



**Division of Occupational Therapy**  
**Student Handbook**

**Academic Year 2024 - 2025**

Dear Student:

This handbook has been compiled to provide essential information about the Occupational Therapy Programs (MOT & OTD) at the West Virginia University School of Medicine. It is designed to inform you about the various program policies as well as the program procedures that will be important to you. Students are advised to read the information carefully and to ask questions about coursework, clinical requirements, academic standards, the School of Medicine, the Department of Human Performance, and the Division of Occupational Therapy. Although this handbook is specific to the OT Programs, other University resources detail policies not outlined in this handbook that are important to you as students at this University.

Therefore, students are advised to access the Graduate and Undergraduate Catalogue at:

- <https://graduateeducation.wvu.edu/forms-procedures/academic-services-policies-and-procedures>
- <http://catalog.wvu.edu/undergraduate/>

Students are further advised that they must abide by the West Virginia University Campus Student Code can be found at: <https://studentconduct.wvu.edu>

We hope that you will find this handbook useful as you embark on your education journey in occupational therapy.

Sincerely,

The Occupational Therapy Faculty and Staff

# Table of Contents

<b>1. Division of Occupational Therapy Faculty</b> .....	<b>6</b>
<b>2. Mission and Philosophy Statements</b> .....	<b>7</b>
2.1 West Virginia University Mission .....	7
2.2 West Virginia University School of Medicine Mission.....	7
2.3 West Virginia University Division of Occupational Therapy Mission .....	7
2.4 WVU OT Program Philosophy of Learning .....	7
<b>3. Expected Learning Outcomes</b> .....	<b>9</b>
3.1 Expected Learning Outcomes of the WVU MOT Program .....	9
3.2 Expected Learning Outcomes of the WVU OTD Program .....	10
<b>4. Occupational Therapy Student Essential Skills and Requirements</b> .....	<b>11</b>
4.1 Essential Functions for Fieldwork Education .....	13
<b>5. Statement of Tolerance</b> .....	<b>14</b>
<b>6. Policies</b> .....	<b>14</b>
6.1 Student Progression in the OT Programs.....	14
6.2 Criteria for Progression and Retention.....	15
6.2.1 MOT Program Criteria for Progression and Retention.....	15
6.2.2 OTD Program Criteria for Progression and Retention .....	17
6.3 Division of Occupational Therapy Graduation Requirements .....	19
6.3.1 MOT Program Completion .....	19
6.3.2 OTD Program Completion .....	20
6.3.1 Community Service Graduation Requirement .....	20
6.4 Access to Classrooms and Laboratories.....	21
6.5 Announcements .....	21
6.6 Communication .....	21
6.6.1 Social Media, Electronic Communication, & Privacy Policy .....	21
6.7 Appropriate Use of Information System.....	22
6.7.1 Use of Artificial Intelligence .....	23
6.8 Faculty Mailboxes.....	23
6.9 License and Student Activity.....	23
6.10 Lockers .....	23
6.11 OT Faculty Advisors .....	23
6.12 Professional Organizations .....	24
6.12.1 American Occupational Therapy Association (AOTA).....	24

6.12.2 Student Occupational Therapy Association (SOTA).....	24
6.12.3 SOTA Class Representative:.....	24
6.12.4 State Occupational Therapy Associations .....	24
<b>6.13 Student Employment.....</b>	<b>25</b>
<b>6.14 Graduate Assistantships outside the Division of OT .....</b>	<b>25</b>
<b>6.15 Complaints &amp; Grievances.....</b>	<b>25</b>
6.15.1 Issues with Course Instructors .....	25
<b>6.16 Professional Appearance &amp; Dress Code.....</b>	<b>26</b>
6.16.1 Fieldwork Dress Code .....	27
6.16.2 Dress Down Days .....	27
6.16.3 Lab Attire.....	28
6.16.4 Nametag .....	28
<b>6.17 Standards of Conduct .....</b>	<b>28</b>
6.17.1 Immunizations, Background Checks, Drug Screens, and Felony Convictions.....	29
6.17.2 Drug Screen Policy .....	29
6.17.3 Initial Drug Screening.....	29
6.17.4 Additional Drug Screening .....	30
6.17.5 Negative Dilute Drug Screen .....	30
6.17.6 Positive Drug Screen .....	31
6.17.7 Legally Prescribed Medication .....	31
<b>6.18 Student Supervision .....</b>	<b>31</b>
<b>6.19 Fieldwork Education Policies.....</b>	<b>32</b>
<b>7.0 Assessment and Grading.....</b>	<b>32</b>
7.1 Student Assessment .....	32
7.2 Graduate Grading .....	32
7.3 Incomplete Grades .....	32
7.4 Exam Policy .....	33
7.5 Bachelor’s Degree Capstone .....	33
7.6 Comprehensive Practical .....	33
7.7 Doctoral Capstone .....	33
<b>8.0 Academic and Professional Standards.....</b>	<b>33</b>
8.1 Academic & Professional Standards Committee Guidelines .....	34
8.2 Academic and Professional Standards Procedures .....	34
8.3 Leave of Absence & Withdrawal .....	36
8.3.1 Withdrawal .....	37
8.3.2 Leave of Absence and Withdrawal Policies.....	38
<b>9.0 Probation, Suspension, and Dismissal Policies and Procedures .....</b>	<b>38</b>
9.1 Probation Policy and Procedures .....	38

9.1.1 Probation for GPA.....	39
<b>9.2 Suspension Policy and Procedures .....</b>	<b>39</b>
<b>9.3 Dismissal Policy &amp; Procedures .....</b>	<b>40</b>
<b>10.0 Appeals .....</b>	<b>41</b>
<b>10.1 Academic Dishonesty: Penalties and Appeals .....</b>	<b>41</b>
<b>10.2 Academic Standards: Penalties and Appeals .....</b>	<b>43</b>
<b>10.3 Professional Behavior: Penalties and Appeals .....</b>	<b>44</b>
<b>11.0 Student Awards within the Division .....</b>	<b>45</b>
<b>12.0 University Policies .....</b>	<b>45</b>
<b>12.1 Academic Rights and Responsibilities .....</b>	<b>45</b>
<b>12.2 Attendance Guidelines .....</b>	<b>46</b>
<b>12.3 Academic Integrity Statement .....</b>	<b>46</b>
<b>12.4 Academic Standards Policy, including Academic Dishonesty .....</b>	<b>46</b>
Appropriate Use of Technology Statement.....	46
<b>12.5 Inclusivity Statement .....</b>	<b>46</b>
<b>12.6 Sexual Misconduct Statement .....</b>	<b>47</b>
<b>12.7 Student Support Services.....</b>	<b>47</b>
12.7.1 Financial Aid.....	47
12.7.2 HSC ITS/Help Desk .....	47
12.7.3 HSC Library.....	47
12.7.4 The Writing Studio .....	47
12.7.5 Mental Health .....	48
12.7.6 Student Success Coaches.....	50
<b>Appendices.....</b>	<b>51</b>
<b>Appendix A: WVU Occupational Therapy Student Essential Skills and Requirements Signature Form .....</b>	<b>51</b>
<b>Appendix B: MOT Curriculum Course Sequence/Plan of Study .....</b>	<b>53</b>
<b>Appendix C: OTD Curriculum Course Sequence/ Plan of Study.....</b>	<b>54</b>

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## 2. Mission and Philosophy Statements

### 2.1 West Virginia University Mission

As a land-grant institution, the faculty, staff, and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare, and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state, and global engagement.

### 2.2 West Virginia University School of Medicine Mission

The West Virginia University School of Medicine is a connected community of students, teachers, staff, practitioners, and researchers who value health and wellness. We support a culture of purpose, accountability, honesty, and gratitude that prepares our learners to be resilient and confident as they care for people, conduct research, and transform lives.

### 2.3 West Virginia University Division of Occupational Therapy Mission

The West Virginia University Division of Occupational Therapy exists to educate current and future occupational therapy professionals on the power of occupation to foster effective solutions for maximal participation in everyday living, enhanced quality of life, and lifelong health and wellness for all people. We are committed to cultivating resilient, confident, and culturally aware professionals who promote the distinct value of occupational therapy with accountability, honesty, and purpose. Graduates from our program will be empowered to transform lives locally and globally through participation in scholarly activity, research, and service to the community.

### 2.4 WVU OT Program Philosophy of Learning

The philosophy of the West Virginia University (WVU) Division of Occupational Therapy (OT) integrates the core values and missions of West Virginia University and the West Virginia University School of Medicine with the basic tenets of occupational therapy education and practice. The Division offers two pathways of occupational therapy entry-level education (OTD and MOT) with a shared philosophy grounded in the concept of occupation and the fundamental belief that human beings are complex, open systems who continuously evolve, adapt, and change through interactions with their human and non-human environments over their life course. Each person's unique personality characteristics influence and are influenced by, occupational performance, sociocultural influences, and contexts.

Occupation is the central component of occupational therapy, defined as "activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society" (AOTA, 2017b). Occupation defines occupational therapy's unique contribution to health care and

serves as both the means (a change agent) and the ultimate goal (engagement in occupations) of the occupational therapy process. In support of a strong professional identity, the occupational therapy program strives to develop experts in the use of occupation as a therapeutic method, who understand the complexity of human performance throughout the lifespan, and who appreciate the impact of societal participation on health, well-being, and quality of life.

Through participation in “meaningful” theoretical and occupation-based coursework, students gain knowledge about, and an appreciation of, the impact of occupation on health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation across the lifespan (AOTA, 2017b). The everyday activities that make up one’s “occupations” are ascribed value and meaning by each individual culture. By engaging individuals in meaningful occupations in a variety of contexts (i.e., cultural, physical, social, personal, temporal, spiritual, and virtual), occupational therapy practitioners affect human performance and the effects of disease and disability (AOTA, 2002; AOTA, 2008). The WVU occupational therapy programs recognize that all humans are occupational beings and that populations and individuals who experience occupational deprivation are at risk for physical and psychosocial disability.

The philosophy and education beliefs of both OTD and MOT programs are consistent with those of Mosey (1981) who identified that optimal conditions for learning as occurring:

1. In stages where information is understood, then practiced in different situations, then generalized and discriminated;
2. In an environment that allows repetition of that which is to be learned;
3. Along a continuum progressing from simple to more complex tasks;
4. When the learner understands the purpose and goal of the learning;
5. In an environment that encourages active engagement by the learner with regular reinforcement and feedback; and
6. In ecologically relevant contexts.

The programs embrace the belief that optimal learning occurs along a continuum, progressing from simple to complex, and using a do, reflect, and apply spiral. Knowledge acquisition about occupation and occupational therapy theory is considered an essential part of the educational process, fostering the development of frames of reference and an understanding of practice models that guide professional decision-making, clinical judgment, and the evolution of one’s professional identity. However, it is through real and simulated learning tasks, utilizing participation in occupations that the student builds on existing knowledge to gain a more complete appreciation of the value of occupational engagement and its impact on successful and satisfying participation in life situations. Occupation-based learning activities also foster higher levels of clinical competence through their ability to promote self-evaluation, self-awareness, and skill development through the benefits of practice and repetition. Learning activities that are meaningful to the student support higher levels of participation and greatly enhance the learning experience of the student. Additionally, occupational therapists work on interprofessional teams and our students benefit from interprofessional collaborations throughout their learning experiences by interacting and learning with and from students and professionals at the Health Sciences Center, WVU, and the larger community.



Within its mission, West Virginia University emphasizes diversity and inclusion, access, and opportunity. Through offering two pathways of entry-level occupational therapist preparation (OTD and MOT), The WVU Division of Occupational Therapy strives to meet the unique learning needs and career goals of students while being sensitive to financial and other barriers that may limit access to occupational therapy education. The programs emphasize experience-based learning in an inclusive environment that welcomes diversity, innovation, and freedom of intellectual inquiry. Consistent with the WVU School of Medicine's commitment to "transforming lives and eliminating health disparities" within the state of West Virginia, the Division of Occupational Therapy embraces experience-based educational and service-learning activities to foster community engagement and nurture each student's unique path to personal and professional growth. In this respect, participation in occupations, through experience-based learning activities, will influence the knowledge, skill, and professional development of the student in a manner reflective of its effect on the health and adaptation of the client during the occupational therapy process.

WVU's occupational therapy program faculty serve as expert educators and student-centered role models committed to quality in teaching, scholarly activity, and service while demonstrating professionalism, ethical behavior, and an appreciation for the value of diversity and inclusion. Through a shared appreciation of the complexity of human beings, program faculty support the unique characteristics and professional goals of each student. Faculty-student collaboration occurs in a variety of forums including classroom, laboratory, clinic, community service, and research. These interactions, in conjunction with the varied contexts and diverse learning activities that constitute the overall educational experience, facilitates a recognition of the means by which the actions of the student can impact the health of individuals, communities, and populations at the local, state, national, and global level.

#### References

- American Occupational Therapy Association. (2018). *Philosophy of Occupational Therapy Education*.
- American Journal of Occupational Therapy. 72(Supplement\_2): 7212410070.  
<https://doi.org/10.5014/ajot.2018.72S201>
- American Occupational Therapy Association. (2017a). *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition*. American Journal of Occupational Therapy, 68, S1-S48. <https://doi.org/10.5014/ajot.2014.682006>
- American Occupational Therapy Association. (2017b). The philosophical base of occupational therapy. American Journal of Occupational Therapy, 71(Suppl. 2).
- Mosey, A. (1981). *Occupational Therapy: Configuration of a Profession*. Raven Press.

