent to the SOT Student Progress Committee for review. The notification will be generated by the PD and the notification will also be sent to the student's academic advisor and the Chair of the Student Progress Committee.

As part of the Student Progress Committee review process, the student may submit to the committee a written explanation of any extenuating circumstances, such as injury, illness, death of a relative, or other special circumstance that they believe impacted their academic progress. The appeal must explain why the student failed to make satisfactory progress and what has changed in their situation that will allow them to make satisfactory progress next term. If the committee determines the student should be able to remediate and meet the academic progress standards by the end of the next term, the student will be placed on academic probation. The PD will notify Enrollment Services of the decision. Enrollment Services will issue the official notification to the student and retain a copy of the notification in the student's academic record.

Students may only be placed on probation once during their course of study. While on probation, the student may proceed to register for the following semester of coursework and may receive financial aid.

1. Students who are on probation status:
  - a. May not participate in PNWU-sponsored extracurricular events, research (outside of mandatory class activities), or organizations,
  - b. Are not eligible for PNWU sanctioned travel, and
  - c. May not run for or hold the position of executive, class, or club officer.
  - d. Additional restrictions from activities may be included if deemed detrimental to academic performance.
2. Students on academic probation (during the didactic portion of the curriculum) are not eligible to participate in FW II.

In cases of Academic Probation, remediation will be determined by the SOT Student Progress Committee. Remediation may involve repeating specified course content to raise the course final grade to a B- or better or repeating the entire course.

1. Repeating an MSOT course is permitted only once during a student's tenure in their respective program. In most cases, repeating a course will increase the time necessary to complete degree requirements. As such, course repetition will only be offered as a remediation option when the remaining degree requirements can be completed within the stated time to completion.
2. All courses in which the student enrolled and attempted will appear on their transcript. For courses that are repeated, only the highest grade will be used in the calculation of the cumulative GPA.
3. If the student fails to adhere to the remediation plan, they will be dismissed from the program.

## Dismissal

The dismissal process is initiated through a Student Progress Committee (SPC) meeting. The SPC recommendation is given to the Program Director (PD) within 72 hours of the SPC meeting. The PD must notify the student in writing of their final decision regarding dismissal within five business days of receipt of the SPC's recommendation.

1. The PD writes a letter to the student notifying them of their dismissal. The PD must:
  - Send an electronic copy to the student via secured email (request a read receipt under Outlook Options, Mail)

- Instructions for secure mail - In the subject line of the email: [secure] space subject
  - Direct the SOT administrative coordinator to send a hard copy of the notification letter to the student via USPS *Certified Mail®* with required signed delivery receipt (done through Purchasing department); and
  - Send an electronic copy of the letter to the Dean of Students, Registrar, Security, and Student Affairs. The letter is also archived in Progress IQ by the Assistant Director of Student Affairs.
- 2. After receipt of the dismissal letter the student has **three business days** to decide whether to a) accept dismissal or b) file an appeal (only valid if the student believes due process was not followed).
  - If the student accepts the dismissal without appeal, they must notify Student Affairs and the PD of the decision via PNWU email.
  - The student must also schedule an appointment with Student Affairs within **two business days** of receipt of the dismissal letter to process separation. Student Affairs will forward signed copies of documents to Registrar, Security, and Financial Aid.
- 3. If the student wishes to appeal the dismissal, they must:
  - Submit a detailed appeal letter to the PD within **three business days** after the PD's dismissal notice is acknowledged as received (read and received notification enabled when email is sent). After the appeal is received, the PD will acknowledge receipt of the appeal via email to the student.
  - A meeting between the PD and the student must occur (virtual meetings are acceptable if they are the only option) within 5 business days of receipt of the student's appeal letter.
- 4. Following the PD and student meeting, the PD will review the student's appeal and provide a decision in writing within five business days.
- 5. The PD's decision regarding appeal is final.

**If the program director upholds the dismissal:**

1. Within five business days of the meeting between the student and the PD the PD writes a notification letter indicating the appeal is denied and the dismissal upheld. The PD must:
  - A. Send an electronic copy to the student via secured email (request a read receipt under Outlook Options, Mail)
    - Instructions for secure mail - In the subject line of the email: [secure] space subject
  - B. Direct the administrative coordinator to send a hard copy of the notification letter to the student via USPS *Certified Mail®* with required signed delivery receipt (done through Purchasing department); and

- C. Send an electronic copy of the letter to the Dean of Students, Registrar, Security, and Student Affairs. The letter is also archived in Progress IQ by the Assistant Director of Student Affairs.
2. Within **two business days** of receipt of the PDs written denial of appeal, the student is required to contact the Office of Student Affairs to schedule an in-person meeting to complete the separation process.
  3. The student must schedule a separate meeting with the Office of Financial Aid (in person, via Zoom, or by phone). Student Affairs will provide a form for the student to acknowledge Financial Aid meeting has occurred. The meeting with Financial Aid must occur prior to the student returning items and prior to the deactivation of PNWU email and campus badge.

