

# OCCUPATIONAL THERAPY

## ASSISTANT PROGRAM



**WEBER STATE UNIVERSITY**  
Dumke College of Health Professions





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# WELCOME

## Welcome to the Occupational Therapy Assistant (OTA) Program at Weber State University's Dumke College of Health Professions

We are excited to welcome you to a program that is dedicated to shaping skilled, compassionate, and innovative occupational therapy assistants. By joining us, you are stepping into a learning community that values curiosity, collaboration, and the power of meaningful engagement to improve lives.

At Weber State University, we believe education is more than just coursework, it's about growth, discovery, and making a difference. In the OTA program, you'll gain hands-on experience and develop the clinical reasoning and problem-solving skills needed to help people participate in the activities that matter most to them. Whether working with children, older adults, or individuals recovering from injury or illness, you will learn to approach care holistically, creatively, and with a strong commitment to client-centered practice.

Your journey through the program will be both challenging and rewarding. You'll be encouraged to think critically, advocate for those in need, and embrace lifelong learning. Our faculty and staff are here to guide and support you, fostering a learning environment where respect, integrity, and professionalism are at the core of everything we do.

This handbook will be your go-to resource for understanding program expectations, fieldwork requirements, and professional standards. It is designed to help you navigate your education with confidence, ensuring that you are well-prepared for success in the classroom, in the clinic, and beyond.

We can't wait to see you grow into a skilled and compassionate OTA, making a meaningful impact in the lives of those you serve. Welcome to the WSU OTA community. We're glad you're here!

## ADMINISTRATION & FACULTY

The Occupational Therapy Assistant (OTA) program at Weber State University is housed within the **Department of Athletic Training and Occupational Therapy** in the **Dr. Ezekiel R. Dumke College of Health Professions**. As part of a college dedicated to excellence in healthcare education, our program provides students with a strong foundation in evidence-based practice, hands-on learning, and professional development.

The program is led by a dedicated team of experienced professionals who are committed to student success. The **department chair** provides overall leadership, ensuring that the program aligns with the mission and goals of the college and university. The **program director** oversees curriculum development, accreditation, and program operations, ensuring that students receive high-quality education and training. The **academic fieldwork coordinator (AFC)** facilitates fieldwork placements and collaborates with community partners to provide students with meaningful hands-on learning experiences. One faculty member is specifically appointed to and responsible for the **oversight of the baccalaureate project**. Finally, **program support staff** assist with administrative functions, helping students navigate their academic journey.

The OTA faculty consists of **educators** who bring extensive experience in occupational therapy practice and education. Each faculty member is **board-certified, licensed in the state of Utah, and actively engaged in professional development** to stay current with emerging trends and best practices in the field. Faculty members teach lecture, lab, and fieldwork courses, integrating real-world clinical expertise into the classroom to ensure students are well-prepared for their careers.

With a shared commitment to **student-centered learning, innovation, and professional excellence**, the OTA program administration and faculty strive to provide a supportive and enriching educational experience. Our team is passionate about mentoring future OTAs and equipping them with the knowledge, skills, and ethical foundation needed to make a meaningful impact in the lives of those they serve.



DUMKE COLLEGE OF HEALTH PROFESSIONS



Yasmen Simonian, PhD  
Dean



Darcy Carter, DHSc, MHA, RHIA  
Associate Dean



Valerie Herzog, EdD, LAT, ATC  
Associate Dean

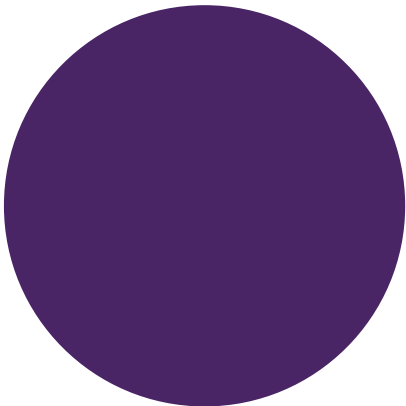
OTA PROGRAM FACULTY AND FULL-TIME STAFF



Robyn Thompson, PhD, OTR/L  
Program Director  
Assistant Professor

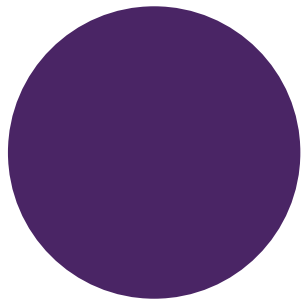


Rhonda Roth, OTD, OTR/L  
Academic Fieldwork Coordinator  
Assistant Professor

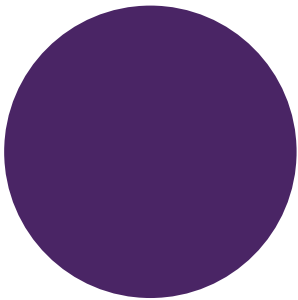


Third Faculty  
Title

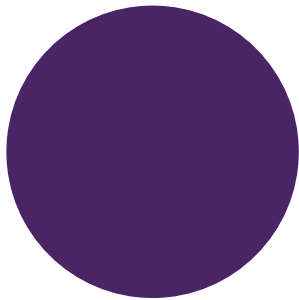
SUPPORT STAFF



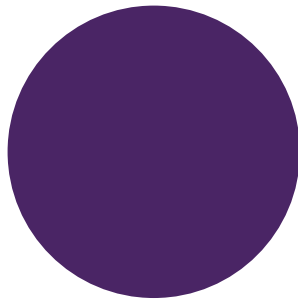
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# WSU OVERVIEW

Understanding Our University & College



## CHAPTER 01



# MISSION STATEMENT & PHILOSOPHIES

Weber State University (WSU) is a premier public institution in Utah, recognized for its commitment to student success, academic excellence, and community engagement. With a rich history dating back to 1889, WSU has evolved into a dynamic university that provides a broad range of educational opportunities, from certificates and associate degrees to bachelor's, master's, and doctoral programs.

As an institution dedicated to accessibility and excellence, Weber State embraces a dual-mission approach, combining the personalized attention and affordability of a community college with the high-quality academic programs and research opportunities of a comprehensive university. This model ensures that students from various backgrounds can find flexible pathways to achieve their educational and career goals.

With a strong emphasis on engaged learning, WSU provides hands-on experiences, faculty-mentored research, and community-based projects that prepare students for meaningful careers and lifelong learning. Small class sizes, dedicated faculty, and a supportive campus environment create an atmosphere where students thrive both academically and personally.

Weber State is also a leader in innovation and workforce development, offering programs designed to meet the evolving needs of industries in Utah and beyond. The university's commitment to affordability, inclusion, and academic rigor makes it an outstanding choice for students seeking a high-quality education that leads to real-world success.

## WSU MISSION STATEMENT

*We transform lives and communities by educating students of all identities and backgrounds. We nurture student success through a supportive environment, individualized pathways, meaningful personal connections with faculty and staff, teaching and experiential learning, research, and civic engagement.*

## WSU VISION

*We will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.*

## WSU VALUES

*We value:*

### 1. EVERY INDIVIDUAL

*Listening to and embracing individuals of all identities and backgrounds through the promotion of belonging, creativity, uniqueness, and self-expression;*

### 2. COLLECTIVE EXCELLENCE

*Fostering achievement and transparency in learning and discovery through collaboration, data-informed policies and practices, and the removal of barriers to student success; and*

### 3. TRANSFORMATIVE EXPERIENCES

*Nurturing success through engaging, supportive, and personalized opportunities in a rapidly changing world.*

## OTA PROGRAM MISSION STATEMENT

*At Weber State University, the Occupational Therapy Assistant program empowers students from all backgrounds to become compassionate, skilled practitioners who enhance health, well-being, and quality of life across communities. Through accessible education, collaborative clinical partnerships, and experiential learning, we foster meaningful connections, promote fairness, and support our students in developing innovative, evidence-based, and client-centered solutions for participation in everyday living. Together, we advance occupational therapy and create a lasting impact on the lives we serve.*

## OTA PROGRAM VISION STATEMENT

*Our vision is to be a nationally recognized leader in occupational therapy assistant education, transforming lives by empowering students to become inclusive, compassionate practitioners. We aspire to meet each student where they are, fostering growth through experiential learning, innovative practices, and community partnerships. Our graduates will be equipped to enhance health, well-being, and quality of life for diverse individuals, populations, and communities, facilitating meaningful participation in everyday living and advancing the future of occupational therapy.*

## OTA PROGRAM PHILOSOPHICAL STATEMENT

*The Occupational Therapy Assistant (OTA) program is guided by a philosophy that reflects the occupational therapy profession. Rooted in the belief that humans are occupational beings who achieve health, well-being, and participation through meaningful engagement in everyday activities, we emphasize inclusive, culturally competent education, community-centered practice, and innovative, evidence-based approaches. We believe that human beings learn best through active, experiential, and reflective processes. By fostering self-directed and accountable learning, we empower students to take ownership of their education and professional development as they grow into compassionate, skilled practitioners who honor the unique experiences of others and advance the health and well-being of individuals and communities.*

*Our philosophy emphasizes preparing client-centered practitioners who create intentional, occupation-based relationships with clients, families, and inter/intra-professional healthcare teams. A key focus of our program is preparing students to successfully pass the NBCOT National Board Certification Examination and enter the profession as competent, holistic, and ethical entry-level practitioners. Through rigorous academic preparation, hands-on experiential learning, and a strong foundation in occupational therapy principles, we equip our graduates to thrive in diverse practice settings and make meaningful contributions to the health and well-being of the communities they serve.*

# OTA PROGRAM PHILOSOPHY OF TEACHING AND LEARNING

At Weber State University’s Occupational Therapy Assistant (OTA) program, our philosophy of teaching and learning is guided by principles that reflect our mission and philosophy. We are committed to fostering self-driven and accountable learning, empowering students to take ownership of their education and professional development as they grow into competent and compassionate practitioners. Through high-impact teaching practices, we create a dynamic, student-centered learning environment that encourages critical thinking, collaboration, and active community engagement.