### 3. Expected Learning Outcomes

#### 3.1 Expected Learning Outcomes of the WVU MOT Program

##### Practice Outcomes

- Graduates will be reflective, competent, creative, flexible, and resourceful occupational therapists.

- Graduates will have an understanding of the distinct value of occupational therapy's unique role in promoting health, wellness, and quality of life at the individual, community, and population level.
- Graduates will be able to develop client-centered, evidence-based assessment plans and perform evaluations that reflect the Occupational Therapy Process and Domain.
- Graduates will be able to develop and implement client-centered, evidence-based, theory-driven interventions and discharge plans that reflect the Occupational Therapy Process and Domain.
- Graduates will be able to develop client-centered, evidence-based, theory-driven outcomes that reflect the Occupational Therapy Process and Domain.

#### Leadership & Advocacy

- Graduates will identify the leadership skills for engagement in professional advancement at the individual, group, and population level
- Graduates will demonstrate skills to communicate about the distinct value/role of occupational therapy across all practice areas.
- Graduates will advocate for occupational therapy with policy makers, third-party payers, regulatory boards, consumers, and colleagues.
- Graduates will be able to identify the effects of health disparities and occupational injustice in the health and occupational performance of their clients.

#### Scholarship & Ethics

- Graduates will be active consumers of knowledge becoming lifelong occupational therapy learners.
- Graduates will be able to critically appraise the ethical and practical aspects of client care, program development, and research.

### 3.2 Expected Learning Outcomes of the WVU OTD Program

#### Practice Outcomes

- Graduates will be reflective, competent, creative, flexible, and resourceful occupational 15 therapists.
- Graduates will have an understanding of the distinct value of occupational therapy's unique role in promoting health, wellness, and quality of life at the individual, community, and population level.
- Graduates will be able to develop client-centered, evidence-based assessment plans and perform evaluations that reflect the Occupational Therapy Process and Domain.
- Graduates will be able to develop and implement client-centered, evidence-based, theory-driven interventions and discharge plans that reflect the Occupational Therapy Process and Domain.
- Graduates will be able to develop client-centered, evidence-based, theory-driven outcomes that reflect the Occupational Therapy Process and Domain.

#### Leadership & Advocacy

- Graduates will identify the leadership skills for engagement in professional advancement at the individual, group, and population level
- Graduates will demonstrate skills to communicate about the distinct value/role of occupational

therapy across all practice areas.

- Graduates will advocate for occupational therapy with policy makers, third-party payers, regulatory boards, consumers, and colleagues.
- Graduates will be able to identify the effects of health disparities and occupational injustice in the health and occupational performance of their clients.

#### Scholarship & Ethics

- Graduates will be active consumers of knowledge, becoming lifelong occupational therapy learners.
- Graduates will be able to critically appraise the ethical and practical aspects of client care, program development, and research.

## 4. Occupational Therapy Student Essential Skills and Requirements

Occupational therapists are health care professionals with expertise in the evaluation and treatment of the skills that support meaningful and satisfying participation in the “occupations” of self-care, work, and play. The West Virginia University (WVU) Master of Occupational Therapy (MOT) degree program and OTD degree program are rigorous programs dedicated to preparing entry-level occupational therapy generalists for practice across all age groups in common practice settings, such as hospitals, schools, clinics, skilled nursing facilities, and home health as well as in emerging or non-traditional areas of practice such as community-based settings, industrial rehabilitation programs, primary care, and research. The physical, cognitive, psychological, emotional, and professional demands of occupational therapy practice are reflected in student expectations in the Division of Occupational Therapy. Students must have the capacity to assess and analyze the occupational performance of clients, provide occupation-based interventions, and effectively communicate with clients, families, members of the healthcare team, and other numerous other stakeholders in clinic settings, schools, and local community as well as across the state and nation. Essential skills and requirements reflect the necessary knowledge, clinical skills and abilities, and interpersonal competence necessary to graduate as an occupational therapy entry-level generalist.

Students must be able to perform the following tasks (with or without reasonable accommodation) safely, reliably, and efficiently in accordance with legal and ethical standards throughout their entire occupational therapy education at WVU:

- Attend class for up to 35 hours per week, and have the ability to sit and/or stand and maintain upright posture for several hours at a time.
- Have the intellectual skills to recall and comprehend large amounts of didactic information under time constraints and apply this information to the practice of occupational therapy.
- Utilize appropriate verbal, nonverbal, and written communication with clients, families, and others.
- Select, perform and document appropriate occupational therapy procedures used to assess the function of cognitive/mental/perceptual status, activities of daily living, behavior, social performance, functional capacity, ergonomics, vital signs, endurance, sensation, strength, tone, reflexes, movement patterns, coordination, ROM, balance, developmental stage, soft tissue, joint

motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the pulmonary system.

- Determine the occupational therapy needs of any client with perceived or potential movement, cognitive, perceptual, emotional, and/or psychosocial dysfunction.
- Develop and document a plan of care for a client with occupational performance deficits across the lifespan.
- Recognize the psychosocial impact of dysfunction and disability, and integrate the needs of the client and family when implementing the plan of care.
- Perform intervention procedures in a manner that is appropriate to the client's status and desired goals. These include, but are not limited to: skills training in basic and instrumental activities of daily living, group interventions, cognitive rehabilitation, exercise, developmental activities, balance training, coordination training, transfer training, orthotics fabrication, positioning techniques, and CPR.
- Possess the ability to manage a full client caseload and the ability to recognize and appropriately respond to emergency situations.
- Demonstrate ability to apply universal precautions.
- Participate in the process of scientific inquiry.
- Maintain composure and continue to perform duties with clients experiencing personal distress and demonstrating challenging behaviors and/or attitudes.
- Apply teaching/learning theories and methods in health care and community environments with the goal of health care promotion and prevention.
- Demonstrate management skills, including planning, organizing, supervising, delegating and working as a member of a multidisciplinary team.
- Develop responsibility for lifelong professional growth and development.
- Have competence in computer use sufficient for participation classroom and distance learning activities.
- Act in accordance with professional values, ethical standards, and appropriate demeanor essential for client-centered, quality client care.
- The above require students be able to perform, including with reasonable accommodation, the following: bending, carrying, climbing, grasping, heaving, lifting, pulling, pushing, reaching, sitting, crawling, sight, hearing, speaking, stooping, kneeling, use of hands, walking, and writing.

The MOT and OTD programs at WVU welcome all qualified Occupational Therapy applicants regardless of age, gender, heritage, ethnicity, race, religion, or disability. The Program acts in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008. Certain disabilities can interfere with a student's ability to complete the program of study and acquire the skills and requirements necessary for the practice of occupational therapy. A student who feels they have such a disability is required to register with WVU's Office of Accessibility Services. Additional information can be found at <https://accessibilityservices.wvu.edu>.

Reasonable accommodations can be made to compensate for some, but potentially not all, limitations. Students should be aware that those that interfere with patient care, safety or require the use of an intermediary may be incompatible with independent professional practice. In accordance with the accreditation standards of the Accreditation Commission for Occupational Therapy Education (ACOTE), the WVU MOT program has the prerogative and ultimate responsibility for selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who is eligible to be awarded a degree.

Students accepted into the MOT and OTD programs will be required to sign a form, included in Appendix A: WVU Occupational Therapy Student Essential Skills and Requirements Signature Form, stating they are able to fulfill the essential skills and requirements on a yearly basis. Admission and retention decisions reflect both academic and non-academic factors, including ability to perform essential skills, requirements, and functions. A student who is unable to fulfill essential skills and requirements for occupational therapy students at WVU, as described above, may have their offer of admission withdrawn or be dismissed from the program if:

- He or she has requested and received a reasonable accommodation and is unable to meet program qualifications including the “Essential Skills and Requirements.”
- The requested accommodation(s) would fundamentally alter the nature of the WVU MOT program, or
- The requested accommodation(s) would create a significant risk of harm to the health or safety of others.

#### 4.1 Essential Functions for Fieldwork Education

Fieldwork is an important part of the MOT and OTD programs. Throughout the curriculum, students are carefully placed in a variety of settings to facilitate an appreciation of the scope of occupational therapy and foster a well-rounded, entry-level, educational experience. Students are responsible for all fieldwork-related expenses including transportation, housing, meals, and related costs. For level I fieldwork, students may be required to drive up to 60 minutes from WVU’s Medical Campus. Level II fieldwork sites have been established for WVU MOT students both within and outside the Morgantown area.

Students are matched with level II fieldwork sites (two separate twelve-week full-time internships) based on learning needs, student professional goals, availability of sites, and other factors as determined by the academic fieldwork coordinator in collaboration with the student. All students are responsible for the following:

- Ensure that immunizations, CPR certification, and health insurance are current.
- Completing education on infection control and prevention.
- Completing education on HIPAA/HITECH compliance.
- Completing drug screens upon request of the fieldwork site.
- Disclosing health conditions/disabilities to the WVU Accessibility Services Office and seeking accommodations for conditions that may impact fieldwork performance.

- Criminal background check results clear of felony convictions.

Applicants must complete the required criminal background check following the offer of admission but prior to enrollment. Additional background checks may be required at the request of the fieldwork site / agency. A felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain licensure as an occupational therapist.

#### References

- Essential Functions, University of Cincinnati Master of Occupational Therapy Program.  
 Essential Functions, Graduate Program in Occupational Therapy, Sacred Heart University.  
<http://www.sacredheart.edu/academics/collegeofhealthprofessions/academicprograms/occupationtherapy/policies/essentialfunctions/>
- Technical Standards for Occupational Therapy Students, The Ohio State University.  
<https://hrs.osu.edu/~media/Files/HRS/Academics/Graduate-Programs/Doctorate-in-Occupational-Therapy/Program-Details/OT-Technical-Standards.pdf?la=en>
- Occupational Therapy Fieldwork, Spalding University. <https://spalding.edu/occupational-therapy->

## 5. Statement of Tolerance

The WVU Division of Occupational Therapy acknowledges and recognizes that there are many beliefs and practices within the practice of OT. Within classroom and fieldwork instruction, the student will be introduced to many alternative or diverse practices and beliefs that may differ from the student's personally held beliefs. This information is being presented for professional learning purposes and to encourage tolerance of multiple cultural systems. Tolerance is a basic tenant of the profession of occupational therapy and this educational program

## 6. Policies

The policies in this section are division specific requirements. Additionally, all students must comply with University policies. See 12.0 University Policies.

### 6.1 Student Progression in the OT Programs

All aspects of the progression and graduation process for the MOT and OTD Program operates consistent with West Virginia University's commitment to non-discrimination, cultural diversity, and inclusion. The University does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. The university does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students,

employees, and third parties are not subject to a hostile environment in University programs or activities. Full description and contact information at: <https://diversity.wvu.edu/equity-assurance>.

## 6.2 Criteria for Progression and Retention

### 6.2.1 MOT Program Criteria for Progression and Retention.

Like many professional programs, the curriculum in the Master of Occupational Therapy program is fixed and intense. The first five semesters of the eight-semester program curriculum is undergraduate coursework combining on-campus and experiential/clinical instruction that facilitates the development of necessary knowledge, behaviors, and skills for success in occupational therapy clinical practice. After completion of Semester 5, students receive a Bachelor's degree in Human Performance and Health. Semester 6 is an on-campus graduate semester with coursework emphasizing the integration of prior knowledge and skills established along with the development of higher-level professional growth, leadership, scholarly work, and awareness of the unique issues impacting occupational therapy practice. During Semester 7, students will begin their first, full-time level II internship alongside a professional development seminar course. The eighth and final semester consists of courses on higher-level graduate development and the second-level II internship. Given the full-time nature of the curriculum, it is recommended that students limit employment to less than 20 hours per week during non-level II fieldwork semesters (semesters 1 through 6). During level II fieldwork experiences (semesters 7 and 8), which are both 12-week full-time internships, students are financially responsible for transportation, housing, and meal expenses related to clinical assignments. Due to the demands of occupational therapy fieldwork education, it is strongly recommended that students not participate in additional employment during level II fieldwork.

All students in the MOT Program must fully comply with the rules and regulations for academic and professional standards as set forth by West Virginia University and the West Virginia University Division of Occupational Therapy (see relevant policies in the OT Program Student Handbook): <http://catalog.wvu.edu/graduate/enrollmentandregistration/#probationsuspensionstext>

In addition, student progression in the MOT Program includes the following:

- A. Attendance at all on-campus, off-campus experiential learning (coursework and level I fieldwork), scheduled online and in-person sessions, and level II fieldwork is REQUIRED. The entry level occupational therapy program focuses on skill development, competency evaluation, group work, guest lectures, oral presentations, level I fieldwork activities, access to WVU on-campus resources, face-to-face professional behavior advising, and research mentorship. Additional optional lab sessions are available at varying points during each semester and students are encouraged to attend. Students missing a scheduled class or instructional activity due to an emergency situation must notify the course instructor and MOT Program Director as soon as possible. Students may not miss more than **one week** of classes without a Leave of Absence and "catch-up" plan in place. In cases of extended absence where content cannot be made up, students may be required to withdraw from a course or courses. Make-up sessions for missed content are at the discretion of

the instructor. Students repeatedly missing a scheduled class or instructional activities (including excessive tardiness) will be referred to the OT Academic and Professional Standards Committee and may be dismissed from the OT Program.