The Office of Student Affairs:

- A. Will meet with the student and collect items to be returned (including badge, parking pass, OT kit, and print textbooks). The checklist of items to be returned is in a separate document. The student will be charged for any items not returned. The Office of Student Affairs will contact the Finance Department so they may charge the student for those items not returned.
- B. The student and the Office of Student Affairs representative will acknowledge items returned and complete checklist form.
- C. The student's PNWU email and badge will be deactivated at this time.
- D. The Office of Student Affairs will take returned items to the School of Occupational Therapy for storage.

**If the program director overturns the dismissal:**

1. Within five business days of meeting with the student, the PD writes a letter informing the student that their dismissal is being overturned and outlining the criteria for readmission. Conditions of readmission are determined by the PD and will determine whether the student continues with their current classes or withdraws and matriculates with the subsequent class. To communicate the decision to all parties involved, the PD must:
  - A. Send an electronic copy to the student via secured email (request a read receipt under Outlook Options, Mail)
    - Instructions for secure mail - In the subject line of the email: [secure] space subject
  - B. Direct the administrative coordinator to send a hard copy of the notification letter to the student via USPS *Certified Mail*® with required signed delivery receipt (done through Purchasing department); and

- C. Send an electronic copy of the letter to the Dean of Students, Registrar, Security, and Student Affairs. The letter is also archived in Progress IQ by the Assistant Director of Student Affairs.

## Withdrawal

The student begins the process by consulting with the Student Affairs Office to determine if the student wants to formally withdraw. The Student Affairs Office will require the student discuss their situation with the Registrar and Financial Aid Office. Per the [student catalog](#), permitted reasons for withdrawal are:

- A. Medical
  - B. Military duty
  - C. Personal
- 
1. To initiate the withdrawal process, the student is required to submit relevant documentation (using the [jotform](#) on the PNWU website) to the Office of Student Affairs (registrar and Financial Aid copied).
  2. The Office of Student Affairs reviews the documentation within **five business days** of the receipt of application to withdraw and makes the determination about whether the request is substantiated. If the request is deemed substantiated by the Office of Student Affairs (with appropriate documentation submitted), it will be sent to the School of Occupational Therapy PD.
  3. The PD will review the request for withdrawal within **three business days** of the receipt of application to withdraw from Student Affairs.
    - If necessary, a meeting will be scheduled between the student and PD for the PD to gather additional information from the student. The meeting must be scheduled within **five business days** of the receipt of application to withdraw.
      - A request for excused absence for personal reasons is issued on student's behalf, to allow time - up to five consecutive days - for the PD and the Dean of Students to confer.
  4. The PD has **three business days** after the meeting with the student (if applicable) to communicate whether they agree or disagree with Student Affairs' decision to grant the withdrawal. If a meeting with the student is not applicable, the PD will have **three business days** after receipt of the determination from the Office of Student Affairs to acknowledge whether they agree or disagree with the determination made by the Office of Student Affairs.



5. If the PD does not agree with the determination made by the Office of Student Affairs, the Dean of Students will meet with the PD and review the request within **five business days** to discuss the case and come to consensus.
6. The student may opt for a personal withdrawal at any time without PD approval.

### **Substantiated Request for Withdrawal**

1. If the withdrawal request is granted, a copy of the withdrawal request form will be signed by the student, and approved as substantiated by Student Affairs and the PD. Student Affairs will then:
  - a. Send an electronic copy to the student via secured email (request a read receipt under Outlook Options, Mail) Instructions for secure mail - In the subject line of the email: [secure] space subject
  - b. Direct the administrative coordinator to send a hard copy of the notification letter to the student via USPS *Certified Mail*® with required signed delivery receipt (done through Purchasing department); and
  - c. Send an electronic copy of the letter to the Registrar, Security, IT, Faculty Advisor, and Student Affairs. The letter is also archived in Progress IQ by the Assistant Director of Student Affairs.
2. Within five business days of receipt of the PD's decision, the student is required to contact the Financial Aid office via email/phone to discuss disbursements and repayment that are affected by the withdrawal. The student is required to schedule an in-person meeting with the Office of Student Affairs to complete the separation process.

### **The Office of Student Affairs:**

- a. Will meet with the student and collect items to be returned (including badge, parking pass, equipment kit, and print textbooks). The checklist of items to be returned is in a separate document. The student will be charged for any items not returned. The Office of Student Affairs will contact the Finance Department so they may charge the student for those items not returned.
  - b. The student and the Office of Student Affairs representative will acknowledge items returned and complete checklist form.
  - c. The student's PNWU email and badge will be deactivated at this time.
  - d. The Office of Student Affairs will take returned items to the School of Occupational Therapy for storage. Items will be held for a period of one year in case the student is granted readmission to the program.
3. Unsubstantiated Request for Withdrawal
    - a. If the request is deemed unsubstantiated (e.g., medical withdrawal without documentation) the student will be notified by letter by the Dean of Students.

Further excused absences will be denied, however, the student may choose to stay in the program.

- b. If the request is deemed unsubstantiated, and the student chooses to discontinue their enrollment in the program, the student must take a personal withdrawal; personal withdrawal requires completing the full application process if the student wants to return to PNWU in the future.