Our approach emphasizes applied and experiential learning, grounding education in real-world practice to develop clinical reasoning skills that align with the occupational therapy process and framework. By integrating the core principles of the therapeutic use of self and the Model of Intentional Relationships, we nurture students’ ability to build authentic and effective client-centered relationships. This foundation prepares students to engage in ethical, holistic, and evidence-based practice while fostering the development of innovative solutions that advance health, well-being, and participation in everyday life. Through this philosophy, we support students in becoming reflective, empathetic, and effective occupational therapy practitioners.



# CURRICULAR THEMES & THREADS

| CURRICULAR THEME & THREAD                        | DEFINITION  | EXAMPLE IN OT PRACTICE  |
|--|---|---|
| Client-Centered & Culturally Responsive Care     | Focusing on what matters most to the client by respecting their values, beliefs, culture, and unique life experiences. This means listening carefully, honoring differences, and involving the client in every step of the therapy process. | An OT student works with a client recovering from a stroke who values independence in cooking traditional family meals. The student designs kitchen-based exercises that include the client’s familiar foods and cooking tools.                   |
| Professional Reasoning & Evidence-Based Practice | Using critical thinking and research to make smart, ethical decisions about client care. This involves combining your clinical knowledge, current research, and the client’s goals to guide treatment choices.                              | When choosing between two types of splints for a client with arthritis, the practitioner reviews recent studies, considers the client’s comfort and daily routines, and selects the best option based on both evidence and professional judgment. |
| Collaboration & Communication                    | Working effectively with clients, families, and team members through clear, respectful, and compassionate communication. This includes both listening and expressing ideas to support teamwork and positive outcomes.                       | In a rehab setting, the OTA meets with a physical therapist, speech therapist, and nurse to coordinate care for a client after a brain injury, ensuring everyone’s goals align for the client’s recovery.   |
| Life-Long Learning & Leadership                  | Staying curious, reflective, and committed to growing as a professional. Leadership means taking initiative, supporting others, and advocating for clients and the profession.  | After graduation, an OTA joins the Utah Occupational Therapy Association, attends workshops to learn new treatment techniques, and mentors new students entering the field.   |
| Occupation-Centered Practice Across the Lifespan | Using meaningful activities (“occupations”) as the foundation of therapy for people of all ages—from children to older adults. OT helps clients engage in the daily activities that bring purpose and joy to their lives.                   | An OTA helps a child with autism improve social skills through play and assists an older adult regain independence in dressing after hip surgery, both using meaningful, age-appropriate occupations.   |



# COMMITMENT TO EXCELLENCE AND SUCCESS

The Occupational Therapy Assistant (OTA) program at Weber State University is committed to excellence in education, successful career entry, professional practice, and lifelong learning. We strive to create a supportive and dynamic learning environment where students develop the skills, knowledge, and values necessary to become compassionate, competent, and ethical occupational therapy assistants. Rooted in evidence-based practice, clinical reasoning, and client-centered care, our curriculum emphasizes the importance of adaptability, critical thinking, and advocacy, preparing graduates to excel in diverse, traditional and emerging practice settings.

We believe that students are active participants in their own learning, and we are dedicated to fostering an environment that encourages engagement, collaboration, and professional growth. Our faculty is committed to mentorship, hands-on training, and innovative teaching methods that support diverse learning styles and prepare students to integrate theory into real-world practice. Through academic rigor, interprofessional collaboration, and experiential learning, we empower students to become lifelong learners, leaders in the profession, and advocates for the individuals and communities they serve. As a program, we uphold the highest standards of excellence to ensure that every graduate is prepared to make a meaningful impact in the field of occupational therapy.

## COMPLIANCE STATEMENT: INSTITUTIONAL RESPONSIBILITY

Weber State University (WSU), as the sponsoring institution of the Occupational Therapy Assistant (OTA) Program, assumes full responsibility for the program in accordance with ACOTE® standards. WSU maintains primary oversight for the appointment of faculty, the admission of students, and the planning and delivery of the curriculum at all locations where the program is offered.

### THIS RESPONSIBILITY INCLUDES:

- Curriculum Oversight: WSU is accountable for the design and delivery of course content, determining satisfactory completion of the educational program, and granting the Bachelor of Science degree in Occupational Therapy Assistant.
- Faculty and Student Affairs: The University is responsible for the appointment and evaluation of faculty, and for the processes related to the recruitment, admission, and progression of students.
- Classroom and Fieldwork Coordination: WSU coordinates both classroom instruction and supervised fieldwork experiences to ensure educational consistency and integrity.
- Fieldwork Assurance: The University provides assurance that all fieldwork activities assigned to students are appropriate, supervised, and directly related to the goals and objectives of the OTA Program.

# WSU & OTA PROGRAM LEARNING OUTCOMES & GOALS

Understanding the goal.



## CHAPTER 02

# WSU GENERAL EDUCATION LEARNING OUTCOMES (GELO)

## GELO 1: Content Knowledge

This outcome addresses students’ understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well defined in R470 and further refined by Core and Breadth area committees. GELO 1 is assessed through the biennial assessment process in which departments provide assessment data on Area Learning Outcomes for each of their Gen Ed courses that are reviewed by GEIAC.

## GELO 2: Intellectual Tools

This outcome focuses on students’ use of and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively. Students will provide evidence of their ability to construct knowledge, evaluate claims, solve problems, and/or communicate effectively with tools such as persuasive communication, critical thinking, creative thinking, problem solving, inquiry and analysis, and quantitative reasoning.

## GELO 3: Responsibility to Self & Others

This outcome highlights students’ relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote personal and community well-being. Students will provide evidence of their ability to relate course content to issues of responsibility in the context of a signature assignment requiring them to bring to bear course content to broader issues connected to the Big Question.

## GELO 4: Connected & Applied Learning

This outcome emphasizes how students’ learning in general education classes can be connected and applied in meaningful ways to new settings and complex problems. Students will demonstrate the integration and application of course content via a signature assignment that promotes meaningful use of the course content. Students will identify relations between disciplinary content, and between the content and their own experiences in the world.

## Occupational Therapy Assistant (OTA) Program Learning Outcomes

The Occupational Therapy Assistant (OTA) program at Weber State University’s Dumke College of Health Professions is designed to prepare students for entry-level practice as occupational therapy assistants in diverse and evolving healthcare and community settings. Program outcomes have been developed using the 2023 Accreditation Council for Occupational Therapy Education (ACOTE) standards as guidelines and align with the mission and philosophy of Weber State University, the Dumke College of Health Professions, and the OTA program. These outcomes also integrate Weber State University’s General Education Learning Outcomes (GELOs), which help to build upon and reinforce the foundational skills important to working in complex and ever-changing systems and environments.

Through didactic instruction, laboratory experiences, fieldwork placements, and faculty-mentored learning opportunities, students will engage in a comprehensive and student-centered educational experience that emphasizes critical thinking, creativity, advocacy, and client-centered care.

## AT THE COMPLETION OF THEIR PROGRAM OF LEARNING, THE GRADUATE WILL:

### 1. Acquire Foundational Knowledge of the Profession

Demonstrate entry-level competence as a generalist in both emerging and established occupational therapy practice settings. Apply core concepts and principles of occupational therapy to promote health, well-being, and engagement in meaningful activities across diverse populations.

### 2. Integrate Knowledge of the Occupational Therapy Process

Utilize the Occupational Therapy Practice Framework (OTPF) to guide contributing to assessment, intervention planning, and therapeutic use of occupations with persons, groups, and populations. Apply therapeutic interventions and adaptive strategies to support client participation in meaningful daily activities.

### 3. Synthesize Scientific Evidence and Theoretical Models

Utilize evidence-based practice to inform occupational therapy interventions and service delivery. Integrate theories, models, and frameworks to analyze and address client needs.

### 4. Uphold High Ethical Standards and Professional Values

Demonstrate ethical reasoning and professional integrity in all aspects of occupational therapy practice. Exhibit cultural competence, empathy, and responsiveness to the unique needs of clients, ensuring inclusive and client-centered care.

### 5. Commit to Lifelong Learning and Professional Growth

Engage in self-reflection, mentorship, and continuing education to remain current with advancements in the field. Contribute to evidence-based practice of occupational therapy by integrating research and professional development into practice.

### 6. Advocate for Clients and the Occupational Therapy Profession

Understand and promote the distinct roles, responsibilities, and collaborative nature of the occupational therapy assistant and occupational therapist within interprofessional healthcare teams. Advocate for equitable access to occupational therapy services and contribute to public awareness of the profession’s value.

### 7. Demonstrate Competence in Fieldwork and Applied Learning

Successfully complete Level I and Level II fieldwork experiences, demonstrating competency in entry-level occupational therapy assistant practice. Apply theoretical knowledge to real-world clinical and community settings, ensuring the ability to assess, implement, and adapt interventions for diverse client populations.

### 8. Successfully Transition into the Workforce and Certification

Meet all academic and fieldwork requirements necessary to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam. Enter the workforce as a competent, ethical, and skilled OTA, prepared to work in a variety of healthcare and community-based settings.



# WSU OCCUPATIONAL THERAPY ASSISTANT PROGRAM DEGREE MAP

Understanding your pathway.