- B. Students must maintain a semester and overall MOT Program GPA of 3.0 or better throughout the MOT Program. In cases where a student falls below this level, the student will be required to meet with the MOT Program Academic and Professional Standards Committee and be placed on academic probation by the Program (see MOT Student Handbook for Policy and description of the OT Academic and Professional Standards Committee). The student will have one additional semester to raise the semester and overall MOT Program GPA to a 3.0 or above. Upon recommendation of the Academic and Professional Standards Committee, the MOT Program Director, and Division of OT Chairperson, a student may be required to complete additional learning or professional activities to address identified deficiencies. A student will be dismissed from the MOT program if they have two occupational therapy program semesters with an overall GPA below 3.0, regardless of whether the semesters are consecutive or not. ***The first program GPA will be calculated at the end of the 1<sup>st</sup> Fall semester and will encompass both the 1<sup>st</sup> Summer and Fall classes.***
- C. A grade of C or better is required in all MOT undergraduate and graduate coursework. For all courses 500 and above, as per WVU policy, a grade of D cannot be counted towards graduate credit (<http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#gradestext>). Students receiving a grade below C may request the opportunity to retake the course. However, given the sequential nature of the curriculum, approval to retake a course will require ceased participation (suspension) in the MOT Program until the course is offered again in its regular sequence (the following year). This will result in additional time to complete the MOT Program as well as all associated expenses.
- D. A student who receives more than 1 grade below C will be dismissed from the MOT Program.
- E. The sequential nature of the MOT Program curriculum necessitates that all coursework be taken in sequence and on a full-time basis. Withdrawal from any one course equates to withdrawal from the MOT Program unless the student requests, and is granted by the MOT Program Director and Division of OT Chairperson, an academic leave of absence. Students may take a maximum of one year of academic leave of absence then will require reapplication and readmission. (See OT Program Student Handbook for relevant policies)
- F. A student on Program probation for academic or professional reasons cannot progress to level II fieldwork.
- G. Students are expected to fully comply with all academic fieldwork requirements (level I and level II rotations), including Program and Fieldwork site rules and regulations. Due to the effort and time required to develop entry-level generalist competencies, any outside employment during level II fieldwork is strongly discouraged. Students cannot begin level II fieldwork until all prior curriculum coursework is completed.
- H. Students are required to maintain full-time University enrollment, including payment of tuition and College and Program fees. These fees can vary from year to year. The current Fee schedule can be reviewed at:
  - a. MOT Undergraduate and Graduate Yearly Tuition and Estimate Cost Totals:



<https://medicine.hsc.wvu.edu/students/tuition/occupational-therapy-undergraduate-and-graduate/>

- b. Yearly tuition rates reflected in the published fee schedule reflect fall and spring semester enrollment. Students should use “per term” rates to reflect the consecutive summer, fall, and spring semester OT Program enrollment.
- c. Textbooks will be required for all MOT courses and expenses associated with these are the responsibility of the student. WVU OT students participate in the WVU Health Sciences Center Notebook Computer Program. Related payment, financial aid, and software information is summarized in the offer of admission letter. Students are also required to maintain up to date CPR and First Aid Certification. Estimates of additional MOT Program costs can be found on our web site: <http://medicine.wvu.edu/ot/masters/cost-of-attendance/> MOT Program fees are paid directly to the program, testing agency, background checking agency, or organization.

#### 6.2.2 OTD Program Criteria for Progression and Retention

Like many professional programs, the curriculum in the Occupational Therapy Doctorate program is fixed and intense. The first six semesters of the nine-semester program curriculum is graduate coursework combining on-campus and experiential / clinical instruction that facilitates the development of necessary knowledge, behaviors, and skills for success in occupational therapy clinical practice. During Semester 7, students will begin their first, full-time level II internship alongside a professional development seminar course. The eighth semester consists of courses on higher level graduate development and the second level II internship. During the ninth semester, students complete the capstone experiential. Given the full-time nature of the curriculum, it is recommended that students limit employment to less than 20 hours per week during non-level II fieldwork semesters (semesters 1 thru 6). During level II fieldwork experiences (semesters 7 and 8, which are both 12-week full-time internships) and the capstone experiential (semester 9), students are financially responsible for transportation, housing, and meal expenses related to clinical assignments. Due to the demands of occupational therapy fieldwork education, it is strongly recommended that students not participate in additional employment during level II fieldwork and the capstone experiential.

All students in the OTD Program must fully comply with the rules and regulations for academic and professional standards as set forth by West Virginia University and the West Virginia University Division of Occupational Therapy (see relevant policies in the OT Program Student Handbook):

<http://catalog.wvu.edu/graduate/enrollmentandregistration/#probationsuspensiontext>

In addition, student progression in the OTD Program includes the following:

A. Attendance at all on-campus, off-campus experiential learning (coursework and level I fieldwork), scheduled online and in person sessions, and level II fieldwork is REQUIRED. Students may not miss more than **one week** of classes without a Leave of Absence and “catch-up” plan in place. The entry level occupational therapy program focuses on skill development, competency evaluation, group work,

guest lectures, oral presentations, level I fieldwork activities, access to WVU on campus resources, face to face professional behavior advising, and research mentorship. Additional optional lab sessions are available at varying points during each semester and students are encouraged to attend. Students missing a scheduled class or instructional activity due to an emergency situation must notify the course instructor and OTD Program Director as soon as possible. In cases of extended absence where content cannot be made up, students may be required to withdraw from a course or courses. Make-up sessions for missed content is at the discretion of the instructor. Students repeatedly missing a scheduled class, or instructional activities (including excessive tardiness) will be referred to the OT Academic and Professional Standards Committee and may be dismissed from the OT Program.

B. Students must maintain a semester and overall OTD Program GPA of 3.0 or better throughout the OTD Program. In cases where a student falls below this level, the student will be required to meet with the OTD Program Academic and Professional Standards Committee and be placed on academic probation by the Program (see OTD Student Handbook for Policy and description of the OT Academic and Professional Standards Committee). The student will have one additional semester to raise the semester and overall OTD Program GPA to a 3.0 or above. Upon recommendation of the Academic and Professional Standards Committee, the OTD Program Director, and Division of OT Chairperson, a student may be required to complete additional learning or professional activities to address identified deficiencies. A student will be dismissed from the OTD program if they have two occupational therapy program semesters with an overall GPA below 3.0, regardless of whether the semesters are consecutive or not. The first program GPA will be calculated at the end of the 1st Fall semester and will encompass both the 1st Summer and Fall classes.

C. A grade of C or better is required in all OTD undergraduate and graduate coursework. For all courses 500 and above, as per WVU policy, a grade of D cannot be counted towards graduate credit ([http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising\\_and\\_evaluation/#gradest](http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising_and_evaluation/#gradest) ext.). Students receiving a grade below C may request the opportunity to retake the course.

However, given the sequential nature of the curriculum, approval to retake a course will require ceased participation (suspension) in the OTD Program until the course is offered again in its regular sequence (the following year). This will result in additional time to complete the OTD Program as well as all associated expenses.

D. A student who receives more than 1 grade below C will be dismissed from the OTD Program.

E. The sequential nature of the OTD Program curriculum necessitates that all coursework be taken in sequence and on a full-time basis. Withdrawal from any one course equates to withdrawal from the OTD Program unless the student requests and is granted by the OTD Program Director and Division of OT Chairperson, an academic leave of absence. Students may take a maximum of one year of academic leave of absence then will require reapplication and readmission. (See OT Program Student Handbook for relevant policies)

F. A student on Program probation for academic or professional reasons cannot progress to level II fieldwork.

G. Students are expected to fully comply with all academic fieldwork requirements (level I and level II rotations), including Program and Fieldwork site rules and regulations. Due to the effort and time required to develop entry-level generalist competencies, any outside employment during level II fieldwork

is strongly discouraged. Students cannot begin level II fieldwork until all prior curriculum coursework is completed.

H. Students are required to maintain full-time University enrollment, including payment of tuition and College and Program fees. These fees can vary from year to year. The current Fee schedule can be reviewed at:

1. OTD Graduate Yearly Tuition and Estimate Cost Totals:

<https://medicine.hsc.wvu.edu/students/tuition/occupational-therapy-undergraduate-andgraduate/>

2. Yearly tuition rates reflected in the published fee schedule reflect fall and spring semester enrollment. Students should use “per term” rates to reflect the consecutive summer, fall, and spring semester OT Program enrollment.

3. Textbooks will be required for all OT courses and expenses associated with these are the responsibility of the student. WVU OT students participate in the WVU Health Sciences Center Notebook Computer Program. Related payment, financial aid, and software information is summarized in the offer of admission letter. Students are also required to maintain up to date CPR and First Aid Certification.

Estimates of additional OTD Program costs can be found on our web site:

<http://medicine.wvu.edu/ot/otd/cost-of-attendance/> (OTD Program fees are paid directly to the program, testing agency, background checking agency, or organization.)

### 6.3 Division of Occupational Therapy Graduation Requirements

Students are responsible for ensuring that all administrative and academic requirements for graduation have been met.

#### 6.3.1 MOT Program Completion

The Master of Occupational Therapy (MOT) Degree is awarded upon completion of all required graduate work (typically at the end of the eighth semester in the MOT Program). In addition, students must meet the following criteria:

- Completion of all West Virginia University admission, retention, and graduation requirements to achieve the bachelor's degree between semesters 5 and 6 of the OT education program available at: <http://catalog.wvu.edu/undergraduate/>
- All undergraduate degree requirements must be completed in order to progress to level II fieldwork.
- Completion of all West Virginia University admission, retention, and graduation requirements as outlined in the West Virginia University Graduate Catalogue: <http://catalog.wvu.edu/graduate/>.
- Completion of all [MOT required coursework](#), including 24 weeks of full-time fieldwork (minimum of 940 hours), community service hours (see below), and a completed research project, signed off by the student's faculty research advisor, the respective Program Director (MOT or OTD), and Division of OT Chairperson. All occupational therapy coursework counted towards the degree must be completed at West Virginia University.
- Maintenance of a minimum overall GPA of 3.0 with no OT Program course (undergraduate or graduate) below a grade of C (unless that course has been successfully retaken).
- Completion of all paperwork requirements by WVU for graduation and payment of all fines and

fees.

- Completion of all MOT Program requirements must be completed within 5 years. Students extending beyond that period will be required to reapply and, upon admission, retake all MOT or OTD coursework and fieldwork. Level II fieldwork must be completed within 18 months of the conclusion of didactic coursework (semester 6).

### 6.3.2 OTD Program Completion

The Occupational Therapy Doctorate (OTD) Degree is awarded upon completion of all required graduate work (typically the end of the ninth semester in the OTD Program). In addition, students must meet the following criteria:

- All graduate degree requirements must be completed in order to progress to level II fieldwork.
- Completion of all West Virginia University admission, retention, and graduation requirements as outlined in the West Virginia University Graduate Catalogue: <http://catalog.wvu.edu/graduate/>.
- Completion of all [OTD required coursework](#), including 24 weeks of full-time fieldwork (minimum of 940 hours), community service hours (25 documented and approved hours through iServe), a completed research project, and completed capstone experiential, signed off by the student's faculty research advisor, OTD Program Director, and Division of OT Chairperson. All occupational therapy coursework counted towards the degree must be completed at West Virginia University.
- Maintenance of a minimum overall GPA of 3.0 with no OTD Program course (undergraduate or graduate) below a grade of C (unless that course has been successfully retaken).
- Completion of all paperwork requirements by WVU for graduation and payment of all fines and fees.
- Completion of all OTD Program requirements must be completed within 5 years, including Doctoral Capstone experiential. Students extending beyond that period will be required to reapply and, upon admission, retake all OTD coursework and fieldwork. Level II fieldwork must be completed within 18 months of the conclusion of didactic coursework (semester 6).

### 6.3.1 Community Service Graduation Requirement

All students are required to independently complete community service during the time enrolled in the Division of Occupational Therapy in order to be eligible for graduation. It is the student's responsibility to complete 25 hours (most effectively completing 5 hours per semester excluding semesters 1, 7, & 8).

Students are required to document these hours on the WVU iServe portal <https://iserve.wvu.edu/>. The goal of this requirement is to foster civic responsibility, enhance the hands-on learning experiences of the student, and to assist the student in identifying and meeting the health and social needs of the community. Approved community service opportunities meet the following criteria:

- The volunteer may not be paid or compensated in any way during the placement.
- The service must be supervised and provided in a safe environment that promotes learning for the volunteer.

- Activities can be with a non-profit, public, faith-based, or governmental organization. Service activities do not have to be OT-related, nor organized by WVU.

During the three years of student matriculation in the Division of Occupational Therapy, students will automatically engage in at least 25 hours of program, fieldwork, interprofessional education, and course-based community service projects. These projects are required as a component of the curriculum and are not considered part of the 25 hours of independent community service required. The Student Occupational Therapy Association (SOTA) will offer various opportunities each semester.

#### 6.4 Access to Classrooms and Laboratories

Students will be required to seek prior approval from the appropriate professor to gain access to labs and/or lab materials outside of scheduled class times. Regular “open lab” periods will be scheduled for all students each semester. When using the OT lab students are required keep the room clean and orderly, and to remove no materials from the lab area. Students given access to the lab outside of scheduled class times are expected to be sure that doors are locked when leaving. Failing to comply with these rules will be reported to your faculty advisor as demonstrating a lack of professional responsibility and may result in loss of access.