## Grade Appeals

If a student questions or disputes a final grade, they must begin request a meeting with the instructor within one week of the posting of the grade to request the grade be appealed and discuss the matter with the instructor. If the student disagrees with the resolution/decision provided by the instructor, and wishes to file a formal grade appeal, they will initiate the process by writing an e-mail to the PD within three weeks of the posting of the grade with a copy sent to the course instructor.

This formal grade appeal must contain the reason for the grade appeal and supporting material. Acceptable reasons for the appeal are limited to:

1. The instructor used different grading standards for this student's work than for other students in the class.
2. Grading of the student was arbitrary, biased, or capricious.

The PD will contact the student within five working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the PD, the student, and the PNWU faculty member responsible for issuing the grade (if desired). The meeting will be recorded by notes and audiotape (only if permission to audiotape is granted). The PD may seek additional information from the course instructor and/or student before rendering a judgment.

1. The possible outcomes of this appeal hearing are:
  - a. The PD supports the instructor and recommends that the grade should stand as given.
  - b. The PD recommends that the instructor change the grade.
  - c. In both cases, if the student accepts the grade, the appeal process ends.
  - d. In both cases, if the student does not accept the grade, the grade appeal may be moved to the next level.

The outcomes of the appeal will be documented by the PD and a copy sent to the student and placed in the student's file within 10 business days after the meeting.

If the student disagrees with the resolution provided by the PD and wishes to file a formal grade appeal with the Provost, they will initiate the process by writing an e-mail to the Provost within 5 business days of receiving the PD's written decision.

1. The Provost will contact the student within 10 business days of receipt of the appeal and schedule a formal meeting with the student.
  - a. This meeting will be attended by the Provost and the student.
  - b. The meeting will be recorded by notes and audiotape (only if permission to audiotape is granted).
  - c. The Provost may seek additional information from the course instructor and/or student before rendering a judgment.
  - d. The possible outcomes of this appeal hearing are:
    - i. The Provost supports the instructor and recommends that the grade should stand as given.
    - ii. The Provost recommends that the instructor change the grade.
    - iii. In both cases, and regardless of whether the student accepts the decision, the decision of the Provost is final, and the appeal process ends.
2. The outcomes of the appeal will be documented by the Provost and a copy sent to the student, Enrollment Services, the PD, and the instructor, and a copy placed in the student's file within 10 business days after the meeting.

## Cheating and Plagiarism

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### Academic Integrity

On lecture exams and quizzes, students are always required to work independently. Students are strictly prohibited from sharing/discussing test content during and after the scheduled test dates.

The PNWU [Student Rights and Responsibilities Policy](#) requires students to sign and be responsible to uphold the PNWU [Honor Code](#), signed at matriculation, which prohibits students from giving or receiving aid on examinations or independent work or from representing others' work as their own.

Plagiarism is a specific form of cheating, which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

All faculty use Turnitin plagiarism prevention service to identify plagiarism for written papers.

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the above definitions, one of the following options shall be exercised.

## Informal Procedure Option

### Faculty-Student Conference

The instructor may choose to handle the alleged instance of cheating or plagiarism directly with the student. First, the instructor shall present the student with the charge and the evidence. If the student admits to the wrongdoing, the next step is for the instructor to document the cheating/plagiarism and the student's admission of guilt on the faculty-student conference form (evidenced by the student signing the form). In cases of cheating/plagiarizing, the student will receive an F (0%) on the exam/assignment. The failing grade will trigger an exam retake or assignment redo.

### Grading Guidelines

The instructor has the prerogative of assigning a grade of "0%" or "F" for the test/assignment. If the student accepts the penalty, the conference is considered completed to the satisfaction of both parties. In the event that no mutually agreeable settlement is reached between the parties regarding admission of guilt and acceptance of the proposed penalty, the formal option described below shall be followed. The instructor must inform the student that they should remain in the course, completing all assignments and taking all tests to accommodate the student's option to appeal the instructor's grade.

## Formal Procedure Option

The faculty member immediately concerned will report the incident using the SOT Student Progress Committee Referral Form no later than 1 week after the alleged incident occurred and/or was discovered. The referral will be routed to the Student Progress Committee Chair for review. The Committee chair will review the report within 5 business days of receipt of the complaint.

- If further investigation is warranted, the Committee will convene and initiate data collection and follow-up in relation to the complaint. When at all possible, data collection should be conducted within 10 business days.
  - If the instructor alleging cheating/plagiarism is also the Chair of the Student Progress Committee, the PD will serve as chair.
- If a meeting is warranted, a notice to appear must be sent to the student via secure email within 10 days of the completion of data collection by the SPC. The notice to appear will include the supporting evidence of academic dishonesty so that the student

may review the evidence. The notice will also inform the student of their right to provide a defense of the allegation during the SPC meeting.

- During the meeting, the student will be given the opportunity to refute the allegation of cheating or plagiarism. The SOT Student Progress Committee members may ask the student questions.
- After the meeting, the Committee will have up to 20 business days maximum to conduct any further investigation related to the allegation of plagiarism or cheating and render their recommendation to the Program Director.
- The Program Director makes the final decision regarding whether or not to implement the SPC's recommendations. If the instructor alleging cheating/ plagiarism is also the PD, the Provost will make the final decision.
- The summary report, inclusive of recommended interventions and/or next steps will also be provided to the student involved via secure email, as well as the Office of Student Affairs.
  - A copy of the summary will be maintained by the Office of Student Affairs and becomes part of the student's permanent record.
- Intervention is determined on a case-by-case basis based on the severity of the behavior.