## CHAPTER 03

| SEMESTER 01  | CREDIT HOURS |
|--|--------------|
| ENGL 1010 Introductory College Writing   | 3            |
| MATH 1010 Intermediate Algebra   | 4            |
| <i>(MATH 1040 if MATH 1010 already completed. MATH 1010 is not complete, take math classes needed to progress towards OTA program prerequisites or utilize ALEKS placement program.)</i> |              |
| PSY 1010 Introductory Psychology   | 3            |
| RHS 1550 Introduction to Rehabilitation Sciences   | 2            |
| Gen Ed: PS/AI/CA or Elective if GE met   | 3            |
| TOTAL CREDIT HOURS   | 15           |

| SEMESTER 02  | CREDIT HOURS |
|--|--------------|
| ENGL 2010 Intermediate College Writing                 | 3            |
| MATH 1040 Introduction to Statistics or MATH 1050-1080 | 3-5          |
| HTHS 1101 Medical Terminology                          | 2            |
| OTA 1010 Introduction to Occupational Therapy          | 3            |
| Gen Ed: PS/AI/CA or Elective if GE met                 | 3            |
| TOTAL CREDIT HOURS                                     | 14-16        |

| SEMESTER 03  | CREDIT HOURS |
|--|--------------|
| PSY 3020 Child and Adolescent Psychopathology                                  | 3            |
| SOC 1010 Introduction to Sociology or ANTH 1000 Introduction to Anthropology   | 3            |
| CHF 1500 Human Development   | 3            |
| HTHS 2110 Integrated Human Anatomy and Physiology I or Z00L 2320 Human Anatomy | 4            |
| Gen Ed: PS/AI/CA or Elective if GE met   | 3            |
| <b>TOTAL CREDIT HOURS</b>  | <b>16</b>    |

**\*\*\*Apply for OTA Program Admissions this Semester\*\*\***

| SEMESTER 04  | CREDIT HOURS |
|--|--------------|
| COMM 1020 Principles of Public Speaking or COMM 2110 Interpersonal Communication   | 3            |
| PSY 3010 Psychopathology   | 3            |
| RHS 1300 First Aid: Responding to Emergencies                                      | 2            |
| HTHS 2111 Integrated Human Anatomy and Physiology II or Z00L 2420 Human Physiology | 4            |
| Gen Ed: PS/AI/CA or Elective if GE met   | 3            |
| <b>TOTAL CREDIT HOURS</b>  | <b>15</b>    |

| SEMESTER 05  | CREDIT HOURS |
|--|--------------|
| OTA 3000 Foundations of Theory and Practice in OT                              | 2            |
| OTA 3100 OT and Physical Dysfunction Lecture                                   | 3            |
| OTA 3105 OT and Physical Dysfunction Lab                                       | 3            |
| ESS 3450 Structural Kinesiology  | 3            |
| OTA 3200 Essential Components of Function and Movement for the OT Practitioner | 3            |
| OTA 3300 Adult Physical Dysfunction Practicum/Fieldwork 1                      | 2            |
| <b>TOTAL CREDIT HOURS</b>  | <b>16</b>    |

| SEMESTER 06  | CREDIT HOURS |
|--|--------------|
| OTA 3400 Pediatric/Adolescent OT Practice Lecture      | 3            |
| OTA 3405 Pediatric/Adolescent OT Skills Lab            | 3            |
| OTA 3500 Pediatric OT Practicum/Fieldwork I            | 2            |
| OTA 3600 Research Methods in OT                        | 2            |
| OTA 3700 Patient Interaction and Professional Issues I | 2            |
| OTA 3800 Leadership and Management in OT               | 3            |
| <b>TOTAL CREDIT HOURS</b>                              | <b>15</b>    |



| SEMESTER 07   | CREDIT HOURS |
|---|--------------|
| OTA 4000 Psychosocial Issues and OT Practice Lecture    | 3            |
| OTA 4005 Psychosocial Issues and OT Practice Lab        | 3            |
| OTA 4100 Geriatric Practice in OT                       | 2            |
| OTA 4200 Geriatric/Psychosocial OT Practicum            | 2            |
| OTA 4300 Patient Interaction and Professional Issues II | 2            |
| OTA 4800 Baccalaureate Project I                        | 3            |
| TOTAL CREDIT HOURS                                      | 15           |

| SEMESTER 08                       | CREDIT HOURS |
|-----------------------------------|--------------|
| OTA 4500 Fieldwork IIA            | 6            |
| OTA 4600 Fieldwork IIB            | 6            |
| OTA 4801 Baccalaureate Project II | 3            |
| TOTAL CREDIT HOURS                | 15           |

TOTAL DEGREE CREDITS  
121-123

# COURSE DESCRIPTIONS

Understanding the program.



## CHAPTER 04

## **OTA 1010: *Introduction to Occupational Therapy***

Students learn the history, philosophical base and values, preparation and certification, and practice areas and settings of occupational therapy. Terminology of the profession, common diagnoses and conditions commonly treated in occupational therapy, models of practice, and occupational therapy domain and process are discussed. Evidence-based practice, ethics, legal issues, and professional behaviors are discussed while career options in occupational therapy are explored. One live job shadow of a local clinician is required and the student is responsible to arrange for this experience on their own. Students will also participate in additional virtual job shadow experiences.

## **OTA 3000: *Foundations of Theory and Practice in Occupational Therapy***

This course is designed to provide an in-depth exploration of the core principles, theories, and practices that underpin the field of Occupational Therapy (OT). The course is designed for students new to the field and offers a comprehensive overview of the foundational concepts necessary for effective and ethical practice in OT. Students will learn historical perspectives that influenced the development of occupational therapy, including key milestones and influential individuals. Students will examine the major OT theories and models, such as the Biopsychosocial Model, Occupational Adaptation, and the Model of Human Occupation. This course includes the application of occupational therapy practice models and approaches, the occupational therapy process, as well as ethics, cultural competency and professional development.

## **OTA 3100: *Occupational Therapy and Physical Dysfunction Lecture***

This course addresses the complexities of adult physical disabilities and their impact on daily living. Through a blend of theoretical knowledge and practical application, this course will equip students with the skills necessary to support individuals with a variety of physical challenges. In this course, students will gain a foundational understanding of common adult physical disabilities, including stroke, spinal cord injuries, traumatic brain injuries, arthritis, and neuromuscular disorders. Students will learn about the underlying pathophysiology and how these conditions affect motor skills, sensory perception, and overall function. Students will develop an understanding of the importance of a client-centered approach and therapeutic use of self, incorporating clients' goals, preferences, and life contexts into therapy plans. Topics will address the ethical and cultural aspects of working with a range of populations, and will include strategies for providing culturally competent care and navigating ethical dilemmas in therapeutic practice. Students will also learn foundational skills in the areas of wheelchairs, ADL's, IADL's, environmental adaptations, cognitive levels, ergonomics, and basic splinting skills used when working with adults with physical disabilities.

## **OTA 3105: *Occupational Therapy and Physical Dysfunction Lab***

This course addresses functional practice skills needed to address physical dysfunction using occupational therapy. Through practical lab experiences and interactive learning, students will gain a comprehensive understanding of techniques and strategies used to assist individuals with physical impairments in participating in meaningful occupations. Students will explore a variety of therapeutic interventions aimed at improving motor skills, strength, coordination, cognition, visual skills, and overall functional independence. The course emphasizes the application of theoretical knowledge to real-world scenarios and clinical settings. Key topics covered include techniques for collaborating with occupational therapists in order to contribute to the evaluation of physical dysfunction and identification of client needs; Design and implementation of intervention modalities and activities tailored to enhance occupational performance, physical function and mobility; Utilization of high- and low-tech assistive technology tools and devices to support daily living tasks and improve quality of life; Strategies for developing client-centered, individualized treatment plans that align with clients' goals and preferences; Documentation and communication skills. Students will engage in simulated scenarios, role-playing exercises, and supervised instruction to build competence and confidence in their ability to assist clients experiencing physical dysfunction. Emphasis will be placed on developing critical thinking, problem-solving skills, and a holistic, occupation-based approach to care.

## **OTA 3200: *Functional Anatomy and Kinesiology for the OT Practitioner***

This course provides a comprehensive understanding of functional anatomy and kinesiology essential for occupational therapy assistants (OTAs). It explores the structure and function of the human body, emphasizing the musculoskeletal and neuromuscular systems and their relevance to movement and function. Students will study anatomical terminology, body systems, and the biomechanical principles that underpin normal and abnormal movement patterns. The course integrates theoretical knowledge with practical applications, enabling students to analyze and evaluate human movement and function in the context of occupational therapy practice. Emphasis is placed on applying this knowledge to assess and address functional limitations, develop intervention strategies, and enhance client outcomes.

## **OTA 3300: *Adult Physical Dysfunction Practicum/Fieldwork 1***

This course provides an immersive, on-site fieldwork experience for students pursuing a career as an Occupational Therapy Assistant (OTA). It focuses on the practical application of skills and knowledge acquired in the classroom to clients with physical dysfunctions. This course is a one-hour/week hybrid course that involves both synchronous and asynchronous virtual learning experiences. This course prepares students for on-site fieldwork experiences and future field work II experiences by requiring academic and practical competency-based assignments. The on-site fieldwork experience will be arranged and take place at clinical facility sites in the community under the direction of the fieldwork coordinator. Students will be exposed to conditions and skills that are common in treatment facilities that address physical disabilities. Students will engage in inquiry-based learning to develop professional behaviors, clinical observation, and documentation skills.