#### 6.5 Announcements

Information pertinent to students is mainly announced via your MIX account email and/or SOLE course pages. You are expected to check this daily, including periods when you are off campus. You will also receive announcements, graded coursework, and other division-related items in your campus mailbox. Please check these regularly.

#### 6.6 Communication

As part of the WVU School of Medicine, the Division of Occupational Therapy is committed to elevate the school's national profile. With the goal of enhancing the image, identity and reputation of the Division of OT, students are expected to use professional email etiquette when communicating with WVU faculty and staff. In addition, any email sent to community leaders that in any ways purports to represent WVU, the WVU School of Medicine, the WVU Division of OT, or a student group within WVU must be reviewed by the student’s advisor or other designated faculty member before the email is sent. Failure to have emails that purport to represent WVU, the WVU School of Medicine, the WVU Division of OT, or a student group within WVU reviewed by the student’s advisor or other designated faculty member before the email is sent will be considered a violation of professional behaviors, and will result in a review by the OT Program Academic and Professional Standards Committee.

##### 6.6.1 Social Media, Electronic Communication, & Privacy Policy

Since online communication, social media, and social networking have become one of the options for daily communication with others, it is necessary to clarify professional behavior expectations with its

use, especially pertaining to classroom, fieldwork education, and community-based service projects. Electronic communication and social media often cross traditional boundaries between professional and personal relationships. Therefore, it takes extra vigilance to assure that personal, professional and university reputations are protected. It is important to consider what is communicated on the internet, in addition to adhering to the OT Code of Ethics (AOTA, 2020). The ethical concepts include Beneficence, Nonmaleficence, Confidentiality (Autonomy), Procedural Justice, Veracity, and Fidelity. Adherence to this policy is expected of students in the WVU OT Program.

These guidelines are intended to protect the privacy and confidentiality of fellow students, faculty and staff, clinical educators and facility staff, and any clients of a facility. These guidelines may continually change as new social networking tools and electronic communication tools emerge. Compliance with this policy is expected at all times. Violation of these guidelines will result in disciplinary action, up to and including dismissal from the WVU OT Program.

You are responsible for what you communicate (email, text, post, etc). Communication should never reference (or allude to) a client's name, fieldwork site name, clinical instructor name, criticism about site or information about what is happening, or any other disclosure of confidential material to unauthorized parties in a posting or reference West Virginia University. *This is true despite what therapists and employees at your site may post/communicate.* The content of the posting should be respectful.

You should never disclose confidential, FERPA, or HIPAA-related information. Sharing this type of information, even unintentionally, can result in legal action against you, WVU, the fieldwork site, and/or the client. Communication between healthcare providers, for the purpose of patient care, should be communicated through approved communication channels/methods.

Consider what you share, post, or communicate electronically including ANY social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Do not ask the faculty, staff, or fieldwork supervisor to "friend" you while they are in a supervisory role. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.

It is also important to adhere to copyright laws and reference or cite sources appropriately. Plagiarism applies online as well.

## 6.7 Appropriate Use of Information System

The WVU Division of OT has a social media/ networking policy for students. Failure to abide by this social media policy, while enrolled in the OT program, will result in referral to the Division of OT Academic and Professional Standards Committee for disciplinary action ranging from probation to dismissal from the OT program. Do note that this refers to after class hours, on weekends, and university breaks.

Faculty members should not be included on student mailing lists without the faculty member's

consent. Students are expected to use appropriate virus protection software to reduce the chances of contracting/ spreading a computer virus. Additionally, students are expected to read and abide by the University's Information Technology Services policies and procedures: <https://its.hsc.wvu.edu/policies/>. It is expected that when students must purchase computer software for coursework, each student will purchase his/ her own copy. This is in compliance with copyright laws.

#### 6.7.1 Use of Artificial Intelligence

Forms of writing assistance that utilize artificial intelligence (AI) to proofread a student's own written work (such as spellcheck or Grammarly) are acceptable. However, tools that rely on generative AI (such as GPT-3, ChatGPT, and Bard) that actually "write" (or generate) text from a prompt are not to be used to generate drafts or written work for any assignment in the Division of Occupational Therapy. If students are unsure which AI tools are acceptable, they should consult the instructor prior to using them.

#### 6.8 Faculty Mailboxes

Faculty mailboxes are located in the copy room of the Faculty Office wing on the 8th floor. Students may place notes and assignments in these mailboxes. The Division of OT Chairperson and other administrative personnel (i.e., program assistant, academic advisor, etc.) mailboxes are located in the Administrative Office Suite, room 8707.

#### 6.9 License and Student Activity

Students are not allowed to treat any medical problems or conditions of other students or family. Students should never provide treatment for medical problems without supervision from a certified and state licensed occupational therapist.

#### 6.10 Lockers

Each student will be assigned a locker on the 8th floor for storing personal belongings. The student will be responsible for purchasing a lock. Some students may have to share lockers. While it is not recommended, if you must switch lockers, please let the OT program assistant know prior to making the switch.

#### 6.11 OT Faculty Advisors

Each student is assigned an occupational therapy faculty member as an advisor. The advisor may also serve the following roles: source for references, advocate to faculty or faculty committees, professional behavior monitor, advisor for academic problems, and address student concerns through identification of possible sources of assistance. The faculty advisor will be responsible for reviewing and maintaining communication on each student's professional behavioral reviews. Students are expected to

meet with their advisor at least once a semester. Failure to schedule a meeting at the advisor's request is considered unprofessional and referral to the Academic and Professional Standards Committee for follow-up may occur.

## 6.12 Professional Organizations

Student membership in AOTA and SOTA is required while enrolled in the WVU OT Program. Students are required to be in good standing for SOTA (see SOTA Constitution for description) while a WVU OT student. Membership to your home state occupational therapy association, and particularly, in the West Virginia Occupational Therapy Association (WVOTA) is recommended, but not required.

### 6.12.1 American Occupational Therapy Association (AOTA)

The American Occupational Therapy Association is a voluntary membership organization that represents occupational therapy with Congress, third party payers, and other key healthcare situations. Many of the resources AOTA offers to student members are very helpful in assisting in completing assignments throughout the program. AOTA student membership is required. The AOTA web page can be found at <http://www.aota.org>.

### 6.12.2 Student Occupational Therapy Association (SOTA)

The purpose of this organization is to organize student events, educational activities, and community service projects supporting the Occupational Therapy Program at WVU. Students should be active members in good standing throughout their enrollment in the OT program.

### 6.12.3 SOTA Class Representative:

The Class Representative is an officer position within the Student Occupational Therapy Association (SOTA). This position is a three-year term and will be voted on during the fall semester of the first academic year in the program by the students of the same cohort. This position will remain in effect until graduation of that individual class unless the officer is impeached. A class officer will be required to abdicate his or her position should he or she be placed on probationary status or does not meet the requirements to be in good standing within the Student Occupational Therapy Association. He or she is responsible for attending SOTA officer meetings and may also call and run class meetings. The Class Representative is responsible for organizing and delegating activities and events for their class such as a Buddy Night, pinning ceremony, and the Grad Send-Off. Additional activities and events may be assigned by the division or SOTA.

Additional officer positions are available within the Student Occupational Therapy Association. Please refer to the SOTA Constitution for more information regarding additional officer positions available.

### 6.12.4 State Occupational Therapy Associations



It is also recommended that students consider membership to West Virginia Occupational Therapy Association (WVOTA) ([www.wvota.org](http://www.wvota.org)) and/ or their home state occupational therapy organization (<https://www.aota.org/Advocacy-Policy/State-Policy/State-OT-Associations.aspx>). These are voluntary paid memberships with the organization that represents occupational therapists at the state level.

### 6.13 Student Employment

Work commitments are not acceptable reasons for missing academic requirements, even those course activities scheduled outside of regular class time.

### 6.14 Graduate Assistantships outside the Division of OT

Students enrolled in the MOT program do not qualify for graduate assistant or graduate teaching assistant positions.

For each admitted OTD cohort, no more than two students may hold graduate assistantships offered by units outside the Division of Occupational Therapy. Division approval of these assistantships will be granted on a competitive basis. Work duties of students holding outside assistantships must not interfere with the student's class schedule while in the OTD program. Clinical placements will not be contingent on outside assistantships.

### 6.15 Complaints & Grievances

Students in the WVU Occupational Therapy program can choose to deal with any complaint or grievance through the University or the Division of OT process. Guidance on handling student-teacher conflicts can be found at "[Student Teacher Conflict](#)". Formal complaints regarding harassment or discrimination can be filed at [File a Report](#). Below is the Division of OT complaint and grievance policy that should be followed to resolve complaints that do not represent harassment or discrimination.

#### 6.15.1 Issues with Course Instructors

If a student has a complaint with an instructor, it is recommended the student follow this sequence to present the concern:

- Discuss the problem with the instructor or instructors involved.
- If discussion with the instructor involved does not lead to resolution of the conflict or the student believes that discussion with the instructor will not be constructive, the student should discuss their concern with their faculty advisor or their respective Program Director. The faculty member hearing the concern should document the concern in writing and confirm the written account with the student making the complaint. This written account will be shared with highest appropriate next level of review (Division of OT Chairperson).

- The Chair of the Division of Occupational Therapy will meet with the parties in question to advise and work toward resolution of the conflict. If this does not lead to the satisfactory resolution of the conflict the student will meet with the Vice Dean for Professional Programs in the School of Medicine. In cases of continued non-resolution, the student has two choices:
  1. Advance the complaint to an adhoc Grievance Committee composed of faculty from the Department of Human Performance (i.e., OT, PT, and Exercise Physiology). Students should notify administrator addressing the complaint if they wish to pursue this option.
  2. If the student presents their concern to the Grievance Committee and still feels the complaint has not been handled satisfactorily, they can then present their complaint to the Associate Vice President for Academic Affairs, in the HSC Vice President's Office.

### 6.16 Professional Appearance & Dress Code

**Policy:** As an MOT student in a professional program, appropriate attire and grooming is expected at all times in the classroom, lab, community, and clinical settings. Students are expected to abide by the Occupational Therapy dress code and to wear nametags during all scheduled class times and activities.

**Purpose:** Neatness, cleanliness, personal dress, conduct and appearance are an essential part of occupational therapy for patient safety and professionalism.

**Procedure:** Clothing should be of correct size and fit, allow comfortable movement, and should not have offensive language, excessive skin exposure, and exposed undergarments (upper and lower). Clothing should not be a distraction to others. Clothing must be neat, clean, stain free, and wrinkle free. Business casual is required for all class, community, and fieldwork activities, unless otherwise specified by a supervisor or instructor. Business casual is slacks or pants; cropped pants that are below the knee; skirts or dresses of modest length; collared shirt, blouse, or sweaters; blazer, jacket, or sports coat; and hard soled shoes. Tops and bottoms should be worn to prevent undergarments from showing with movement, leaning, and reaching. Any clothing that exposes student's shoulders, midriff, chest, or thighs, (more than 2" above the knee) will be considered unacceptable. Clothes should cover all of these areas (including undergarments) when the students are involved in any activities in the classroom/ fieldwork- regardless of body position or task. Determination of what is appropriate (per the dress code) is at the discretion of the faculty or fieldwork educator. Students may also be required to appropriately wear and maintain personal protective equipment (PPE). Different professors may require different dress expectations due to differences in class-related activities.

Other important professional appearance guidelines for infection control and safety of self, classmates, professors, and patients are:

1. Hair should be neat and clean, and pulled back with simple hair accessories (if able) to avoid contact with others and supplies. Extremes in dyeing, bleaching, coloring, and styling are not permitted.
2. Beards and mustaches must be short, clean, and well groomed.

3. Nails should be natural and clean, and no longer than a quarter inch past the end of the fingers. No artificial nails or extenders. Ensure that nail polish, if worn is free of chips and cracks.
4. Body piercings should be modest and are acceptable for ears and nose. Piercings should be studs for safety of self and others. Wearing other jewelry, such as rings, necklaces, pins, and other adornments, should be assessed for safety and infection control considerations. For clinical and community experiences, it is requested for nose piercings to be replaced with a clear stud.
5. Visible tattoos can be left uncovered if small and not offensive to others. Large tattoos or offensive language or art should be kept covered during interactions with others during lab activities, community programs, interprofessional activities, and patient care. These can be covered with clothing or bandage supplies.
6. Cologne, perfume, lotion, and aftershave are not recommended as many are sensitive to them. The odor of smoke is not permitted.
7. Necessary daily hygiene practice for haircare, bathing, body odor, and dental care should be completed. Hygiene that is supportive of a shared learning and patient care environment is required.
8. Footwear should be clean, in good condition and considered based on the activities you are completing. The best footwear is closed heel and closed toe, leather or vinyl, and worn with foot coverings (i.e., socks or hosiery).

#### 6.16.1 Fieldwork Dress Code

For fieldwork rotations or any scheduled educational activity in a clinical setting or simulation experience, students are required to conform to the dress codes of the setting. If no dress code is presented the attire is WVU OT polo shirt and khaki or tan dress slacks (no jeans) with clean closed toe and closed heel shoes. In general, clothes worn in clinical settings should follow the guidelines listed previously.

Keep in mind, that fashion trends may not be appropriate clinical wear. Clinical sites may send a student home who is dressed unprofessionally.