## Grading Guidelines

If, as a result of the meeting, it is clear to the PD that the faculty member provided a preponderance of evidence and the student's response is insufficient to offset the charge of cheating or plagiarism to the extent that he or she may be excused, the student will be informed in writing of academic sanctions to be imposed. The instructor has the prerogative to assign a grade of "0%" or "F" for the test/paper and "F" for the entire course. In the event the student receives a failing grade, they would be dismissed from the SOT. The student should have the opportunity to appeal the decision by submitting the [Petition for Readmission of Disqualified Student](#) form.

## ACADEMIC ADVISEMENT

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Once students are admitted into the SOT, they are assigned to a faculty academic advisor within the program. Students and faculty are required to meet a minimum of once per semester, but more frequent meetings are encouraged. The exception to this is that during the very first semester of the program, students must meet with advisors within the first 2 weeks of the first semester as well as at midterm.

Successful advising depends upon a shared understanding of and commitment to the advising process by students, advisors, and the program. Academic advisors engage students in learning, promote students' academic success, and foster students' personal, ethical, and intellectual growth, all of which will carry into students' roles as citizens, leaders, and lifelong learners.

## Role of the Academic Advisee (Student)

- Meets with their academic advisor at *least* once during each semester.
- Understands the importance of their relationships with advisors.
- Seeks out advisors, contacts, University services, and information on a regular basis.
- Prepares for academic advisement meetings, as indicated.
- Keeps their assigned advisor informed, regarding academic issues and challenges.
- Schedules, prepares for, and keeps advising appointments on a regular basis. Submits any documents requested prior to the advising session.
- Knows and understands the requirements of their individual degree program.
- Takes final responsibility for making decisions according to the best information and advice available.

## Role of the Faculty Academic Advisor

Academic Advisors provide a variety of guidance services that are designed to help their students develop and achieve meaningful educational, professional, and personal goals. An academic advisor:

- Is knowledgeable of, and communicates, the requirements of the academic program in which they advise.
- Monitors students' progress toward degree completion on a regular basis.
- Is available to meet with students, providing reasonable office hours and electronic access.
- Refers students to appropriate institutional resources.
- Proactively involves students in the academic and career planning process, self-reflection, and the exploration of options and resources.
- Engages in activities to stay informed of issues that affect student success.
- Provides general personal and professional support, as required.
- Details of the office visit/session are documented using the notes section in ProgressIQ, ([Progress IQ.docx](#)) including the date advising occurred, what was discussed, and any follow up needed.

# Guidelines for Academic Work

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## Confirmation of Student Identity

During online learning activities, the instructor must ensure the student that registers for the course is the student in attendance. All students are required to turn on their web camera for attendance and visual confirmation. The instructor may also ask any student for visual confirmation at any time during an online learning activity (instruction or assessment). Students are also required to submit written assignments through Moodle to ensure that their identity can be verified through the student sign on and two-step authentication.

## Guidelines for Written Assignments/Topic Papers/Authorship

Presentation of a written paper: Students are always directed to an individual instructor's assignment guidelines; however, the following will always apply:

1. Neatly typed (double-spaced) with appropriate margins and pages numbered.
2. Correct spelling and no typographical errors.
3. Writing is clear and precise and content is meaningful.
4. Paper follows a logical sequence with a well-developed thought pattern that flows.
5. Word choices are appropriate and worthy of graduate level writing and appropriate abbreviations are utilized.
6. Paragraphs begin with well-stated topic or transition sentences. Most sentences are stated in active rather than passive voice. Sentences are neither long and rambling, nor short and choppy.
7. Punctuation is used appropriately.
8. Rules of grammar are followed.
9. Submitted on time to Moodle (student is instructed to see individual instructor's syllabus policy on late work). Paper submissions will not be accepted.
10. The majority of references should be current books and journals (within 10 years), unless otherwise articulated in the assignment instructions or considered seminal works. Journals must be reputable (peer-reviewed journals).

## References for American Psychological Association (APA) Style

Papers and manuscripts submitted in the program must be formatted according to the APA style (7th ed.). For resources regarding the APA style the student is directed to the [PNWU Library](#) for online access to the Publication Manual of the American Psychological Association, 7th edition.

## Scholarly Activity

The Office of Scholarly Activity (OSA) serves PNWU programs and engages community partners in scholarly endeavors. OSA provides resources for research coordination, including research design, IRB administration, grant submissions, fund management, and dissemination of scholarly outcomes.

University policy and federal law (45 CFR 46) require that all research involving living human subjects be reviewed and approved by an Institutional Review Board (IRB). PNWU received the IRB/Independent Ethics Committee Registration from the U.S. Department of Health and Human Services on April 27, 2009, which officially established the PNWU IRB. Universities and other research institutions agree to follow the federal regulations through a written assurance with the U.S. Office of Human Research Protections (OHRP), Department of Health and Human Services. All students and faculty must complete and maintain Collaborative Institutional Training Initiative (CITI) training certification during their time within the program.