## **OTA 3400: *Pediatric & Adolescent Occupational Therapy Practice Lecture***

This course provides an in-depth exploration of occupational therapy principles and practices specific to pediatric and adolescent populations. Emphasizing developmental milestones, therapeutic techniques, and evidence-based interventions, students will learn to support children and adolescents in achieving meaningful participation in daily activities and occupations. Students will learn physical and psychosocial conditions that are often supported through occupational therapy. This course will emphasize the study of typical and atypical childhood and adolescent development in relation to activity and occupational performance. Through lectures, case studies, group discussions, presentations, and hands-on experiences, students will develop the competencies needed to effectively contribute to assessment and intervention planning, as well as provide evidence-based treatments in diverse populations, addressing physical, cognitive, and psychosocial needs.

## **OTA 3405: *Pediatric and Adolescent Occupational Therapy Practice Lab***

This is a dynamic, hands-on course to provide an immersive experience in pediatric occupational therapy. With a focus on assessment and intervention strategies essential for working with children and adolescents of varying ages and abilities. Students will engage in practical applications of handling and positioning, oral motor and feeding interventions, assistive devices and equipment, pediatric assessment administration, pediatric treatment techniques, community resources, and developing creative intervention strategies for a wide range of ages, conditions and abilities. Students will participate in a community-based pro-bono occupational therapy clinic as part of this course.

## **OTA 3500: *Pediatric Occupational Therapy Practicum Fieldwork I***

This course provides an immersive, on-site fieldwork experience for students pursuing a career as an Occupational Therapy Assistant (OTA). It focuses on the practical application of skills and knowledge acquired in the classroom to pediatric clients that could include developmental, physical, psychosocial and learning challenges. This course is a one-hour/week hybrid course that involves both synchronous and asynchronous virtual learning experiences. This course prepares students for on-site fieldwork experiences and future field work II experiences by requiring academic and practical competency-based assignments. The on-site fieldwork experience will be arranged and take place at a clinical or school-based facility site in the community under the direction of the fieldwork coordinator. Students will be exposed to conditions and skills that are common in treatment settings that work with pediatric and adolescent clients. Students will engage in inquiry-based learning to develop professional behaviors, clinical observation, and documentation skills.

## **OTA 3600: *Research Methods in Occupational Therapy***

This course introduces occupational therapy assistant students to fundamental research methods applicable to the field. Focusing on both qualitative and quantitative approaches, the curriculum emphasizes the role of research in evidence-based practice. Through application-based learning, students will gain an understanding of how scholarly activities and literature contribute to the on-going development and support of the profession. Students will explore how to critically analyze research studies, understand ethical considerations, and apply research findings to enhance client care. Through practical exercises, discussions, and projects, students will develop essential skills for utilizing, implementing, and contributing to the evidence-based practice of occupational therapy.

## **OTA 3700: *Patient Interaction and Professional Issues I***

This course introduces occupational therapy assistant students to fundamental research methods applicable to the field. Focusing on both qualitative and quantitative approaches, the curriculum emphasizes the role of research in evidence-based practice. Through application-based learning, students will gain an understanding of how scholarly activities and literature contribute to the on-going development and support of the profession. Students will explore how to critically analyze research studies, understand ethical considerations, and apply research findings to enhance client care. Through practical exercises, discussions, and projects, students will develop essential skills for utilizing, implementing, and contributing to the evidence-based practice of occupational therapy.

## **OTA 3700: *Patient Interaction and Professional Issues I***

This course provides an in-depth exploration of professional issues and interpersonal dynamics important for success as an Occupational Therapy Assistant (OTA). Students will examine ethical standards, legal regulations, and professional responsibilities within the occupational therapy framework. Emphasis will be placed on effective communication strategies, cultural competency, and building therapeutic relationships with patients and their families. Through interactive discussions, role-playing scenarios, and case studies, students will enhance their skills in time management, organization, work-place responsibilities, and written and verbal communication. Coursework will also address patient interaction, conflict resolution, and collaboration within interdisciplinary teams. This course prepares OTAs to navigate the complexities of the healthcare environment while fostering positive, patient-centered care.

## **OTA 3800: *Leadership and Management in Occupational Therapy***

This course addresses essential leadership and management principles specific for occupational therapy assistants. Students will explore strategies for effective team collaboration, ethical decision-making, and quality improvement in clinical settings. Discussions will include leadership theories, their application in health care and the development of an individual leadership plan consistent with personal and professional goals. The curriculum emphasizes communication skills, resource management, intra and inter-professional collaboration, and the development of leadership qualities necessary for enhancing patient care and workplace dynamics. Through case studies and practical applications, participants will cultivate the skills needed to thrive in supervisory roles and contribute to the growth of occupational therapy practice settings.

## **OTA 4000: *Psychosocial Issues & Occupational Therapy Practice Lecture***

This course provides study and exploration of psychosocial issues relevant to occupational therapy practice, focusing on the interplay between mental health, social factors, and occupational performance. Students will study psychological dysfunction across the lifespan and apply occupational therapy models of practice/frames of references to treatment planning and intervention.

**OTA 4005: *Psychosocial Issues and Occupational Therapy Practice Lab***

This lab provides applied learning of psychosocial issues relevant to occupational therapy practice, emphasizing the integration of mental health, social factors, physical participation, and occupational performance. Students will engage in practical experiences that build upon theoretical knowledge, focusing on psychological dysfunction across the lifespan. Students will learn and practice a variety of treatment modalities commonly used in psychosocial treatment settings. This course will include the opportunity to work directly with community clients, allowing for real-world collaboration, treatment planning, intervention, and documentation skills.

**OTA 4100: *Geriatric Practice in Occupational Therapy***

This course provides an in-depth exploration of occupational therapy (OT) principles and practices tailored specifically for geriatric populations. Students will learn about the typical aging process, as well as common conditions and skill deficits associated with older adults. This course will explore physical, cognitive and psychosocial dysfunction as it relates to the aging population and the role that occupational therapy plays in disease and dysfunction prevention, health promotion, and rehabilitation.

**OTA 4200: *Geriatric-Psychosocial Practicum/Fieldwork 1***

This course provides an immersive, on-site fieldwork experience for students pursuing a career as an Occupational Therapy Assistant (OTA). It focuses on the practical application of skills and knowledge acquired in the classroom to clients considered in the geriatric population group and/or clients with psychosocial intervention needs. This course is a one-hour/week hybrid course that involves both synchronous and asynchronous virtual learning experiences. This course prepares students for on-site fieldwork experiences and future field work II experiences by requiring academic and practical competency-based assignments. The on-site fieldwork experience will be arranged and take place at clinical facility sites in the community under the direction of the fieldwork coordinator. Students will be exposed to conditions and skills that are common in treatment facilities and community sites that address the needs of older adults and/or clients with psychosocial intervention needs. Students will engage in inquiry-based learning to develop professional behaviors, clinical observation, and documentation skills.

**OTA 4300: *Patient Interaction and Professional Issues II***

Students will deepen their understanding of professional behaviors and communication strategies essential for success in Fieldwork II placements. Building on the foundational concepts from Patient Interaction and Professional Issues I, this course emphasizes the application of professional skills, written and verbal communication, health-care regulations, and professional standards in real-world settings. Students will apply and integrate workplace professionalism, advocating for the profession of occupational therapy, creative and evidence-based planning, preparing for interviews, and client-centered community practice.

**OTA 4800: *Baccalaureate Project I***

This course is designed to assist students in the development of their Occupational Therapy Assistant Baccalaureate Project. This project is a capstone-type course designed to provide students with the opportunity to develop advanced knowledge and expertise in one or more key areas of occupational therapy, including clinical skills, administration, advocacy, education, and leadership. Through this project, students will demonstrate their ability to apply knowledge and skills developed during their studies to a real-world, practical project.

**OTA 4801: *Baccalaureate Project II***

Building on the foundation established in Baccalaureate Project I, this online course guides students through the full development, implementation, documentation, and dissemination of their baccalaureate project. Throughout the course, students will apply advanced critical thinking and project management skills to refine their project proposals, carry out evidence-based interventions or initiatives, and analyze outcomes. By the end of the course, students will complete a comprehensive write-up of their work and share their findings through professional presentations, reports, or publications. This course emphasizes real-world application, professional communication, and the impact of occupational therapy within diverse practice settings.

**OTA 4500: *Fieldwork IIA***

Students will engage in a full-time, eight-week clinical fieldwork experience in an occupational therapy practice setting, coordinated by OTA faculty and supervised by a course instructor. This immersive fieldwork allows students to apply classroom knowledge to real-world practice, focusing on the skills necessary for entry-level performance as an occupational therapy assistant. Through direct client interactions, students will gain hands-on experience with contributing to assessments, interventions, documentation, and communication in a professional setting. This course emphasizes developing clinical reasoning, ethical decision-making, and competence in delivering client-centered care, preparing students for transition into professional roles.

**OTA 4600: *Fieldwork IIB***

Students will engage in a full-time, eight-week clinical fieldwork experience in an occupational therapy practice setting, coordinated by OTA faculty and supervised by a course instructor. This immersive fieldwork allows students to apply classroom knowledge to real-world practice, focusing on the skills necessary for entry-level performance as an occupational therapy assistant. Through direct client interactions, students will gain hands-on experience with contributing to assessments, interventions, documentation, and communication in a professional setting. This course emphasizes developing clinical reasoning, ethical decision-making, and competence in delivering client-centered care, preparing students for transition into professional roles.





# OTA CURRICULAR THREADS

Understanding the curriculum.