Students are expected to abide by the following dress code during classes and official OT functions unless otherwise indicated by OT faculty. Repeated violations with dress code compliance will result in progressive disciplinary action, such as, but not limited to verbal/ written warnings, loss of points in a course, being sent home to change from class or fieldwork, referral to the WVU OT Academic and Professional Standards Committee, and/ or disciplinary action. Cultural exceptions should be discussed with their respective Program Director.

#### 6.16.2 Dress Down Days

Students may propose occasional “dress down” days during which blue jeans (no sweats, spandex, or leggings) and WVU t-shirts may be worn. These days will be planned in advance and approved by the Division of OT Chairperson. Although there is flexibility of the dress code on these days, students are still expected to present themselves in a manner that positively represents the WVU Division of Occupational Therapy. It is expected that students will still attend to their overall appearance and hygiene. Jeans should

be clean and without holes. Any student with a presentation, scheduled clinical time, or interprofessional activities must dress as described for those experiences and is NOT to “dress down” with the rest of the class.

### 6.16.3 Lab Attire

Lab attire for anatomy is scrubs (any shade of blue is recommended) with tennis shoes, hair pulled back, and minimal jewelry. See course syllabus for more detail. Student lab attire must be worn as approved by the faculty. Lab attire typically consists of: t-shirt (WVU OT t-shirt or a plain, solid-colored or white, with no writing, etc.), stretchable (such as spandex shorts), sweat pants, athletic-type shoes, and socks.

On some occasions, laboratory classes will occupy the majority of the day. Thus, students will be permitted to wear lab clothing (t-shirts and long pants over shorts and halter-tops) during the noon hour or when lab classes are back-to-back. Students are advised to keep an extra set of clean lab clothes in their lockers so never to be unprepared for a scheduled or changed lab.

### 6.16.4 Nametag

The nametag provided to each student upon entering the program must be worn in all clinical and classroom settings. If the nametag is lost, the student is responsible for replacement and all associated costs. Contact the OT Program Assistant to secure a replacement nametag.

## 6.17 Standards of Conduct

Students are required to comply with:

- the laws of the United States;
- the laws of the State of West Virginia;
- local city, county, and municipal ordinances;
- the policies, rules, and regulations of the West Virginia University Board of Governors, West Virginia University, and the School of Medicine;
- the lawful direction and orders of the officers, faculty, and staff of the University and the School of Medicine who are charged with the administration of institutional affairs.

Students must not engage in:

- disorderly conduct,
- theft or damage of property,
- disruption,
- unlawful discrimination,

- behavior or conduct adversely reflecting upon the occupational therapy profession or the School of Medicine.

Students engaging in prohibited conduct are subject to disciplinary action by the Division of Occupational Therapy and/or the School of Medicine. Because of the necessity to maintain public trust in the profession, students face disciplinary action by the Division of Occupational Therapy and/or the School of Medicine if they abuse alcohol or drugs, consume illegal drugs, or possess, distribute or sell drugs illegally.

#### 6.17.1 Immunizations, Background Checks, Drug Screens, and Felony Convictions

All OT students must submit several health forms, immunization records, complete a background check, and complete regular drug testing. Information pertaining to all required elements is sent via email to all students. Students may choose to not receive certain immunizations, consistent with WVU SOM policy. However, placement in clinical education settings and the ability to participate in experiential learning may be restricted by the clinical or experiential site based on immunization status. The OT Programs cannot guarantee clinical placements or alternate experiential learning in situations where students choose to not receive immunizations. Failure to submit documents as requested will be considered a professional behavior violation and will be referred to the Division of Occupational Therapy Academic and Professional Standards Committee.

\*\*\*\*\* A felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain licensure as an occupational therapist.

#### 6.17.2 Drug Screen Policy

Students are not permitted to unlawfully possess or use illegal drugs, prescription drugs, over-the-counter drugs, or alcohol while participating in the classroom, or lab-based instruction or community-based activities in which they are representing the Division of Occupational Therapy. The use of illegal drugs and/or alcohol while engaged in educational activities is strictly forbidden and will result in immediate dismissal from the MOT/OTD Program. This rule applies equally to all fieldwork sites the student attends while enrolled in the MOT/OTD program. Faculty and fieldwork supervisors reserve the right to require sobriety and/ or a drug test for any suspected use of a mind-altering substance. Any student whose drug screen results indicate the presence of a controlled substance will result in a review by the Division of Occupational Therapy Academic and Professional Standards Committee. Additionally, an OT student whose drug screen results indicate the presence of a controlled substance will not be allowed to continue at a fieldwork site until a clean drug screen has been received from that student.

#### 6.17.3 Initial Drug Screening

All students will undergo a 10-panel + Oxycodone urine drug screen prior to matriculation or the initiation of the first clinical experience in their program. The Assistant Director of Clinical Education for Professional and Undergraduate Programs will provide students with instructions for contacting Certiphi via a secure website to make arrangements and pay for the drug screening.

The Assistant Director of Clinical Education for Professional and Undergraduate Programs will have access to Certiphi inquiry results via a secure website with a unique username and password. The Assistant Director of Clinical Education for Professional and Undergraduate Programs will prepare a report on any positive results of drug testing for review by the Vice Dean for Professional and Undergraduate Programs. The Vice Dean will review and initial the drug screen reports.

#### 6.17.4 Additional Drug Screening

Students may be required to undergo repeat drug screening whenever such testing is required by program or a clinical site. In addition, at the discretion of the program's committee on academic standards, students may be required to undergo random urine drug testing at any time. Students may also be required to undergo drug screening for reasonable suspicion, such as direct observation of an individual engaging in drug-related activity; direct observation of the individual demonstrating physical symptoms of being under the influence; a pattern of erratic behavior; conviction of a drug-related offense; sudden change in performance, including excessive absenteeism; or information received from a credible source (note: student reports of an individual's drug use must have other substantiation to meet the standard for reasonable suspicion). Any additional drug screening will be done at the student's expense.

Prior to beginning each clinical rotation, the student will be notified if an additional drug screen is required by the site and will receive instructions for completion of the testing. Students are responsible for contacting Certiphi to make arrangements and pay for the drug screen.

When repeat drug screen is required by a clinical site, the student will not be permitted to begin the clinical rotation until the drug screen result is available. It is the student's responsibility to ensure that drug testing is completed in a timely manner. Upon request, the student will provide access to his or her drug screen result from the Certiphi site to the clinical education site.

#### 6.17.5 Negative Dilute Drug Screen

The Assistant Director of Clinical Education for Professional and Undergraduate Programs will have access to Certiphi inquiry results via a secure website with a unique username and password. The Assistant Director of Clinical Education will prepare a report on the results of drug testing for review by the Vice Dean for Professional and Undergraduate Programs.

The Vice Dean will review and initial the drug screen reports. In the event of a negative dilute drug screen, the student will be required to repeat the drug screen at their own expense. In the event of two consecutive negative dilute drug screens, it will be considered a positive result.

#### 6.17.6 Positive Drug Screen

In the event of a positive drug screen, the Vice Dean will refer the case to the program's committee on academic standards for consideration and recommendations. The student may be subject to temporary administrative removal from the clinical site while the committee meets.

Following review by the program's committee on academic standards, students with a positive drug screen not due to a legally prescribed medication may be subject to one or more of the following penalties:

- Placement on program probation
- Deceleration (required repetition of a portion of the didactic or clinical phase of the program) with a delay in graduation
- Dismissal from the program

Students with a positive drug screen not due to a legally prescribed medication will be referred for counseling and/or a provider support program within one week of the notification of the positive drug screen result. A student's return to academic studies is contingent upon full compliance with the recommended counseling and/or provider support program. Documentation of successful completion and/or continued compliance with the counseling/support program will be maintained in the student's permanent program record. WVU's Student Assistance Program (SAP) offers drug and alcohol counseling for students. Student should contact the Carruth Center at 304-293-4431 to schedule an appointment.

#### 6.17.7 Legally Prescribed Medication

In cases where a legally prescribed medication results in a positive drug test, the student must follow the process outlined by Certiphi to provide appropriate documentation.

### 6.18 Student Supervision

OT students must be supervised by a licensed occupational therapist practitioner (OTR/L, OT/L, COTA/L) any time the student is providing direct (hands-on) client care. Each state has different licensure laws governing the practice of Occupational Therapy and may provide more stringent guidelines than those outlined here. In such cases, state law supersedes Division or University governance, and must be adhered to by all parties. In addition, certain payers (e.g. Medicare) may have specific restrictions regarding student supervision.

## 6.19 Fieldwork Education Policies

Clinical education opportunities are provided throughout the curriculum and include both inter-professional and intra-professional experiences for Level I and Level II rotations. The fieldwork program reflects the sequence and scope of content in the curriculum design, including fieldwork experiences in traditional, nontraditional, and emerging settings to strengthen the ties between didactic and fieldwork education. Participation in any clinical experience is contingent upon successful completion of the current and previous didactic clinical work. Specific information regarding fieldwork policies can be found on the Division of OT web pages, SOLE Advising and Resources Site, and in individuals Fieldwork course sites.

## 7.0 Assessment and Grading

### 7.1 Student Assessment

The grading system for the Division of Occupational Therapy is consistent with that of the University system. Do note that the establishment of grading scales for individual courses is at the discretion of each instructor. Each grading scale is included in the course syllabus. See <http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#gradestext> for University guidance on grading.

When lab practical assessments are given, students are responsible for disclosing to the instructor any physical or medical condition that might make performing certain examinations and techniques inadvisable without modification. In no instance will a student be penalized if a physical or medical condition prevents them from performing certain examinations or treatment procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques (i.e., handicapping conditions do not excuse the student from performing essential functions of occupational therapy). Reasonable accommodations may be implemented so that performance occurs.

### 7.2 Graduate Grading

At the graduate level, the Satisfactory (S)/ Unsatisfactory (U) grading option is used only for course numbers 697/797 Research and OTH 540 / 640 (level II fieldwork). The "S" and "U" grades for 697/797 and OTH 540/640 are not applied to the calculation of the GPA. "S/U" shall be the only grading option for 697/797. Pass (P)/fail (F) grading is used in some competency-based courses in the OT curriculum. In these cases, the grade of P does not affect the student's grade point average. However, any F grade affects a student's grade point average whether it is a regular grade or a pass/fail grade.

### 7.3 Incomplete Grades

In most cases, an Incomplete (I) grade must be changed to a passing grade by the beginning of the next term of enrollment for the student to progress in the program. In the case of the Level I and Level II Fieldwork placements, incompletes will be resolved in partnership with the Academic Fieldwork



Coordinator and may require up to two semesters to resolve. Incompletes are only used in specific circumstances and require a detailed documented plan to complete the necessary work.

#### 7.4 Exam Policy

Exams are scheduled by the course instructor and are listed in the course schedule. Final examinations will be scheduled during Finals Week at the end of each semester. Students will not be allowed to take Final exams early in order to leave campus early.

#### 7.5 Bachelor's Degree Capstone

Students enrolled in the MOT program must complete a Bachelors Capstone project to receive a the Bachelor's of Health and Human Performance at the conclusion of semester five. The Capstone project is housed in OTH 497 in semester five. Students must prepare and present their scholarship project at either WVOTA or at the conclusion of the Fall semester to a Faculty audience. Students must also submit a manuscript which summarizes their scholarship project to date at the end of the semester. Failure to complete both the verbal and written components of the Bachelor's capstone will result in delay of graduation and delay of progression in the MOT program to graduate status.

#### 7.6 Comprehensive Practical

A comprehensive capstone practical examination will be offered in the semester prior to the first Level II Fieldwork. All students will be required to score at least 76% on the scoring rubric. Students will be given one opportunity to retake the comprehensive capstone practical examination. **All students are required to pass the comprehensive capstone practical examination in order to progress in the program and participate in Level II Fieldwork.**

#### 7.7 Doctoral Capstone

OTD students must complete a Doctoral Capstone to fulfill ACOTE and graduation requirements. Students should refer to the Capstone Student Handbook which is found on the SOLE Advising and Resources site.

### 8.0 Academic and Professional Standards

Professional behavior is vital to the success of each occupational therapy student, the WVU Division of Occupational Therapy, and the occupational therapy profession. On and off-campus behavior can affect professional and academic standing in the program and profession. Students in the Division of Occupational Therapy are expected to adhere to the university policies in the graduate and undergraduate handbooks. Students are expected to conduct themselves professionally in all aspects of the program. This includes responding promptly to faculty and administrative staff emails, complying with requirements to submit immunization records, background tests, screening for substance abuse reports and treating fellow students and the faculty member with respect.

Early in the academic program, each student will complete a self-assessment, *The Professional Behavior Standards of Performance Assessment*, and then meet with their faculty advisor to review the self-assessment. Considered professional behaviors include: responsibility, attendance, teamwork, emotional maturity, clinical reasoning, communication, and assertiveness. Near the end of the first semester, and then every semester through the curriculum, the student will meet with their advisor to review development of professional behaviors and development skill progression in this area. If necessary, your advisor will work with you to develop plans for improvement.

If a student's behavior interferes with the learning environment, the faculty advisor or course instructor will contact the student in person or via email to set up a time to meet with the student to discuss the situation to create a plan to correct the problem. Students should immediately report any violations of the professional behavior code that they witness to the Chair of the Academic and Professional Standards Committee, their faculty advisor, their Program Director, or the Division of OT Chairperson. Failure to report violations will be treated as a professional behavior violation and subject to review by the OT Academic and Professional Standards Committee.