The original certification is completed prior to matriculation. A copy of this certificate should be included with any IRB application. The training modules and tests can be found at <https://www.pnwu.edu/about/offices-departments/scholarly-activity/training/>.

For help in completing the CITI training or IRB submission, please refer to the [OSA website](#).

Any human subjects research protocols initiated by faculty in the SOT must first be submitted to the PD prior to submitting an IRB proposal to the OSA.

The PNWU policy and procedure for reporting [Research Misconduct](#) can be found in the PNWU [Policy Library](#).

## Exam Protocol

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Students are evaluated on the basis of their performance on assignments, as well as on their achievements on regularly scheduled examinations. The results of the examinations, along with reports concerning attendance, conduct, and potential professional attributes, are considered by the Student Progress Committee, as they determine eligibility for progression in the program and ultimately graduation.



## Exam Guidelines

### Promptness for all Assessments

1. Exam start time will be defined by [time.gov](https://www.time.gov), not by watches or other devices.
2. All assessment dates will be defined by the course syllabus, although it is subject to change, as determined by the course director. It is the student's responsibility to be present before the start of the assessment.
3. Students who arrive late to class during an assessment will be granted entrance, but are subject to disciplinary action.
  - a. Students who arrive late will not receive the full testing time and must finish their assessment by the scheduled end time.
  - b. Names of late students, minutes late (e.g., 15 or 30 minutes), as well as a reason for tardiness are submitted to the course director.

### Examination Materials

1. Permitted
  - a. The only items permitted within the exam room are two writing instruments, computer or iPad, privacy screen, and earplugs provided by the proctor. Any other items must be reviewed and approved by the instructor/proctor prior to testing.
  - b. A beverage is permitted but is subject to examination by the instructor/proctor. Eating during assessments is not allowed unless the student has received prior approval from the instructor (e.g., needing to eat a snack to maintain blood glucose levels).
2. Prohibited
  - a. No personal items are permitted to be out on the testing surface, including but not limited to, backpacks, bags of any sort, books, notebooks, cases for glasses, Kleenex packets, smart watches, cell phones, electronic devices other than the testing device, or other personal items. Students with accommodation needs may be permitted to have some personal items, as part of their approved accommodations.
  - b. It is highly suggested to place all unauthorized personal items (e.g., backpacks, bags of any sort, outerwear, headwear, books, notebooks, smart watches, cell phones, and electronic devices of any kind) in student lockers.

### During the Assessment

1. Talking is not allowed during assessments, unless otherwise instructed.

2. Students who have electronic malfunctions or questions are required to raise their hand and will be assisted by an instructor/proctor.
3. Students are permitted to take restroom breaks if the exam time is or exceeds two hours. Students must sign out, exit, and re-enter at the assigned location.
  - a. Only one student may exit at a time to use the restroom
4. Students are prohibited from re-entering an exam room after finishing an assessment until the assessment period is over.

## Students with Disabilities Testing Accommodations

Depending on the type of disability, a student may need extended time or a quiet place for written lecture exams. Testing accommodations may also be needed if the student requires a reader or scribe. Students must follow the procedures outlines in the [PNWU Student Catalog](#) and [PNWU Student Handbook](#) to request testing Accommodations.

## Attendance Policy

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### Attendance

The purpose of the MSOT attendance policy is to prepare students for professional practice, where repeated absence can be a cause for dismissal from employment. Certain events may qualify to be considered an “excused absence”. The determination of whether an absence is excused or unexcused is made by Student Affairs. Though Student Affairs makes the final decision on planned absences, the student must submit their request to Student Affairs and to their instructor so that an agreeable plan for making up course content and/or exams can be determined. To allow adequate time for approval, please submit all requests at least three (3) weeks prior to the time away date request.

Examples of planned excused absences include, but are not limited to:

- Religious observances or obligations
- Wedding (of first-degree family only)
- Health care appointment
- Legal appointment
- Conference attendance (e.g., related to healthcare or professional duties)

### Requesting an Emergency Absence

Situations arise that may cause hardship or prevent students from planning ahead. If this is the case, please fill out the OT Time Away Request form immediately. Student should consult the

course syllabi for contact information for the instructor. Students will still need to complete a Time Away Request form, (which can be found on the SOT website in the 'Current Students' section) and submit documentation within 48 hours after their return to school.

Examples of emergency excused absences include, but are not limited to:

- Personal illness
- Serious and/or sudden illness, or death of a family member

A doctor's note is required to substantiate a student's illness on exam days, standardized patient encounters, clinical skills lab, simulation lab, or if an illness extends beyond two consecutive days.

If for any reason students are concerned about the implications their absence(s) might have on their coursework, they should speak with Student Affairs and their instructor as soon as possible to discuss options and to learn of resources that may be available.

For absences during academic fieldwork educational experiences, please see the [Fieldwork Education Handbook](#).

## Unexcused Absence

Students are allowed one unexcused absence per semester, regardless of the reason. An 'absence' is defined within the SOT as missing 50% or more of a class activity (based on start-end time of class session, fieldwork, or community event, etc., as outlined in the course syllabus). The course instructor will be responsible for logging attendance and noting the entry time of student who arrive late for class. The final course grade will be reduced by 3% for each additional, unexcused absence. Repeated absence will reflect negatively on the student's professional behavior evaluation.