## CHAPTER 05

The five curricular threads of the WSU OTA program reflect the values of the profession, the needs of diverse client populations, and the mission and philosophy of Weber State University. These threads are integrated into the curriculum to ensure comprehensive student learning and professional competence.

| OTA COURSES                       | 1. CLIENT-CENTERED & CULTURALLY RESPONSIVE CARE | 2. PROFESSIONAL REASONING & EVIDENCE-BASED PRACTICE | 3. COLLABORATION AND COMMUNICATION | 4. LIFE-LONG LEARNING & LEADERSHIP | 5. OCCUPATION-CENTERED PRACTICE ACROSS THE LIFESPAN |
|-----------------------------------|---|---|------------------------------------|------------------------------------|---|
| PREREQUISITE COURSES              |   |   |                                    |                                    |   |
| OTA 1010<br>– Intro to OT         | X   | X   | X                                  | X                                  | X   |
| SEMESTER 5                        |   |   |                                    |                                    |   |
| OTA 3000<br>– Foundations         | X   | X   | X                                  | X                                  | X   |
| OTA 3100<br>– Phys Dys Lecture    | X   | X   | X                                  | X                                  | X   |
| OTA 3105<br>– Phys Dys Lab        | X   | X   | X                                  | X                                  | X   |
| OTA 3200<br>– Movement & Function |   | X   | X                                  | X                                  | X   |
| OTA 3300<br>– Adult Fieldwork I   | X   | X   | X                                  | X                                  | X   |

| OTA COURSES                                    | 1.<br>CLIENT-CENTERED<br>& CULTURALLY<br>RESPONSIVE<br>CARE | 2.<br>PROFESSIONAL<br>REASONING<br>& EVIDENCE-<br>BASED<br>PRACTICE | 3.<br>COLLABORATION<br>AND<br>COMMUNICATION | 4.<br>LIFE-LONG<br>LEARNING &<br>LEADERSHIP | 5.<br>OCCUPATION-<br>CENTERED<br>PRACTICE<br>ACROSS THE<br>LIFESPAN |
|--|---|---|---|---|---|
| SEMESTER 6                                     |   |   |   |   |   |
| OTA 3400<br>–<br>Pediatric<br>Lecture          | X   | X   | X   | X   | X   |
| OTA 3405<br>–<br>Pediatric<br>Lab              | X   | X   | X   | X   | X   |
| OTA 3500<br>–<br>Pediatric<br>Fieldwork I      | X   | X   | X   | X   | X   |
| OTA 3600<br>–<br>Research<br>Methods           |   | X   |   | X   |   |
| OTA 3700<br>–<br>Professional<br>Issues I      | X   | X   | X   | X   |   |
| OTA 3800<br>–<br>Leadership<br>&<br>Management |   |   | X   | X   |   |

| OTA COURSES                                 | 1.<br>CLIENT-CENTERED<br>& CULTURALLY<br>RESPONSIVE<br>CARE | 2.<br>PROFESSIONAL<br>REASONING<br>& EVIDENCE-<br>BASED<br>PRACTICE | 3.<br>COLLABORATION<br>AND<br>COMMUNICATION | 4.<br>LIFE-LONG<br>LEARNING &<br>LEADERSHIP | 5.<br>OCCUPATION-<br>CENTERED<br>PRACTICE<br>ACROSS THE<br>LIFESPAN |
|---|---|---|---|---|---|
| SEMESTER 7                                  |   |   |   |   |   |
| OTA 4000<br>–<br>Psychosocial<br>Lecture    | X   | X   | X   | X   | X   |
| OTA 4005<br>–<br>Psychosocial<br>Lab        | X   | X   | X   | X   | X   |
| OTA 4100<br>–<br>Geriatric<br>Practice      | X   | X   | X   | X   | X   |
| OTA 4200<br>–<br>Geriatric<br>Fieldwork     | X   | X   | X   |   |   |
| OTA 4300<br>– Professional<br>Issues II     | X   | X   | X   | X   |   |
| OTA 4800<br>–<br>Baccalaureate<br>Project I |   | X   | X   | X   | X   |



| OTA COURSES                               | 1.<br>CLIENT-CENTERED<br>& CULTURALLY<br>RESPONSIVE<br>CARE | 2.<br>PROFESSIONAL<br>REASONING<br>& EVIDENCE-<br>BASED<br>PRACTICE | 3.<br>COLLABORATION<br>AND<br>COMMUNICATION | 4.<br>LIFE-LONG<br>LEARNING &<br>LEADERSHIP | 5.<br>OCCUPATION-<br>CENTERED<br>PRACTICE<br>ACROSS THE<br>LIFESPAN |
|---|---|---|---|---|---|
| SEMESTER 8                                |   |   |   |   |   |
| OTA 4500<br>–<br>Fieldwork IIA            | X   | X   | X   | X   | X   |
| OTA 4600<br>–<br>Fieldwork IIB            | X   | X   | X   | X   | X   |
| OTA 4801 –<br>Baccalaureate<br>Project II | X   | X   | X   | X   | X   |



# BASIC JOB FUNCTIONS FOR AN OCCUPATIONAL THERAPY ASSISTANT

Understanding the job function.



## CHAPTER 06

**Occupational Therapy Assistant (OTA) students at Weber State University** must demonstrate a broad set of physical, cognitive, emotional, and professional competencies to succeed in the academic program and in their future roles as OTA practitioners. These skills and behavior represent the essential functions required for successful completion of the OTA program and ensure that students can provide occupational therapy services safely and effectively under the supervision of an occupational therapist or occupational therapy assistant.

It is the student's responsibility to inform the program of any limitations that might hinder their ability to meet these standards. Students who have concerns with performing any of the following tasks in their education are encouraged to make an appointment with Accessibility Services at WSU and work with the program director to determine reasonable modifications under the Americans with Disabilities Education Act. To participate in coursework, fieldwork, and clinical practice effectively and safely, a student must be able, with or without reasonable accommodations, to:

## PHYSICAL & PSYCHOMOTOR REQUIREMENTS

1. Lift up to 50 pounds occasionally and 25 pounds frequently.
2. Perform frequent bending, stooping, balancing, climbing, and walking.
3. Demonstrate endurance to engage fully in classes and 40-hour work weeks.
4. Maintain sufficient strength, flexibility, and coordination to assist clients with mobility and positioning.
5. Use fine motor skills for tasks such as grasping tools, writing, and using therapeutic equipment.
6. Respond quickly and safely in emergency situations.
7. Work in confined or crowded environments (e.g., bathrooms, small clinics).

## COGNITIVE, INTEGRATIVE & ANALYTICAL SKILLS

1. Understand, process, and apply detailed clinical and academic information.
2. Engage in critical thinking, deductive reasoning, and timely problem-solving.
3. Adjust interventions based on client response and evolving goals.
4. Apply knowledge to select and modify treatment plans based on evidence-based practices.
5. Recall, organize, and interpret client data accurately for documentation and treatment planning.

## COMMUNICATION SKILLS

1. Communicate clearly and empathetically with clients, families, peers, and health professionals.
2. Demonstrate active listening, social perceptiveness, and therapeutic use of self.
3. Provide clear verbal instructions and written documentation, including timely progress notes.
4. Communicate across a variety of settings—one-on-one, in groups, electronically, and in writing, including occupational therapy documentation.
5. Teach clients and families how to use adaptive equipment and follow home programs.

## PROFESSIONAL AND INTERPERSONAL SKILLS

1. Exhibit professionalism, integrity, accountability, and compassion in all interactions.
2. Respect ranges in age, culture, gender, race, religion, orientation, and ability.
3. Work effectively within a team, show cooperation, and contribute to group tasks and presentations.
4. Adapt to changing environments and feedback, maintain emotional control under stress, and manage time effectively.
5. Uphold legal, ethical, and safety standards at all times, both in academic and clinical environments.

## WORK STYLE AND ATTITUDES

1. Demonstrate dependability, attention to detail, and flexibility in various settings.
2. Maintain self-control and a constructive attitude even in high-pressure or emotionally intense situations.
3. Work independently when needed and appropriate, and take initiative in clinical tasks or learning opportunities.
4. Accept constructive feedback and make appropriate adjustments in behavior or performance.
5. Promote a positive therapeutic environment and encourage client participation and progress.

## WORK ACTIVITIES AND RESPONSIBILITIES

1. Observe, monitor, and document client performance and responses to therapy.
2. Assist with the design and implementation of therapeutic interventions.
3. Educate clients and caregivers on health promotion, functional independence, and adaptive techniques.
4. Modify interventions and activities to meet client goals or when progress is limited.
5. Research current practices and apply evidence to treatment planning.
6. Supervise therapy aides, volunteers, or students as needed.

## ENVIRONMENTAL & EMOTIONAL RESILIENCE

1. Work in environments with exposure to bodily fluids, illness, distress, and disability.
2. Support clients facing grief, trauma, or chronic illness with empathy and professionalism.
3. Travel to off-campus fieldwork sites and adjust to different clinical settings and expectations.
4. Engage clients in diverse environments, including home, school, community, or clinical settings.



# PROGRAM ADMISSION PROCEDURES

Understanding the procedures.



## CHAPTER 07

## ADMISSIONS REQUIREMENTS

Matriculation requirements are designed to ensure applicants admitted into the OTA program can be successful and meet the rigor required of the technical and clinical coursework. The OTA program uses a merit-based, competitive admission process. Applications may be submitted prior to completion of prerequisite courses; however, all prerequisite courses must be completed with the required grade before the start of the OTA program.

### APPLICANTS MUST:

Demonstrate entry-level competence as a generalist in both emerging and established occupational therapy practice settings. Apply core concepts and principles of occupational therapy to promote health, well-being, and engagement in meaningful activities across diverse populations.