### 8.1 Academic & Professional Standards Committee Guidelines

The Division of Occupational Therapy Academic and Professional Standards Committee has been established for the purpose of evaluation and retention of occupational therapy students who fail to meet performance standards in any of the following areas: academics, academic integrity, fieldwork education, or professional behavior. The Committee is comprised of three to four Occupational Therapy faculty members appointed by the Division of OT Chairperson. The committee serves in an advisory capacity to the MOT Program Director and the Division of OT Chairperson. A quorum of three is needed to make a recommendation. The MOT Program Director, in collaboration with the Division of OT Chairperson, will review the recommendations of the Committee and make a final decision.

The Academic and Professional Standards Committee shall meet as needed to review the records of any student who fails to satisfy academic and/or professional standards. This includes grades (e.g. failure to maintain a 3.0 GPA or a grade of D or F or U in a fieldwork education course), academic dishonesty or inappropriate professional behavior. This Committee enforces the policies of the Division of Occupational Therapy, the School of Medicine, and the University. The Committee may also make recommendations regarding progression, remedial work to improve academic performance or professional behaviors, suspension or dismissal. Committee recommendations for probation, suspension, or dismissal from the Division of Occupational Therapy are based on a comprehensive review of a student's academic performance and professional behavior.

### 8.2 Academic and Professional Standards Procedures

The following procedures must be followed for the formal process of review of student status by the Academic and Professional Standards Committee:

- The faculty responsible for the course in which the student is not adhering to academic and professional standards must meet with the student and submit in writing to the Academic and Professional Standards Committee Chairperson a description of (a) the problem, (b) meeting

date(s) with student, (c) course of action already taken, and (d) recommendations.

- In matters of academic dishonesty or professional misconduct, any party can initiate a concern in writing to the Academic and Professional Standards Committee, though matters of academic dishonesty will first be addressed by the University academic dishonesty process.
- The student may also submit in writing their arguments to the Committee Chairperson.
- The Committee Chairperson will then call a meeting of the Committee. If the student issue involves one of the Committee members such as the case of a student cheating in a course in which a Committee member is also the instructor, then that Committee member will not participate in the recommendations made. The vacancy may be filled by another faculty member appointed by the Division of OT Chairperson.
- For its review the Academic and Professional Standards Committee will have access to the following: (a) letter grades (A, B, C, D, F, S, U, and I); (b) numerical or percentage grades on written, oral, and/or practical examinations; (c) written narrative evaluations submitted by the faculty which include performance descriptions; (d) oral and written reports about academic and professional performance; (e) oral and written reports about alleged violations of the Professional Behavior Standards; (f) any written information provided by the student regarding his or her performance; and (g) any testimony or other information which is considered necessary to complete the review.
- All deliberations of the Committee will be closed and confidential. One committee member or division staff member will be assigned to keep written minutes of the committee meetings which must be approved by all members who participate.
- At the discretion of the committee, a student under review may be invited for discussion of his or her academic deficiencies, professional misconduct or any extenuating circumstances that may have a bearing on the student's performance.
- The recommendations of the committee will be submitted to the Program Director and Division Chairperson, who may accept, modify, or reject the recommendations. The Chairperson will then inform the student of the decision and imposition of any penalties.
- In cases of academic dishonesty where there is admission of guilt by the student, at the discretion of the Program Director and Division of OT Chairperson, the case may be satisfactorily resolved at the division level. The results of the case shall be reported to the Dean of the School of Medicine.
- If the student denies guilt or believes the penalty imposed is unjust, the Dean will be notified of the specifics of the case. The Dean or a designee will review the facts and evidence presented, and make a determination of the penalty or action, if any to be applied. The student has the right to appeal as outlined in the West Virginia Board of Governors Policy 15.
- When appealing a final grade, the student must follow the defined [University process for grade appeals](#).
- If any academic penalties are imposed because of failure to meet academic or professional behavior requirements the student has a right to a written notice about failure to meet academic or professional behavior standards and potential penalties and a right to appeal the decision.

### 8.3 Leave of Absence & Withdrawal

On occasion, a student may experience academic difficulty, illness/medical needs, and/or personal issues that prevent the student from completing the requirements for an academic semester. Students enrolled in the MOT or OTD Program who do not expect to make progress towards degree requirements for a period of time due to personal, medical, call to active duty military, or other compelling reasons may request a voluntary leave of absence (LOA) from the Program. A period of time may be defined as an excused absence from class attendance for up to a total of 3 weeks.

A request for LOA must be submitted to their respective Program Director in writing and must include an explanation of circumstances necessitating the leave as well as the duration of the desired leave (including start and end dates). A retroactive LOA will not be granted; therefore, students must proactively communicate this request in writing in a timely manner meeting the expectations for student conduct and attendance within the Division of Occupational Therapy.

An email from the student's university email account is acceptable as a written notification.

The Division of OT Chairperson will also receive the request via the Program Director. Program faculty will review the request and have the discretion, but are not required, to grant such leaves. The Division of OT Chairperson will review the request and will accept, reject or modify the request as indicated in collaboration with the respective Program Director, responding to the student in writing. A LOA may not be granted more than once in an academic semester.

When a student is granted a LOA, it remains the student's responsibility to complete all assignments, lab practical exams, group projects, exams, etc., as defined in each course syllabus. However, students cannot fulfill any official Division or university requirements during the leave period, and therefore, must arrange for these responsibilities to be completed outside of the LOA leave period. Students also may not make significant use of university resources and services.

If a student does not return to their respective program within the approved period for which the leave was granted, the student may be recommended to withdraw from the academic semester. (see Withdrawal)

If a student is unable to satisfactorily complete any course requirements, resulting in a non-passing grade, for any course that serves as a specific prerequisite for subsequent courses, the student

may be required to repeat the course the following year, and consequently not be able to take the follow-up course. In such cases, the Academic and Professional Standards Committee will review the situation and make recommendations to their respective Program Director and Division of OT Chairperson regarding further action, which may include but is not limited to, such options as sitting back a year and repeating a semester. (see Withdrawal)

### 8.3.1 Withdrawal

In the event a LOA must extend beyond 3 weeks or it is determined by the Division of OT Chairperson, in collaboration with the Program Director, that a student will not be able to satisfactorily complete course requirements due to the LOA, the student may be recommended to withdraw from the academic semester. All considerations for withdrawal will be reviewed by the Division of OT Academic and Professional Standards Committee with recommendations given to the Program Director, who will then determine the terms under which the student may return to the curriculum. In the event of withdrawal, a student may be recommended to withdraw from all courses in which they are enrolled. Students are not permitted to withdraw from a specific course and remain enrolled in other courses. Any student who withdraws from courses must repeat the courses the next time they are offered.

Please note that OT courses are only offered once per year. Withdrawals initiated by the student, without Divisional approval, may result in the student being dismissed from the Program. Following one calendar year, a student in need of more time in recess from the standard curriculum is officially dismissed from the Division of Occupational Therapy. Students may reapply for admission through the Committee on Admissions, unless an extension is granted by the Academic and Professional Standards Committee because of special circumstances.

A student who is in good academic standing can be granted approval to continue at the same course level if the withdrawal is approved by the Division of OT Chairperson, in collaboration with the Program Director, and the student is reinstated within 1 year. The terms of withdrawal will be clearly stipulated in writing, including a plan to maintain communication with the Program Director.

The Division of OT Chairperson, in collaboration with the Program Director, may recommend that the student complete specified activities while not enrolled in the Program that will allow the student to be better prepared to resume full-time studies upon their return. This may include, but is not limited to, coursework, tutoring, meeting with faculty, etc. Prior to their return, the student's academic record will be reviewed and, if courses that have already been completed are considered out of date, or if new requirements/competencies have been added to such courses, the faculty may stipulate that certain courses be taken or retaken to meet requirements.

Before returning to the Program, the student must complete any requirements associated with the withdrawal that were stipulated in writing. Proof of compliance with these requirements must be submitted prior to resuming courses. The student must notify the Program Director and Division of OT Chairperson in writing of his/her intention to return to the Program by the date stated in the letter informing the student that the withdrawal request was granted. In addition, the student is required to pay all fees required of incoming students by the stated deadline. A student who withdraws from any required occupational therapy course without requesting and/or receiving approval from the Program will be dismissed from the Program.

### 8.3.2 Leave of Absence and Withdrawal Policies

Students in the MOT/OTD Program must successfully complete all didactic coursework, community service, and all fieldwork within a period of 5 years after commencing the occupational therapy program. Furthermore, all Level II Fieldwork must be successfully completed within 18 months following completion of academic coursework while remaining within the five-year time frame.

It is the student's responsibility to resolve all issues pertaining to registration, financial support, federal financial aid, and outstanding balances owed to the university. Students should also consider the potential implications of a leave on such matters as immigration status, health insurance, and loan repayment. Leaves/withdrawals approved in accordance with this policy, do not constitute a leave of absence for federal financial purposes.

## 9.0 Probation, Suspension, and Dismissal Policies and Procedures

Students failing to meet academic standards, suspected of academic dishonesty, or who breach professional standards expectations will be reviewed by the Division of Occupational Therapy Academic and Professional Standards Committee and following this review recommendations regarding remediation & probation, suspension or dismissal will be made to the respective OT Program Director, and Division of OT Chairperson.

### 9.1 Probation Policy and Procedures

The imposition of probationary status will be accompanied by remedial actions and performance requirements specified by the Program Director based on recommendations of the Academic and Professional Standards Committee. This action is intended to remedy the academic or professional deficiencies that resulted in the probation. Successful conclusion of the remedial work is considered a pre-requisite to terminate the probationary status.

Probationary status (regardless of type) can only be assigned for a maximum of two non-consecutive semesters throughout the student's entire matriculation in the program. If a third probation is assigned, the student will be dismissed from the program. It is possible for a student to be placed on probation, meet the terms of the probation by the following semester, be placed on probation again during a subsequent semester and meet the terms again by the following semester. However, no further

probationary periods will be allowed and students on academic probation, cannot participate on level II fieldwork.

Remedial interventions are designed to fit particular deficiencies and may, among others, take one or more of these forms: a specific study or reading program, additional practice in a set of clinical skills, assignment to clinical rotations, and repetition of all or part of the program. When a student is placed on probation, remediation must be completed by the end of the following semester. If a student is placed on probation at the end of one semester, but then meets the terms of probation during the following semester, probation will be rescinded. However, failure to achieve a GPA of 3.0 by the semester following the probation will result in suspension or dismissal from the program. Upon completion of probation and the remedial plan future incidence of the same behavior will result in dismissal from the OT Program.

Fieldwork education rotations are scored with Satisfactory (S)/Unsatisfactory (U) Grading. Grades of "U" earned in fieldwork education rotations do apply to the student's GPA. A "U" as determined by the Division of OT Academic Fieldwork Coordinator in consultation with the student's clinical instructor(s) is considered to be deficient in any clinical rotation and that student may be suspended or dismissed from the OT program. Probationary status with the opportunity to repeat will be granted one time only. If a student fails more than one clinical rotation, dismissal from the program will be imposed.

#### *9.1.1 Probation for GPA*

Probationary status will be assigned automatically in cases where a student's occupational therapy program GPA falls below 3.0. The first OT program GPA is calculated at the end of the Fall semester of the 1<sup>st</sup> year. Failure to achieve a GPA of 3.0 or to meet any terms of the probationary status by the semester following the probation for a GPA below 3.0 will result in suspension or dismissal from the program.

#### *9.2 Suspension Policy and Procedures*

OT students may be suspended from their program by their Program Director, Division of OT Chairperson or by the Dean by failing to maintain acceptable grades in their courses, by failing to show acceptable performance in other areas such as scholarship progress or professional behavior (as determined by the OT Division), or by failing to meet the terms of probation. Suspension from a program normally follows a probation sanction. Suspension from the occupational therapy program does not suspend you from the university. Students who are suspended from the Division of Occupational Therapy may continue to take WVU classes and, if desired, may transfer to another program within the University if they meet the program's admission requirements.

Suspension for up to one year may be recommended by the Academic and Professional Standards Committee for any case of:

- a grade of "D", "F" or "U";
- an overall GPA of 3.0 or less for two consecutive semesters;
- unsatisfactory evaluations which indicate gaps in knowledge and skills and/or inadequate integration of the content of the curriculum;
- failure to assume appropriate professional behavior following faculty advisement;
- excessive unexcused absenteeism;
- repeated or multiple infractions of professional behavior.

Should a student receive a D or an F, in any semester, but still have a cumulative GPA 3.0 or higher, the penalty of suspension will be granted with the possibility of reinstatement upon meeting the terms of the suspension. If a student is suspended for a second time while enrolled in the occupational therapy degree program, automatic dismissal will result.

Should the Academic and Professional Behaviors Committee conclude that temporary, personal problems are the reason for deficiencies and/or violations, the Committee may recommend to the Program Director and the Division of OT Chairperson that the student be suspended from the Occupational Therapy Program for not more than one year. The student may have stipulations imposed (such as taking another course not in the professional sequence) that must be successfully completed during the suspension period.

A student who is suspended from the OT program will not be permitted to register for classes to progress in the OT professional education sequence until the student has been notified that the suspension sanction has been lifted. With instructor consent, the suspended student may take OT independent study classes.