## Examination Makeups Due to Absence

Students are required to take examinations at the regularly scheduled times. Unexpected situations (e.g., illness, accident, family emergency) may prevent the student from complying with the schedule. For any absence (excused or unexcused), the exact dates and times for completing missed coursework/quizzes/exams will be at the discretion of the instructor. However, any missed assignment or assessment (e.g., exam or quiz) must be made up within five business days after returning from the absence, unless an extension was authorized by the instructor (unexcused absences). For any excused absence that falls during the final two days of a course, make up assessments must be completed within three business days. Early testing is permitted.

**Note:** The course instructor is not obligated to meet with the student and review missed materials, though they may agree to do so.

## Make-up Assignments

The general purpose of any make-up assignment is to ensure that the student possesses an understanding of the content that they missed as a result of being absent. The nature of make-up assignments is at the discretion of the course instructor. Except when there are extreme extenuating circumstances, it is the responsibility of the student to contact the instructor within 2 days of the absence to determine the best way to cover the content missed.

## Out of Class Assignments

Details for out of class assignments (not related to exam make-up) will be documented in Moodle as part of course materials, ideally, by the first day of class. Students will also receive the grading rubric for all written assignments. Assignments are due by 11:59 p.m. Pacific Time on the assigned date unless the instructor notifies the class in writing otherwise. It is the student's responsibility to ensure that the instructor receives the assignment (e.g., verify that the file can be opened and viewed using Microsoft Word). Failure to submit on the due date, for whatever reason, will result in a reduction of 10% of the assessed grade for *each* day or *partial* day late. In the case of group assignments, the 10% reduction will apply to all group members.

## Additional Academic Policies

### Communication

All electronic communication with students must occur through PNWU.edu e-mail accounts. Ideally, faculty will respond within 24 hours to student requests for information received Monday through Friday. If a faculty member anticipates a delay in response time, they should activate an out-of-office message with the expected date of return to normal communication.

### Class Recordings and Use of Course Content

Students need prior written permission from the Course Director before recording any portion of a class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. This policy is in accordance with the Washington State Legislature's [RCW 9.73.030](#). Students who are registered with the Office of Student Affairs and wish to record class materials must present their specific accommodation to the Course Director, who will subsequently comply with the request, unless there is some specific reason why they cannot, such as discussion of confidential or protected information.

### Technology Use During Class

Students are only allowed to access laptops or other mobile devices during class for course related activities. Unless specifically stated by the Course Instructor, during class, all cell phones are to be put on vibrate or silent mode and placed out of view. If students have extenuating circumstances (e.g., a child is home sick and a caregiver needs to be in touch, etc.), the student must discuss this with the Course Instructor at the beginning of the class session. In such cases, the Course Instructor may allow the student to place the phone out on their desk and have it on vibrate.

# CAMPUS SECURITY

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The [Annual Campus Safety and Security Report](#) and the Emergency Operations Plan (EOP) may be found on the [Campus Security webpage](#) or Campus Security in Butler-Haney Hall. Campus security policies are available on the [PNWU website](#) or in the [Policy Library](#). Additional information about PNWU Security can be found in the PNWU Student Catalog.

# TECHNOLOGY SERVICES

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Information on PNWU Technology Services can be found in the [PNWU Student Catalog](#).

## EXXAT

EXXAT is a web-based program to manage and store information related to clinical sites, student clinical placements, immunizations, and more. The program also includes an advanced matching system that matches students to clinical facilities according to each student's preferences, required clinical settings, and documented place(s) of residence.

## Personal Records

Instructions are emailed to the incoming students as they are given access to [Exxat](#). All additional records for immunizations, criminal background checks (CBC), and drug screenings should be uploaded by the student unless PNWU gets the CBC or drug screen directly from the vendor.

Students upload their immunizations, certifications, and proof of health insurance directly to Exxat. The vendor (Exxat) will review the documents, communicate with the student as needed, and update the status.

The following immunizations and certifications are currently tracked and available in Exxat.

- **Advanced Cardiac Life Support (ACLS), Basic Life Support (BLS), and Occupational Safety:** These certifications should be kept current throughout the program.
- **Criminal Background Report (CBC):** Initial report is done at the start of the student's first year.
- **Health Insurance Portability & Accountability Act (HIPAA), Bloodborne Pathogen/Infection Control Certification, Hazard Communication (OSHA), and Sexual Assault Prevention (Title IX):** Completed annually and valid for 1 year.
- **Flu Vaccine:** Required annually.
- **TB Annual:** Tuberculosis screening is required annually.

- **TB Chest X-ray:** Required when tuberculosis screening returns positive, or in cases of previous exposure to tuberculosis.
- **Immunization Record:** A PDF of all immunization records students originally submitted to PNWU (includes MMR, Varicella status, etc).
- Additional immunizations, drug screenings, criminal background checks may be required by clinical sites and are performed at the student's expense.