1. Be admitted to Weber State University
2. Have a minimum cumulative GPA of 3.0

Complete the following support courses (Track I or Track II) with a grade of C or higher. Courses must be completed or in progress prior to starting the OTA program:

### TRACK 1

HTHS 1101 - *Medical Terminology*

HTHS 2110 LS - *Integrated Anatomy / Physiology I*

HTHS 2111 - *Integrated Anatomy/Physiology II*

ENGL 1010 (3) & ENGL 2010 (3)

### TRACK 2

HTHS 1101 - *Medical Terminology*

ZOOL 2320 - *Human Anatomy*

ZOOL 2420 LS - *Human Physiology*

ENGL 1010 (3) & ENGL 2010 (3)

Complete the following prerequisite courses with a grade of B- or higher prior to acceptance:

OTA 1010 - *Introduction to Occupational Therapy* (3)

PSY 1010 - *Introductory Psychology* (3)

PSY 3010 - *Psychopathology* (3)

COMM 1020 - *Public Speaking* (3) or COMM 2110 - *Interpersonal Communications* (3)

SOC 1010 - *Introduction to Sociology* (3) or ANTH 1000 - *Introduction to Anthropology* (3)

CHF 1500 - *Human Development* (3)

RHS 1300 - *First Aid/CPR* (3); RHS 2300 - *Emergency Response* (3); \*or\* EMT Certificate

PAR 1000 (4) & PAR 1001 (2)

Meet Math Quantitative Literacy (QL) requirements:

MATH 1040 QL (accepted: MATH 1050 QL or MATH 1080 QL)

Timeline for Qualifying Prerequisites:

Students must have a working knowledge of specific prerequisite courses. The following courses must be completed within five years prior to the start of the program.

HTHS 2110: *Integrated Anatomy/Physiology I* or ZOOL 2320: *Human Anatomy*

HTHS 2111: *Integrated or Anatomy/Physiology* or ZOOL 2420 LS: *Human Physiology*

HTHS 1101: *Medical Terminology*

OTA 1010: *Introduction to Occupational Therapy*

Once admitted, students must provide and maintain the following:

- 1. CRIMINAL BACKGROUND CHECK CLEARANCE
- 2. PROOF OF REQUIRED HEALTH/IMMUNIZATIONS
- 3. CPR CERTIFICATION (CURRENT)
- 4. DRUG SCREENING (AS REQUIRED BY CLINICAL SITES)



# CRITERIA FOR SELECTION

Understanding selection.



## CHAPTER 08



Admission to the OTA program at Weber State University is competitive due to the limited number of available seats. To ensure a fair and objective process, a standardized rubric is used to evaluate applicants. The selection process is designed to identify well-prepared, well-rounded students who demonstrate both academic ability and the personal qualities essential for success in occupational therapy.

Applicants are evaluated based on the following criteria:

- **Cumulative GPA** - *strength of overall academic performance.*
- **Completion of prerequisite and support courses** - *with required grades by the time of program start.*
- **Proctored essay** - *evaluating familiarity with occupational therapy, reflection on work and life experiences as related to occupational therapy, and demonstration of strong written communication skills.*
- **Other indicators of readiness** - *such as professionalism, problem-solving, and interpersonal skills as reflected in written application materials.*

The goal of the selection process is to admit students who not only meet the academic standards of the program but also show the potential to thrive in the dynamic, client-centered profession of occupational therapy.



# ADMISSIONS STEPS, TIMELINE, & NOTIFICATION OF ACCEPTANCE

Understanding the timeline.



## CHAPTER 09

Admission to the Occupational Therapy Assistant (OTA) program is competitive, and applicants must complete all steps within the designated timeline to be considered.

Steps for Admission

1. Apply to Weber State University through the online application system at weber.edu
  - Students must be formally admitted to the university before applying to the OTA program.
2. Complete general education coursework with a minimum overall GPA of 3.0. No grade below a C will be accepted.
3. Complete required prerequisite courses (see Admission Requirements section) with the minimum grade requirement.
4. Submit the OTA program application during the designated application window. In addition to transcripts, students must complete the proctored essay requirement.

Notification of Acceptance

**Priority Date Applicants:** Applicants will be notified of their acceptance status no later than the first week of June for the upcoming Fall start.

**Final Date Applicants:** Applicants will be notified of their acceptance status no later than two business days after final grades have been posted by Weber State University.

- Successful completion of all prerequisite courses must be completed prior to admission into the OTA program.
- Students accepted into the program must confirm their placement by the deadline specified in the acceptance letter. Failure to confirm by this date may result in forfeiture of the seat to another qualified applicant.
- Students who are not accepted may reapply in the next application cycle after strengthening their academic record or prerequisite completion.

Steps for Admission

- Students offered admission to the OTA program must confirm their acceptance by responding via email within one week of receiving their acceptance letter. Failure to respond within this timeframe may result in the seat being offered to another applicant.
- If the number of qualified applicants exceeds available class space, additional applicants will be placed on a waitlist for that admission cycle. Waitlisted applicants will be offered admission only if space becomes available.
- Applicants who are not admitted from the waitlist, or who are not accepted into the program, must reapply in the following admission cycle. Applications do not carry over from year to year.

Application Timeline

- *Priority Application*  
*Deadline: May 15*
- *Final Application*  
*Deadline: August 15*
- *Program Start: Fall*  
*Semester each year*

ADDITIONAL  
REQUIREMENTS:  
IMMUNIZATIONS,  
CPR,  
BACKGROUND  
CHECK, & DRUG  
TESTING

Understanding our background check.



CHAPTER 10



In addition to academic admission requirements, students accepted into the OTA program must meet specific health, safety, and legal requirements to participate in fieldwork (FW) experiences and clinical education. These requirements align with expectations of our affiliated fieldwork sites and ensure student and patient safety. Failure to complete these requirements may result in a delay of fieldwork placement, inability to progress in the program, or dismissal.

## Immunizations and Health Requirements

Healthcare professionals must demonstrate immunity/exposure before treating patients. Students are required to provide official documentation of immunizations, titers, and/or testing results, which must be uploaded and verified prior to fieldwork. Immunization requirements may change due to current health trends or site policies, and compliance is at the student’s expense.

### Required Immunizations/Tests:

- **Influenza Vaccination** – required annually (typically September–February).
- **Tuberculosis (TB) Test** – negative QuantiFERON TB Gold, or T-SPOT TB required annually. Students with a positive result must submit a negative chest x-ray (valid for three years).
- **Tetanus, Diphtheria, Pertussis (Tdap) Booster** – valid for 10 years.
- **Measles, Mumps, Rubella (MMR)** – proof of positive titers for all three or completion of the vaccination series.
- **Varicella (Chickenpox)** – proof of two doses or positive titer. Self-reporting of prior infection is not accepted.
- **Hepatitis B Series** – proof of a positive titer; if non-reactive or equivocal, full series and repeat titer required.
- **Hepatitis A Series** – highly recommended but not required.

**NOTE:** Students who refuse immunizations by signing a waiver may not be placed at certain FW sites, which could prevent program completion and graduation.

## CPR Certification

Students must maintain current American Heart Association Basic Life Support (BLS) with AED certification throughout the program. Documentation must be submitted prior to program entry and updated as required.

## Drug Testing

The OTA program enforces a **zero-tolerance drug and alcohol policy** in accordance with WSU and clinical site requirements.

- Students must complete an initial **drug screen** before beginning the program and may be subject to random or site-requested screenings at any time.
- A **positive result** without documented medical necessity, or refusal to test, will result in dismissal from the program. Students may reapply after one year with proof of treatment, counseling, and a negative drug screen.
- A positive drug test may also prevent placement at required FW sites, making program completion impossible.

## Criminal Background Check

All admitted students are required to complete a criminal background check through the school-approved vendor at their own expense.

- Students with a history of felonies or misdemeanors involving drugs, alcohol, sexual misconduct, or moral turpitude may be denied placement at FW sites and may be ineligible for certification or licensure.
- The OTA program cannot guarantee placement for students with a positive criminal history; fieldwork sites make final determinations.
- Students with known infractions are strongly encouraged to pursue **expungement or sealing** of records prior to applying.
- Students are responsible for contacting the **National Board for Certification in Occupational Therapy (NBCOT)** and the **Utah Division of Professional Licensing (DOPL)** to determine their eligibility for certification and licensure.

## Consequences of Non-Compliance

- Failure to complete or maintain immunizations, CPR, drug testing, or background checks may delay or prevent fieldwork placement.
- Inability to participate in fieldwork prevents progression in the OTA program and may result in dismissal.
- Falsification or omission of required information on health or legal records is grounds for dismissal from the OTA program.

## Student Performance and Safety

In alignment with Weber State University Policies and Procedures, students are expected to demonstrate safe, professional, and ethical behavior in all academic and clinical settings. If, in the professional judgment of the instructor, a student’s ability to function safely in the classroom, lab, or fieldwork site is impaired, the student will be immediately removed from the learning environment. The instructor will document the incident and submit a written report to the OTA Program Director. This documentation will become part of the student’s program file. Following review, the student will be placed on an action plan developed by the OTA department to determine reasonable steps for remediation or resolution.

Depending on the nature, severity, and recurrence of the issue, one or more of the following actions may be imposed, consistent with Weber State University policy (see PPM 6-17: Discipline, Students and PPM 6-22: Student Code):

- Informal remediation
- Probationary status
- Formal remediation plan
- Dismissal from the OTA program

All actions will follow due process and university procedures. Students are encouraged to familiarize themselves with university policies, including the appeals process, as outlined in the Weber State University PPM. [www.weber.edu/ppm](http://www.weber.edu/ppm)

### Medical Conditions and Use of Prescribed Medications

Students are responsible for maintaining their own health and safety, as well as the safety of clients, peers, and faculty in all classroom, laboratory, and fieldwork environments.