Upon expiration of the period of suspension, the student must petition the MOT Program Director for reinstatement in writing. The student will be reinstated to their Occupational Therapy program of study contingent upon successful petition demonstrating that the problems which produced the suspension have been resolved and any terms or conditions imposed at the time of the suspension have been met. The student may be required to repeat all or portions of the curriculum following reinstatement.

### 9.3 Dismissal Policy & Procedures

Student progression through the occupational therapy program is outlined in the criteria for progression and retention. Additional reasons for dismissal from the program include, but are not limited to, the following:

- A student who has withdrawn, with an approved leave of absence, returns and then withdraws a second time.
- A student who achieves acceptable academic standing but, is unable to demonstrate expected professional behaviors.
- A student who is unable to meet the essential program functions.
- Violation of the West Virginia University Student Code of Conduct.

A student who fails to submit required documentation within program timelines is also, upon a recommendation from the Academic and Professional Standards Committee, subject to dismissal. A student has the right to appeal a dismissal decision. See Appeal Policy and Procedure in this handbook.

Anyone dismissed from the Master of Occupational Therapy Program or Occupational Therapy Doctorate program may re-apply for admission to any WVU Division of OT programs. Re-admission will be



determined by the Admissions Committee utilizing all admissions criteria and is a competitive process. The Committee will also take into consideration the reason for the dismissal. Faculty must also approve, by a majority vote, readmission.

## 10.0 Appeals

Students may appeal any final grade, charge of academic dishonesty, or academic penalty (<http://catalog.wvu.edu/graduate/enrollmentandregistration/#appealstext>) imposed by a course instructor/coordinator, the institution, or its constituent academic units through the procedures described in this section of the catalog with the following exceptions:

- Grades for individual course assignments cannot be appealed except in the context of a final grade appeal or a charge of academic dishonesty.
- University, college/school, or program probation based on failure to meet minimum GPA standards may not be appealed.
- Disciplinary penalties imposed by the Office of Student Conduct, including but not limited to probation, suspension, or expulsion from the university, may not be appealed through this process. Refer to the Campus Student Code for procedures to appeal disciplinary penalties, including those for academic dishonesty.
- The primary purpose of the appeal procedure is to allow review of a final grade, charge of academic dishonesty, or academic penalty in cases where a student believes that due process was not followed or that the grade, charge, or penalty was imposed unfairly or inconsistently with course, program, and university standards and regulations.
- Students are expected to present written grounds (typically via email) for an appeal. Students have the right to appeal a final grade, charge of academic dishonesty, or academic penalty that they believe reflects a capricious, arbitrary, or prejudiced academic evaluation, or reflects discrimination based on criteria listed in BOG Governance Rule 1.6, Section 1.2. Additional grounds for appeal may include: unreasonable severity of the penalty; demonstrable prejudice in the decision-making process; a belief that the evidence does not support the finding of responsibility (in the case of academic dishonesty) or the choice of penalty; or additional evidence or new information that was not considered in determining the penalty.
- If a student does not appeal a final grade, charge of academic dishonesty, or academic penalty, fails to follow the appeal procedures described below, or does not attend a scheduled meeting regarding the appeal, the final grade, charge of academic dishonesty, or academic penalty will be upheld, regardless of whether or not the student is still enrolled in the course or program.

### 10.1 Academic Dishonesty: Penalties and Appeals

The term “academic dishonesty” means plagiarism; cheating and dishonest practices in connection with examinations, papers, and/or projects; and forgery, misrepresentation, or fraud as it relates to academic or educational matters. For full WVU policy:

<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#definitionsandtypesofacademicpenaltiestext>

- “Plagiarism” means the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including, but not limited to, the unacknowledged use of materials prepared by another individual.
- “Cheating and dishonest practices in connection with examinations, papers, and/or projects” include, but are not limited to, (a) giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade; (b) depending upon the aid of sources beyond those authorized by the instructor or supervisor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (d) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- “Forgery, misrepresentation, or fraud as it relates to academic or educational matters” includes, but is not limited to, (a) wrongfully altering, or causing to be altered, any records;
  - use of University documents or instruments of identification with the intent to defraud;
  - (c) presenting false data or information or intentionally misrepresenting records; (d) furnishing the results of research projects or experiments for the inclusion in another’s work without proper citation; or (e) furnishing false statements in any University academic proceeding; and
  - providing false or misleading information to gain an academic advantage.

A student at West Virginia University who engages in academic dishonesty will be subject to one or more of the following academic penalties (see the previous section for full descriptions of those penalties that can also be imposed for failure to meet academic requirements or standards):

- Course-level academic penalties. When academic dishonesty occurs within the context of a course (including individually supervised courses), the course instructor/coordinator has the option of imposing the following academic penalties, including but not limited to:
  - Change in assignment or test grade.
  - A lower final grade, including failure of a course.
  - A final grade of unforgivable failure (UF). The UF penalty can be recommended by the course instructor/coordinator but must be reported to the appropriate office by the dean of the college or school offering the course after the time limit for a student appeal has expired or the appeal process has been completed, upholding the UF penalty. The student may repeat the course, but the undergraduate D/F repeat process will not be applied to the UF.
  - Required repetition or revision of the assignment or test.
  - Exclusion from further participation in class, including laboratories or clinical experiences.
  - Other course resolutions within the discretion of the course instructor/coordinator.
  - Other academic penalties. If academic dishonesty occurs either in a course or within the context of program requirements, the academic penalties below may be imposed.
  - Required repetition or revision of a program requirement, or termination of the student’s participation in specific program-related activities. When academic dishonesty occurs within the context of program requirements and expectations not associated with a

specific course (including, but not limited to, completing qualifying exams, conducting research, performing duties associated with a graduate assistantship, performing required service or professional activities, etc.), the student's program director, supervisor, or chair of an appropriate committee may impose these or similar academic penalties.

- Failure of a program requirement or failure to meet academic standards.
- Academic probation or suspension at the program, college, or school level for failure to meet program requirements and academic standards.
- Dismissal from a program, college, school, or the university.

## 10.2 Academic Standards: Penalties and Appeals

It is the student's responsibility to fulfill coursework and degree or certificate requirements and to know and meet criteria for satisfactory academic progress and completion of the program. Students are expected to adhere to academic requirements and standards in all academic settings, such as classrooms, laboratories, and clinics, and during any activities that are part of academic requirements. Further, WVU students are citizens of a broader academic community. As such, the University expects that every member of its academic community share its historic and traditional commitment to honesty, integrity, and the search for truth and academic penalties related to this are presented at <http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification/#definitionsandtypesofacademicpenalties>. Occupational Therapy students at West Virginia University who fails to meet academic requirements or standards will be subject to one or more of the following academic penalties:

- A lower final grade, including failure of a course. A lower grade or failure of the course can be imposed by the course instructor/coordinator. If a student appeals a final grade, the grade shall remain in effect until the appeal is completed.
- Exclusion of a student from further participation in class prior to any appeal proceedings requires that the course instructor/coordinator obtain approval of the dean of the college or school offering the course.
- Required repetition or revision of a program requirement, or termination of the student's participation in specific program-related activities.
- Failure of a program requirement or failure to meet academic standards. Program requirements and standards must be described in the catalog or other program documents provided or available to students. Program requirements may include such items as passing a qualifying exam, maintaining progress on research, developing required technical skills, providing timely documentation of immunizations, or meeting professional standards of conduct (including the avoidance of academic dishonesty).
- Academic probation or suspension at the program, college, or school level for failure to meet program requirements and academic standards, or at the university level for failure to meet grade point average standards.
- Dismissal from a program, college, school or the university. Dismissal is defined as termination of student status, including any right or privilege to receive some benefit or recognition or certification. A student may be academically dismissed from any program and remain eligible to enroll in courses in other programs at the institution, or a student may be academically

dismissed from the institution and not remain eligible to enroll in other courses or programs at the institution, including other divisional campuses (BOG Academics Rule 2.5).

- If a student appeals a penalty of program dismissal, the dean of the college or school offering the student's program will determine if the student shall be allowed to continue in the program, and the conditions of that continuation, until the case is determined. Dismissal from a program, college, or school must be communicated to the Associate Provost for Undergraduate or Graduate Academic Affairs, the Health Sciences Associate Vice President for Academic Affairs, or the divisional campus President once the time limit for a student appeal has expired or the appeal process has been completed. The Associate Provost, Associate Vice President, or divisional campus President submits a request to the appropriate office to change the student's status to non-degree. Academic dismissal from the university requires consultation and approval from the student's dean, the Associate Vice President for Academic Affairs (Health Sciences students only), and the Provost's or divisional campus President's Office.

### 10.3 Professional Behavior: Penalties and Appeals

The term "professionalism" refers to: patterns of respect shown to others; work habits such as time management and stress management; self-reflection; civility in interactions with others; membership and participation in professional organizations; appropriate dress and mannerisms; altruism; personal accountability; honor; and integrity.

An occupational therapy student at West Virginia University who demonstrates poor professional behavior will be subject to one or more of the following academic penalties (see the previous section for full descriptions of those penalties that can also be imposed for failure to meet academic requirements or standards):

- Course-level professional behavior penalties. When professional behavior violations occur within the context of a course (including individually supervised courses), the course instructor/coordinator has the option of imposing the following academic penalties, including but not limited to:
  - Change in assignment or test grade.
  - A lower final grade, including failure of a course.
  - Required repetition or revision of the assignment or test.
  - Exclusion from further participation in class, including laboratories or clinical experiences.
  - Required repetition or revision of a program requirement, or termination of the student's participation in specific program-related activities.
  - Professional behavior probation or suspension at the program, college, or school level for failure to meet program requirements.
  - Dismissal from a program, college, school, or the university

## 11.0 Student Awards within the Division

In the graduate year, the faculty will nominate students for awards. These awards will be based upon the cumulative performance and/ or behavior of the individual while in the occupational therapy program. The awards include, but are not limited to:

- Excellence in Research
  - Awarded by the Division of OT Faculty to the student judged by the faculty as best conducting comprehensive and ethical research of exceptional quality that contributes to the profession of occupational therapy.
- Innovation in Research
  - Awarded by the Division of OT Faculty to the student judged by the faculty as best conducting research that either enhances the understanding of emerging areas of occupational therapy practice or that contributes novel ideas or information to the profession of occupational therapy.
- Elizabeth Devereaux Leadership Award
  - Awarded by the Division of OT Faculty to the student that best demonstrates a pattern of advocacy for the profession of occupational therapy.
- Mary Hager Award
  - Awarded by the Division of OT Faculty to the student that best demonstrates occupational therapy leadership to the state and on a national level as well.
- OT Mountaineer Award
  - Awarded by the Division of OT Faculty to the student that best demonstrates a history of being a team player, constancy of effort, positive influence, and WVU school spirit while enrolled in the OT program.
- Academic Achievement
  - Awarded by the Division of OT Faculty to the student that has achieved and maintained the highest GPA while enrolled in the OT program.
- Community Outreach
  - Awarded by the Division of OT Faculty to the student that consistently demonstrates a commitment to local communities as noted through volunteering and service to others.

## 12.0 University Policies

Policies presented here include those that are at the institutional level and exist in the WVU Catalog. Students are responsible for reviewing and understanding these policies. The most current versions of the university policies are available at: <https://tlcommons.wvu.edu/syllabus-policies-and-statements>

### 12.1 Academic Rights and Responsibilities

The policies described in this section are based on the Board of Governors Academics Rule 2.5, [Student Rights and Responsibilities for West Virginia University](#), [The Student Code of Conduct](#), and [The Academic Integrity Policy](#).

## 12.2 Attendance Guidelines

Attendance policies at West Virginia University are set at the course level. There is no University- or College-level authority in charge of “excusing” absences. However, there are two University offices with roles referenced in the policy and guidelines below:

1. The Provost or her/his designee may designate an activity as an “Authorized University Activity.” Such designation is normally limited to scholarly competitions, fine arts performances, and intercollegiate athletics competitions in which students are representing West Virginia University. Information regarding students participating in an Authorized University Activity will be communicated to faculty via an official letter or e-mail from a University official (such as the faculty member or unit that is sponsoring the event) and will be posted on a website with a list of Authorized University Activities with the dates.
2. Emergency military service and jury duty are treated in the same way as Authorized University Activities. See <https://talentandculture.wvu.edu/files/d/23747548-ea03-4f07-ade2-4501b175d1f4/military-leave.pdf> for more information.

## 12.3 Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please [click here](#). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

## 12.4 Academic Standards Policy, including Academic Dishonesty

The WVU Catalog contains the full Undergraduate Academic Standards Policy and Graduate Academic and Professional Standards Policy.

### Appropriate Use of Technology Statement

Use of technology in the classroom should always be directly related to class activities and/or course learning outcomes. Inappropriate use of technology in the classroom may be considered a disruption of the class and constitute a violation of the WVU Student Conduct Code and could potentially result in a referral to the Office of Student Conduct. Use of technology in the classroom when specifically prohibited by the instructor may also constitute a violation of WVU’s Academic Integrity policy.

## 12.5 Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in

your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services. (<https://accessibilityservices.wvu.edu/>) More information is also available at the Division of Diversity, Equity, and Inclusion (<https://diversity.wvu.edu/>).