## TUITION AND FEES

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Tentative tuition for the 2023 inaugural SOT cohorts:

Semester	Tuition
Fall 1	\$22,660
Spring 1	\$22,660 (Includes summer 1)
Fall 2	\$22,660
Spring 2	\$22,660 (Includes summer 2)

*\*\*\*Tuition and fees are subject to change.*

**Illustration based on a 3% increase annually, however fees are subject to change.**

According to [FASFA](#) (Free Application for Federal Student Aid), cost of attendance is defined as total amount of attending the program, which includes tuition and fees, books, supplies, transportation, loan fees as well as fees associated with distance education.

Student tuition includes the cost of books and instructional technologies. Tuition is the same regardless of program delivery mode (e.g., online versus in-person).

Tuition is due and payable in full at registration unless special arrangements have been made with Enrollment Services.

Any students using [U.S. Department of Veterans Affairs \(VA\) Post 9/11 G.I. Bill® \(Ch. 33\)](#) or [Vocational Rehabilitation and Employment \(Ch. 31\)](#) benefits, with payment to the University pending from the VA, the University will not:

- Prevent the student's enrollment.
- Assess a late penalty fee.
- Require the student to secure alternative or additional funding.

- Deny their access to any resources (access to classes, libraries, or other institutional facilities) that are available to other students who have satisfied their tuition and fee bills to the University.

However, to qualify for this provision, such students will be required to:

- Produce the Certificate of Eligibility by the first day of the term.
- Provide a written request to be certified.
- Provide additional information needed to properly certify their enrollment.

All tuition and fees are subject to change annually. The PNWU Board of Trustees reserves the right to change the schedule of tuition and fees without advance notice, to make such changes applicable to present as well as future students, and to establish additional fees or charges for special services whenever, in their opinion, such actions are deemed advisable.

No course will be credited toward promotion, graduation, or subsequent credit if a student has not paid the required tuition, including any additional tuition incurred by repeating any portion of the academic program.

## DISCLAIMER

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The SOT Student Handbook represents information and requirements which may be altered from time to time by the University at its sole discretion. The provisions of the SOT Student Handbook do not constitute a contract. The University reserves the right to change any provision or requirement at any time. The University complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. All inquiries regarding the SOT Student Handbook should be directed to Enrollment Services at [registrar@pnwu.edu](mailto:registrar@pnwu.edu) or 509.249.7994. Any recommendations for additions, deletions, or changes in the Handbook must be submitted in writing to the Registrar. Final approval must be granted by the Provost.

## STATEMENT OF CERTIFICATION

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This handbook is certified to be true and correct in content and procedure as of the date of publication.

Heather Fritz, PhD – School of Occupational Therapy Program Director

Wayne Miller, PhD– Provost and Chief Academic Office for the University

Pacific Northwest University of Health Sciences is an equal opportunity institution.



# APPENDICES

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## Appendix A: Safety Data Sheet Attestation

Safety Data Sheets (SDS) for all chemicals potentially encountered by students (e.g., to clean and disinfect lab spaces) are in a binder in the SOT suite. Students are required to review and attest to review of SDS during annual new student orientation.

By signing the below, you attest that (1) you have had an opportunity to review the SDS and ask questions, and (2) you are aware of the SDS binder that is housed in the SOT suite and available for review as needed.

Printed Student Name (First and Last):

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Signed Student Name (First and Last):

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

# Appendix B: Professional Behavior Rubric Form

## PNWU SOT Professional Behaviors Score Sheet

### Mid-Term Evaluation Student Version

Student Name:

Faculty Advisor:

Instructions: Students will use this form during their mid-term evaluations each semester to score their professional behaviors and create professional goals.

There are four professional behaviors categories: Communication, Responsibility/Commitment for Learning, Emotional Intelligence, and Upholding. Each category contains different types of behaviors. When scoring the professional behaviors categories, refer to the types of behaviors to inform your scoring decision-making process. Use the comments/notes sections to justify your score by identifying behavioral strengths and areas for improvement.

For each behavior category, provide an overall score (green cells) using the rating scale below. Then, add the four overall scores together and divide by four to get an average professional behaviors score (orange cells). Then, begin to create professional goals (see the end of this document) that will be reviewed by your advisor during the evaluation.

#### Rating scale:

4 = Exemplary

3 = Consistently Meets Expectations

2 = Emerging without Concerns

1 = Emerging with Concerns

0 = Unacceptable

Communication	Score
<b>Language and Communication Style</b> (e.g., non-violent, non-judgmental, person-first, with cultural humility, avoids condescension or negative comments about others)	
<b>Feedback</b> (includes timing, style, volume, and tone; content is appropriate, respectful, and effective)	