If a student has a new or ongoing medical condition, or is using prescribed medications that may impact safety, judgment, or performance, the student must submit signed documentation from their prescribing physician or nurse practitioner verifying that they are cleared to participate in OTA program activities (classroom, lab, and fieldwork) without restriction.

It is the student’s responsibility to consult with their healthcare provider regarding whether a medical condition or prescribed medication may affect their ability to meet academic or clinical performance expectations. Failure to disclose conditions or obtain appropriate clearance may limit participation in program activities.

### Academic Policies & Standards

Students enrolled in the OTA Program are expected to know, follow, and uphold Weber State University’s academic policies and standards at all times. These policies outline expectations regarding academic integrity, student conduct, grading, course requirements, and appeals processes.

For more information, please refer to the Weber State University Policies and Procedures Manual (PPM) and the WSU Catalog. [www.weber.edu/ppm](http://www.weber.edu/ppm)

### Student Conduct

Students in the OTA Program are expected to understand and uphold their rights and responsibilities as members of the Weber State University community. This includes adhering to standards of academic integrity, professional behavior, and ethical conduct in the classroom, lab, and fieldwork settings.

For more information, students should review the **WSU Student Code (PPM 6-22)**, which outlines expectations for behavior, procedures for addressing violations, and student rights and responsibilities.

# OTA PROGRAM ADMINISTRATION & ACADEMIC POLICIES

Understanding our policies.



## CHAPTER 11

## Student Dress Code

Students in the OTA Program are expected to reflect the professional appearance of healthcare workers in all academic and clinical settings. This includes classroom and laboratory activities, field trips, community-engaged learning experiences, guest lectures, job fairs, presentations, and all fieldwork (FW) placements.

We recognize that choice in dress and appearance may be influenced by cultural beliefs, personal identity, comfort, and financial considerations. However, as future healthcare professionals, students are expected to begin developing a professional presence from the first semester of the program. Professional behavior, including appropriate dress, enhances employability and demonstrates respect for clients, the community, and peers.

During FW, students are required to follow the specific dress code or uniform policy of the assigned site. Students should confirm expectations during initial communication with the facility and arrive in appropriate attire from the first day.

## Personal Appearance Guidelines

- Maintain good personal hygiene, including regular bathing, use of deodorant, and oral care. Avoid strong perfumes or colognes.
- Hair must be clean, neat, and secured if long enough to interfere with patient care.
- Facial hair should be neatly trimmed and groomed.
- Clothing must be clean, neat, and non-wrinkled.
- Jewelry should be minimal (e.g., simple watches, low-profile rings, or small pierced earrings).
- Clothing must allow for bending, reaching, and lifting while maintaining modesty.
  - Shirts must fully cover the midriff and buttocks with movement.
  - Necklines must provide appropriate coverage.
- Undergarments must not be visible.
- Fingernails must be clean, trimmed, and well-groomed. Artificial nails and nail polish are not permitted.

## Compliance and Enforcement

1. Non-Compliance: Students found in violation of the dress code may be asked to leave and return in appropriate attire. Missed time will be recorded as an absence.
2. Repeated Violations: Ongoing failure to comply with the dress code may result in disciplinary action, up to and including dismissal from the program, in accordance with **WSU PPM 6-22: Student Code**.

## Exceptions

Any exceptions to this policy must be approved in advance by the OTA Program Director and will be considered on a case-by-case basis.

## Academic Student Advising

To support student success in the OTA Program, students are required to complete a midterm check-in survey each semester. Based on the results of this survey, students may be asked to meet individually with their OTA faculty advisor for a midterm advisory meeting. This meeting provides an opportunity for one-on-one discussion about progress in the program, areas of strength, and any concerns the student may wish to address. A Midterm Advisory Meeting form will be used to document the discussion and any follow-up plans.

In addition to midterm advising, students are encouraged to schedule meetings with OTA faculty as needed for clarification, academic support, or guidance. Each full-time faculty member maintains regular office hours and will make reasonable efforts to accommodate meeting requests outside of scheduled times.

## Professional Behaviors & Code of Ethics

The OTA Program at Weber State University is committed to fostering a culture of professionalism, respect, and ethical practice. Students are expected to uphold the American Occupational Therapy Association (AOTA) Code of Ethics, which reflects the core values of occupational therapy and serves as a framework for professional conduct.

These standards are integrated throughout the program’s policies and expectations to ensure that students develop behaviors consistent with the responsibilities of future occupational therapy practitioners. Violations of professional or ethical conduct will be taken seriously and addressed in accordance with program and university policies.

The goal of this policy is to guide professional behaviors among students, faculty, and staff, ensuring a learning environment that is respectful, ethical, and conducive to growth as a healthcare professional.

## Professional Behaviors & Code of Ethics

### 1. BENEFICENCE

- **Definition:** Occupational therapy personnel shall demonstrate a concern for the wellbeing and safety of the recipients of their services.
- **Expected Behaviors:**
  - Act in the best interest of clients and provide services that are beneficial.
  - Maintain competence in practice through continuing education and skill development, avoid harm and ensure client safety at all times.

### 2. NONMALEFICENCE

- **Definition:** Occupational therapy personnel shall refrain from actions that cause harm.
- **Expected Behaviors:**
  - Avoid engaging in actions that cause physical, emotional, or psychological harm to peers, clients, instructors, or other professionals.
  - Refrain from exploiting relationships with clients, colleagues, or students. Address any impairment that might affect professional responsibilities, such as substance abuse or health issues.



3. **AUTONOMY**

- **Definition:** Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.
- **Expected Behaviors:**
  - Obtain informed consent before initiating services and respect clients’ right to refuse treatment.
  - Maintain confidentiality of all client information unless legally required to disclose.
  - Encourage and support clients’ participation in decisions regarding their care.

4. **JUSTICE**

- **Definition:** Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.
- **Expected Behaviors:**
  - Provide services in a fair and equitable manner to all clients, regardless of socioeconomic status, race, ethnicity, religion, gender, or sexual orientation.
  - Advocate for clients to receive services and resources they need. Follow all applicable laws, regulations, and institutional policies.

5. **VERACITY**

- **Definition:** Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
- **Expected Behaviors:**
  - Be truthful in all communications and avoid deception.
  - Accurately represent qualifications, education, and experience.
  - Disclose any conflicts of interest.

6. **FIDELITY**

- **Definition:** Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.
- **Expected Behaviors:**
  - Maintain respectful and professional relationships with clients, peers, instructors, and other healthcare professionals.
  - Keep commitments and honor promises.
  - Address conflicts constructively and ethically.

**Compliance and Enforcement**

The OTA Program is dedicated to fostering an environment of ethical practice, professionalism, and accountability. Adherence to the AOTA Code of Ethics and this program’s Professional Behaviors Policy is essential to ensure integrity, quality of care, and success as future practitioners.

1. **EDUCATION AND TRAINING**

- Professional behaviors and the AOTA Code of Ethics are integrated into the OTA curriculum through coursework, labs, and fieldwork experiences.
- Students are expected to apply ethical principles consistently in both academic and clinical settings.

2. **MONITORING AND REPORTING**

- Faculty monitor professionalism and professional behaviors throughout the program. Feedback is provided through course assessments (e.g., professionalism points), midterm check-ins, and advisory meetings.
- Students are encouraged to report unethical behavior or violations of this policy to a faculty member or the OTA Program Director. Reports will be addressed without fear of retaliation.

3. **DISCIPLINARY ACTIONS**

- Non-compliance with professional behaviors and/or the AOTA Code of Ethics may result in disciplinary action, up to and including dismissal from the program, in accordance with WSU PPM 6-22: Student Code.
- Consequences will be determined based on the severity and frequency of the behavior, and all actions will follow university due process.
- The OTA Program is committed to supporting students in the development of professional abilities and attributes through classroom, lab, and fieldwork experiences. Students are expected to demonstrate consistent patterns of professional conduct, ethical decision-making, and academic performance that align with the standards of the occupational therapy profession.

**Appropriate Conduct**

Students in the OTA Program are expected to uphold professional and ethical standards in all academic, laboratory, community, and fieldwork settings. This includes adhering to Weber State University policies, the OTA Program’s expectations, the policies of affiliated fieldwork sites, the AOTA Code of Ethics, and privacy standards in HIPAA.

1. **STUDENT RESPONSIBILITY**

Students are responsible for understanding and following:

- Published policies and procedures of Weber State University.
- OTA Program policies and procedures.
- Regulations of healthcare agencies and community partners where fieldwork and learning experiences occur.
- National occupational therapy guidelines, including the AOTA Code of Ethics.
- Federal privacy requirements for personal health information as outlined in the Health Insurance Portability and Accountability Act (HIPAA).

2. **INDICATORS OF UNPROFESSIONAL OR UNSAFE CONDUCT**

Unprofessional or unsafe conduct will not be tolerated. Examples include, but are not limited to:

- **Failure to follow program or fieldwork site expectations:**
  - Arriving at class, lab, or fieldwork under the influence of alcohol or drugs.
  - Ignoring or violating applicable policies and procedures of WSU, the OTA Program, or fieldwork sites.
  - Arriving late, excessively ill, fatigued, or unprepared to participate safely.
  - Leaving an assigned learning area without instructor or supervisor permission.
- **Failure to practice according to the Occupational Therapy Code of Ethics:**
  - Demonstrating unsafe practices in the classroom, lab, or fieldwork setting.
  - Showing disrespect toward peers, faculty, clients, or other professionals.
  - Dishonesty, including falsification of records or plagiarism.
  - Using derogatory, offensive, or inappropriate language.
  - Engaging in disruptive behavior that interferes with the learning environment, including but not limited to audible use of cell phones or other electronic devices.