## 12.6 Sexual Misconduct Statement

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Rule 1.6]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator. (<https://diversity.wvu.edu/equity-assurance/title-ix>)

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304-292- 5100 or 304-292-4431 (24-hour hotline). For more information, please consult these two websites for additional information: <https://diversity.wvu.edu/equity-assurance/resources-and-reporting-options>; <https://diversity.wvu.edu/equity-assurance/resources-and-reporting-options/resources>

## 12.7 Student Support Services

### 12.7.1 Financial Aid

A Financial Aid Office is located in the WVU Hub in Evansdale Crossing. Students interested in work-study positions at either the Health Sciences Center or Ruby Memorial Hospital will need to qualify through the Financial Aid Office. <https://hub.wvu.edu>

### 12.7.2 HSC ITS/Help Desk

The Help Desk provides resources for common hardware and software problems, staff that can respond to questions, downloadable files for the HSC user, and student internet connection options. Any difficulties with the laptops issued via the School of Medicine mandatory laptop lease program should be taken to the computer help desk (2nd floor, HSS 2356; <https://its.hsc.wvu.edu/help-desk/>).

### 12.7.3 HSC Library

The Health Sciences Center (HSC) Library has a wide range of services to support the education process. Library hours, services, collections, and on-line literature searches can all be accessed through the library web site (<https://lib.wvu.edu/healthsciences/>).

### 12.7.4 The Writing Studio

All WVU students have the opportunity to utilize the WVU Writing Studio in the development of professional writing skills. <https://speakwrite.wvu.edu/writing-studio>

## 12.7.5 Mental Health

College students commonly experience issues that may interfere with academic success. Stress, sleep problems, relationship and social concerns, adjustment to college, financial problems, family issues, discrimination, or anxiety and depression all affect one’s ability to remember, learn, and perform. If you or a friend is struggling, we strongly encourage you to seek support. Supportive, confidential resources are available on campus, and most are at no-charge. The BeWell office is the counseling hub for all HSC students. BeWell offers confidential, short term individual and group counseling, consultations, and various other mental health services. You can schedule an appointment with BeWell by emailing [bewell@hscu.wvu.edu](mailto:bewell@hscu.wvu.edu) or the BeWell Coordinator, [Layne.kehl@mail.wvu.edu](mailto:Layne.kehl@mail.wvu.edu). You can also schedule by calling 304-293-2660 or 304-293-3111. Feel free to visit BeWell’s website for more information: <https://hsc.wvu.edu/be-well/>

BeWell is an extension of WVU’s main counseling center. Please note that if you or a friend is experiencing a psychological emergency or a more urgent situation, the Carruth Center for Psychological and Psychiatric Services at WVU provides crisis consultation and counseling during normal business hours (8:15-4:45) as well as after hours. You can access these services by calling 304- 293-4431. Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained crisis counselor. For more mental health resources and information, visit the CCPPS website at: <https://carruth.wvu.edu/>

Below are other resources for you to have on hand:

Service	Website and Info	Location	Number
Counseling and Psychological Services – Carruth Center	<a href="https://carruth.wvu.edu/services">https://carruth.wvu.edu/services</a> We provide a variety of services for a wide range of student concerns. This includes individual, group counseling, couples counseling and drug or alcohol counseling.	Health and Education Building 390 Birch Street	(304) 293-4431
Student Wellness – WELLWVU	<a href="https://well.wvu.edu/">https://well.wvu.edu/</a> Delivers comprehensive wellness education to all WVU students. Programs include: <ul style="list-style-type: none"> <li>- Alcohol and drug prevention</li> <li>- Sexual health</li> <li>- Stress Management</li> <li>- Nutrition and Exercise</li> <li>- Sleep</li> </ul>	Health and Education Building 390 Birch Street	(304) 293-5054



National Suicide Prevention Lifeline (will triage to a local provider/crisis line)	<a href="https://suicidepreventionlifeline.org/">https://suicidepreventionlifeline.org/</a> Calling the National Suicide Prevention Lifeline will connect you immediately to a crisis worker, who will triage you to a local crisis worker.	All of the U.S.	1-800-273-8825
Crisis Text Line	<a href="https://www.crisistextline.org/">https://www.crisistextline.org/</a> A trained crisis worker will assist you in working through your immediate needs related to mental health or other crises.	All of the U.S.	Text HELP to 741741
Talkspace	<a href="https://carruth.wvu.edu/resources/talkspace">https://carruth.wvu.edu/resources/talkspace</a> Talkspace is an online therapy service that connects users to a dedicated, licensed therapist via private messaging and live video from a secure, HIPAA-compliant digital platform. The service is available at no cost to WVU students.	Virtual session are completed online	WVU Contact person 304-293-0411.

### 12.7.6 Student Success Coaches

WVU Student Success Coaches work individually with students to enhance their academic success in time management, note taking, reading, and study skills. The coaches will also assist in the transition to WVU by answering questions and providing information about campus resources. A personal meeting with one of our Success Coaches is best way to help you get and stay on track academically. Success coaches can help you design strategies tailored to your specific academic situation and explore options you had not previously considered. Students typically meet with a coach based upon the time of year or issues that emerge in their academic lives. To schedule a success coaching appointment call 304-293-5804 or fill out the linked form [Appointment Request Form](#).

## Appendices

### Appendix A: WVU Occupational Therapy Student Essential Skills and Requirements Signature Form

Listed below are the essential skills, requirements, and functions that a student should possess in order to satisfactorily progress in the curriculum. A prospective student who is concerned that a disability may impact his or her ability to perform one or more of the following skills or requirements should contact the WVU Office of Accessibility Services at 304-293-6700 or online at <https://accessibilityservices.wvu.edu>.

- Attend class for up to 35 hours per week and have the ability to sit and/or stand and maintain upright posture for several hours at a time. Attend all scheduled on-campus sessions and fully participate in online lectures, activities, and assignments.
- Have the intellectual skills to recall and comprehend large amounts of didactic information under time constraints and apply this information to the practice of occupational therapy.
- Utilize appropriate verbal, nonverbal, and written communication with clients, families, and others.
- Select, perform and document appropriate occupational therapy procedures used to assess the function of cognitive/mental/perceptual status, activities of daily living, behavior, social performance, functional capacity, ergonomics, vital signs, endurance, sensation, strength, tone, reflexes, movement patterns, coordination, ROM, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the pulmonary system. Determine the occupational therapy needs of any client with perceived or potential movement, cognitive, perceptual, emotional, and/or psychosocial dysfunction. Develop and document a plan of care for a client with occupational performance deficits across the lifespan.
- Recognize the psychosocial impact of dysfunction and disability and integrate the

needs of the client and family when implementing the plan of care.

- Perform intervention procedures in a manner that is appropriate to the client's status and desired goals. These include, but are not limited to: skills training in basic and instrumental activities of daily living, group interventions, cognitive rehabilitation, exercise, developmental activities, balance training, coordination training, transfer training, orthotics fabrication, positioning techniques, and CPR.
- Maintain a continuous physical presence with a client for a duration consistent with standard evaluation and intervention protocols and procedures.
- Possess the ability to manage a full client caseload and the ability to recognize and appropriately respond to emergency situations.
- Demonstrate ability to apply universal precautions.
- Participate in the process of scientific inquiry. Develop responsibility for lifelong professional growth and development.
- Maintain composure and continue to perform duties with clients experiencing personal distress and demonstrating challenging behaviors and/or attitudes.
- Apply teaching/learning theories and methods in health care and community environments with the goal of health care promotion and prevention.
- Demonstrate management skills, including planning, organizing, supervising, delegating and working as a member of a multidisciplinary team.
- Have competence in computer use sufficient for participation classroom and distance learning activities.
- Act in accordance with professional values, ethical standards, and appropriate demeanor essential for client-centered, quality client care.
- Comply with all fieldwork requirements including immunizations, background checks, drug screens, travel, site location assignment, and all fieldwork related expenses.

I verify that I have read and understand the essential skills and requirements for the WVU Division of Occupational Therapy and accept responsibility for ensuring compliance for the

safety of myself, my clients, the program, clinics and other stakeholders. I believe I am fully capable of meeting each of these functions.

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

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

Appendix B: MOT Curriculum Course Sequence/Plan of Study

Course #	Course Name (credit hours)
<b>Semester 1</b>	<b>Summer</b> (undergraduate) Anatomic Foundations in OT (4)
OTH 504	
OTH 370	Theories and Science of Occupation (3)
OTH 507	Functional Kinesiology in OT (2)
<b>Semester 2</b>	<b>Fall</b> (undergraduate)
OTH 502	Foundations of OT Intervention (3)
OTH 505	Disruptions in Occupational Performance (4)
OTH 506	Functional Movement Across the Lifespan (3)
OTH 360	Scientific Inquiry for OT 1 (3)
OTH 330	Clinical Reasoning Foundations (2)
OTH 510	Occupational Performance Eval 1 (3)
<b>Semester 3</b>	<b>Spring</b> (undergraduate) Developmental Life Tasks (3)
OTH 508	
OTH 509	Neuro-Biologic Foundations (4)
OTH 515	Interventions Across the Lifespan 1 (4)
OTH 511	Occupational Performance Eval 2 (4)
OTH 361	Scientific Inquiry for OT 2 (3)
	<b>Year One- 45 credits</b>
<b>Semester 4</b>	<b>Summer</b> (undergraduate)
OTH 516	Interventions Across the Lifespan 2 (4)
OTH 584	Level I Fieldwork 1 (2)
OTH 497	Research (1)
OTH 431	Clinical Reasoning in OT 2 (2)
<b>Semester 5</b>	<b>Fall</b> (undergraduate) Level I Fieldwork 2 (2)
OTH 585	
OTH 514	Occupational Performance Eval 3 (4)
OTH 517	Interventions Across the Lifespan 3 (4)
OTH 532	Clinical Reasoning for Groups 3 (3)
OTH 497	Research (1)
	<b>Graduate with Bachelor's Degree</b>
<b>Semester 6</b>	<b>Spring</b> (graduate)
OTH 518	Interventions Across the Lifespan 4 (4)
OTH 607	Management and Supervision in OT (3)
OTH 533	Clinical Reasoning for Populations (3)

OTH 697	Research (2)
OTH 586	Level I Fieldwork 3 (2)
OTH 521	Professional Development Seminar 1 (1)
<b>Year 2 – 38 Credits</b>	
<b>Semester 7</b> OTH 540	<b>Summer</b> (graduate) Level II Fieldwork 1 (6)
<b>Semester 8</b>	<b>Fall</b> (graduate)
OTH 522	Professional Seminar 2 (1)
OTH 640	Level II Fieldwork 2 (6)
OTH 550	Education in OT (1)
OTH 523	Professional Development Seminar 3 (1)
<b>Year 3 = 15 credits</b>	
<b>Total Credits = 98</b>	
<b>Graduate with MOT Degree</b>	

Appendix C: OTD Curriculum Course Sequence/ Plan of Study

<b>Course #</b>	<b>Course Name (credit hours)</b>
<b>Semester 1</b>	
OTH 504	Anatomic Foundations in OT (4)
OTH 670	Theories and Science of OT (3)
OTH 507	Functional Kinesiology in OT (2)
<b>Semester 2</b>	
OTH 502	Foundations of Intervention in OT (3)
OTH 505	Disruptions in Occ. Performance (4)
OTH 506	Functional Movement Across the Lifespan (2)
OTH 506L	Functional Movement Across the Lifespan Lab (1)
OTH 660	Scientific Inquiry for OT 1 (3)
OTH 630	Clinical Reasoning 1 (2)
OTH 510	Occupational Performance Eval 1 (3)
<b>Semester 3</b>	
OTH 508	Developmental Life Tasks (3)
OTH 509	Neuro-Biologic Foundations (4)
OTH 515	Interventions Across the Lifespan 1 (4)
OTH 511	Occ. Performance Eval 2 (4)
OTH 661	Scientific Inquiry for OT 2 (3)
<b>Year One- 45 credits</b>	
<b>Semester 4</b>	
OTH 516	Interventions Across the Lifespan 2 (4)
OTH 584	Level I Fieldwork 1 (2)
OTH 697	Research (1)
OTH 631	Clinical Reasoning in OT 2 (2)
OTH 708	Leadership in OT (2)

<b>Semester 5</b> OTH 585 OTH 514 OTH 517 OTH 732 OTH 697	Level I Fieldwork 2 (2) Occ. Performance Eval 3 (4) Interventions Across the Lifespan 3 (4) Clinical Reasoning in OT 3 (3) Research (1)
<b>Semester 6</b> OTH 518 OTH 807 OTH 733 OTH 797 OTH 586 OTH 521 OTH 788	Interventions Across the Lifespan 4 (4) Entrepreneurship and Management in OT (3) Clinical Reasoning in OT 4 (3) Research (2) Level I Fieldwork 3 (2) Professional Development Seminar 1 (1) Directed Study (capstone) (2)
<b>Year 2 – 42 Credits</b>	
<b>Semester 7</b> OTH 540 OTH 797 OTH 788	Level II Fieldwork 1 (6) Research (2) Directed Study- Capstone [Optional]
<b>Semester 8</b> OTH 522 OTH 640 OTH 550 OTH 523 OTH 789	Professional Development Seminar 2 (1) Level II Fieldwork 2 (6) Education in OT (1) Professional Development Seminar 3 (1) Capstone Planning (2)
<b>Semester 9</b> OTH 809 OTH 810	Capstone Thesis (2) Doctoral Experiential (7)
<b>Year 3- 28 Credits</b>	
<b>Total Credit= 115</b>	