Asks for feedback	
Gives constructive feedback	
Receives and responds to feedback	
<b>Category Total =</b>	
<u><b>Comments/Notes</b> (justify your score here):</u>	
<b>Responsibility/Commitment for Learning</b>	<b>Score</b>
<b>Assumes Responsibility</b> for own learning, growth, and decisions, and follows through	
Attempts to understand material and/or solve problems independently before asking for guidance; returns to independence after receiving some guidance	
Identifies own needs and resources for learning and continually seeks opportunities to apply new knowledge, behaviors, and skills	
Arrives punctually to class and appointments; notifies faculty in advance if attendance is prevented or delayed	
Manages time effectively (is ready to begin at the start of class time [i.e., not unpacking learning materials, starting up computer, viewing social media, checking email, etc.]). Utilizes class and lab time to work on course-related content	
Makes up missed assignments responsibly (does not expect faculty member to do extra work) and in a timely manner	
Shows flexibility in unexpected situations (e.g., changes in lesson plans, assignments, etc.)	
<b>Demonstrates Initiative and Takes Appropriate Action</b> to enhance own learning	
Consistently arrives prepared for class by completing assigned readings in advance	
Proactively facilitates positive learning experiences without waiting for explicit directions	
Actively participates in learning experiences through in-class discussions, lab sessions, and task groups	
Prioritizes tasks and duties effectively	

Responds to questions without having to be called upon	
<b>Facilitates Learning</b> in others and achievement of group goals	
Monitors own contributions to discussions and/or group work; neither over contributes nor under contributes	
Allows and/or respectfully invites others to share their thoughts and ideas	
Builds discussions between students (not just back and forth with faculty member)	
Does not project blame onto others	
Independently resolves conflicts in a manner that is equitable to, respectful of, and supportive of all involved	
<b>Demonstrates Critical Thinking</b>	
Seeks pertinent information from reliable sources, inter-relates information, establishes priorities, uses deductive reasoning, draws inferences, and explores creative solutions	
Perceives and assesses alternatives	
Anticipates unintended consequences of actions	
<b>Category Total =</b>	
<u><b>Comments/Notes</b> (justify your score here):</u>	
<b>Emotional Intelligence</b>	<b>Score</b>
<b>Self-awareness/Metacognition</b>	
Is aware of and understands their emotional state and how their emotions affect interactions with others	
Engages in self-reflection (in action and after the fact)	
Appraises own abilities (strengths and weaknesses)	
Recognizes when needs assistance	
<b>Self-emotional Regulation</b> (deals with emotions effectively by drawing on personal assets)	
Avoids emotional reactions that result in negative personal or interpersonal outcomes	

Implements/demonstrates appropriate stress management strategies related to learning experiences and/or social interactions	
Implements/demonstrates appropriate conflict resolution strategies (e.g., addresses a person directly with whom one may have a conflict and in a timely manner; seeks external assistance as needed)	
<b>Category Total =</b>	
<b>Comments/Notes</b> (justify your score here):	
<b>Upholding</b>	<b>Score</b>
University and SOT Policies, Procedures, and Ethical Guidelines outlined in the SOT Student Handbook and <a href="#">Fieldwork Manual</a>	
The Core Values, Ethical Principles, and Practice Standards outlined in <a href="#">AOTA 2020 Occupational Therapy Code of Ethics</a>	
Washington State Code of Ethics and Standards of Professional Conduct outlined in <a href="#">WAC 246-847-170</a>	
<b>Category Total =</b>	
<b>Comments/Notes</b> (justify your score here):	
<b>OVERALL TOTAL (add all category totals) =</b>	
<b>AVERAGE SCORE (divide overall total by 4) =</b>	

Identify several long-term personal and/or professional goals and two short-term goals (i.e., action steps) for achieving them. <u>Delete empty/unused cells.</u>
<b>Long-term Goal:</b>
Short-term Goal #1:
Short-term Goal #2:
<b>Long-term Goal:</b>
Short-term Goal #1:

Short-term Goal #2:
<b>Long-term Goal:</b>
Short-term Goal #1:
Short-term Goal #2:
<b>Long-term Goal:</b>
Short-term Goal #1:
Short-term Goal #2:
<b>Long-term Goal:</b>
Short-term Goal #1:
Short-term Goal #2:

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Student Signature

Date

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Advisor Signature

Date

## Appendix C: Student Progress and Academic Standing Form

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Form Completed By: \_\_\_\_\_

Course ID: \_\_\_\_\_

The below assessment is undertaken at the midpoint of each semester by the course instructors for each student enrolled in the course.

1. Has the student achieved a grade of a B- or higher in all enrolled MSOT or OTD courses?

Yes ☐

No ☐

A selection of 'no' necessitates referral of the student's case to the Student Progress Committee AND notification of the student's faculty advisor in writing.

2. Has the student demonstrated any actions or behaviors that, while not below standards for academic performance or professional behavior, raise concerns about the student's progress, standing, or health and/or well-being?

Yes ☐

No ☐

If 'yes; to the above, please describe the behaviors or actions below:

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If you have selected 'yes' to item # 2, you must forward this completed form the Program Director, the student's faculty advisor, and the Chair of the Student Progress Committee for further review and discussion.



## Appendix D. Equipment Training Certification

This document certifies that the below named student or faculty has completed training and has been deemed competent by the below named faculty or other qualified representative on the below date to use the following equipment:

Trainee status (circle one):

Student

Faculty

Equipment trained on:

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Printed Name (First/Last): \_\_\_\_\_

Signed Name (First/Last): \_\_\_\_\_

Printed Faculty or Representative Name (First/Last): \_\_\_\_\_

Signed Faculty or Representative Name (First/Last): \_\_\_\_\_

Date of Competency: \_\_\_\_\_