**Consequences of Unprofessional Conduct**

Failure to maintain appropriate conduct or safe standards of practice may result in disciplinary action by the OTA Program and/or Weber State University. The specific action taken will depend on the nature, severity, and frequency of the behavior and may include, but is not limited to:

- **Informal or formal remediation** (written feedback, learning contracts, or corrective action plans).
- **Probationary status** within the OTA Program.
- **Removal from the classroom, lab, or fieldwork site** if safety is compromised.
- **Dismissal from the OTA Program**, in accordance with university policy.

All disciplinary actions will follow due process as outlined in WSU PPM 6-22: Student Code and WSU PPM 6-17: Discipline, Students. Students have the right to appeal decisions through established university procedures.

The OTA Program is committed to helping students develop professional skills and behaviors. Faculty will make reasonable efforts to provide guidance, feedback, and support; however, each student bears ultimate responsibility for adhering to professional, ethical, and safe standards of conduct.

**Resources**

For further clarification on student responsibilities, rights, and professional expectations, refer to the following:

- **Weber State University Student Code (PPM 6-22)** – Outlines student rights, responsibilities, and standards of conduct.
- **Weber State University Discipline: Students (PPM 6-17)** – Provides procedures related to student discipline, due process, and appeals.
- **AOTA Code of Ethics** – Establishes the core values and ethical principles of occupational therapy practice.
- **OTA Program Student Handbook** – Contains program-specific policies, expectations, and procedures that supplement WSU policy.
- **OTA Program Student Fieldwork Policy Manual** – Contains fieldwork-specific policies, expectations, and procedures that supplement WSU policy.

**Grading Policies & Standards**

**GRADING POLICY**

Students are expected to demonstrate professionalism by completing and submitting all assignments on or before the due date outlined in the course syllabus or as instructed by the course instructor in order to receive full credit.

- In the case of an excused absence, the assignment must still be submitted to Canvas by the assigned deadline.
- Students may not submit assignments on behalf of another student.
- All assignments given by an instructor must be submitted, even if the due date has passed.
- Students receiving a grade below “C+” (77%) on an exam or assignment are required to meet with the faculty member to ensure knowledge has been obtained at a satisfactory level. Evaluation may include discussion, an exam retake, assignment revision, or supplemental work. The original grade will not be changed. Documentation of advisement meetings will be placed in the student’s file.

## Classroom and Grading Policies

### ATTENDANCE

- OTA courses may include both asynchronous online learning and synchronous/live sessions.
- All students are expected to participate in required activities and attend scheduled class sessions unless prevented by serious illness or emergency.
- Students should notify the instructor promptly if unable to attend.
- A three-credit course typically requires at least six hours of work per week outside of class.

### GRADED WORK

- All assignments, papers, quizzes, and exams will be submitted via Canvas.
- Faculty will grade assignments within one week of submission.
- Grading rubrics and assignment expectations will be posted in Canvas. Students can view instructor feedback through Canvas.

### LATE WORK

- To prepare for professional practice, students are expected to meet deadlines consistently.
- Assignments must be submitted on time unless **prior arrangements (1–2 weeks in advance)** have been made with the instructor.
- Assignments, quizzes, or exams not submitted by the published due date and time will receive a zero unless the instructor has made prior arrangements.
- Quizzes and exams must be taken on the scheduled date unless otherwise arranged by the instructor.

## Evaluation & Grading Scale

Final grades are based on the percentage of total possible points earned in the course. The following grade scale applies to all OTA program courses:

| A    | A-  | B+  | B   | B-  | C+  | C   | C-  | D+  | D   | D-  | E    |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| ≥93% | 90% | 87% | 83% | 80% | 77% | 73% | 70% | 67% | 63% | 60% | <60% |

## Grades and Dismissal Policy

Students must achieve a grade of B- or higher in all OTA curriculum courses to remain in good standing within the program.

- A grade of **C+ or below** in any OTA course will result in the student being placed on **probationary status**. The course must be retaken and successfully completed with a grade of B- or better within one academic year or the next time the course is offered.
- If the course carries a **co-requisite designation**, a grade of C+ or below in either course will require the student to **retake both courses** together. Students must register for and pay tuition/fees for both courses, and complete them within one academic year to continue in the program.
- **Failure to retake and successfully complete** the required course(s) within one year will result in **dismissal from the OTA program**.
- A student who has **failed any two OTA courses**, or has **failed the same OTA course or Fieldwork (FW) twice**, will be **dismissed** from the program.
- Students may only be approved to **withdraw from an OTA course once** due to documented life circumstances.
- Students with **egregious violations of academic integrity or professional behavior** may be dismissed immediately and without the option to reapply.

## Testing and Quizzes

If students have a pre-approved excused absence that requires them to miss a scheduled quiz or test, the assessment must be completed before the absence. It is the student’s responsibility to work with the instructor to schedule a time for testing 1–2 weeks before the excused absence. If students do not do this, they will receive a zero grade for the quiz or test for each respective course.

Make-up testing is not allowed after an excused absence unless the absence is for an unavoidable catastrophic event, such as an accident or a snowstorm. Quizzes or tests can only be made up with an excused absence. Students who have an unexcused absence will not be allowed to make up any missed quizzes or exams.



## Probation Policy

Students are expected to follow all guidelines of the OTA Program and understand their rights and responsibilities regarding grades, professional behaviors, and ethical conduct. **Failure to meet these expectations may result in probation and/or dismissal from the program.**

- **Probation will precede direct dismissal** from the program unless otherwise specified in related policies (e.g., academic integrity, professionalism, or dismissal criteria).
- Probationary status may result from one or more of the circumstances outlined below.
- While every effort has been made to list specific instances, not all possible circumstances can be anticipated. Situations not specifically described in this handbook will be addressed individually by program faculty.
- Once placed on probation, students will remain on **probationary status for the duration of the program** until graduation.

## Reasons for Probationary Status

### ATTENDANCE

1. Three excused absences, or any combination of three excused and unexcused absences, in one course.
2. Five excused absences, or any combination of five excused and unexcused absences, across the program in a single semester.
3. Two unexcused absences in one course.
4. Three unexcused absences across the program in a single semester.

### PROFESSIONALISM AND PARTICIPATION

1. Loss of all participation/professionalism points in any one class.
2. Missing more than two unexcused assignments in anyone OTA course.
3. One violation of the OTA Program’s Code of Ethics or Professional Behaviors Policy.
4. Behavior of significant consequence, including:
  - Conduct that is problematic to self or others.
  - Irresponsible, destructive, or clearly observable misconduct.
  - Behavior that reflects negatively on the OTA Program or the occupational therapy profession.
  - Non-compliance with the dress code more than once per semester.

## ACADEMIC PERFORMANCE

1. Receiving a grade of C+ (77%) or below in any OTA curriculum course.
  - Students may track grades via Canvas.
  - If marginal academic or professional performance is identified at midterm, faculty and the student will meet to discuss progress and create a learning contract.
  - Students are ultimately responsible for monitoring their academic and professional performance.

### PROGRAM REQUIREMENTS AND ACCOUNTABILITY

1. Non-compliance with OTA program immunization requirements.
2. Withdrawal from, or walkout of, a Level I or Level II Fieldwork placement.
3. Non-compliance with the OTA Program Grading Policy.
4. Accountability violations, including:
  - Failure to provide honest verbal or written communication (e.g., cheating or plagiarism).
  - Failure to report unsafe or incomplete practice of self or peers.
5. Any additional circumstances described elsewhere in this handbook.

**NOTE:** *Unprofessional or unethical behaviors may result in immediate dismissal from the program depending on the severity of the offense. Exceptions to these requirements (1-13) are rare and will only be granted under extreme extenuating circumstances on a case-by-case basis.*

## Reasons for Probationary Status

Depending on the circumstances and severity of the situation, a student may or may not receive a verbal or written warning from an instructor or the Program Director prior to being placed on probation.

- The student will meet with the OTA Program Director and at least one other OTA faculty member or college representative. During this meeting, the student will be verbally informed of their probationary status.
- The student will also receive an official letter from the OTA Program outlining the reasons for probation and the specific terms of probationary status.
- Students are encouraged to meet with the Program Director within five (5) academic days of receiving the letter to develop a behavioral contract. This contract identifies areas needing improvement and demonstrates the student’s commitment to making positive changes in order to continue in the program.
- If probation is due to earning a grade of “C+” or below in a course, the contract must indicate whether the student intends to withdraw from the program or re-enter and retake the course at a later time.

- A follow-up meeting to review and sign the contract must be scheduled and attended within ten (10) academic days of the initial notification.
- The contract must be signed by the student, the Program Director, and any involved faculty or staff.
- Once placed on probation, the student will remain on probationary status for the duration of the OTA Program.

## Dismissal

The OTA Program upholds high standards of professionalism and academic performance. Certain behaviors and academic patterns are considered zero-tolerance violations and will result in **immediate dismissal** from the program.

**Dismissal means:**

- The student may no longer attend class sessions, labs, or fieldwork.
- All future assignments, quizzes, and exams will be recorded as zeros, and these grades will be reflected in the student's final course grade(s).
- The student will not be eligible for future admission to the OTA Program.
- The student is not permitted in OTA classrooms, labs, or other program spaces after dismissal.

**A student will be dismissed from the OTA Program for any of the following:**

1. Receiving **two letters of probation** during enrollment.
2. Earning **two OTA course grades of “C+” or below**.
3. Failure to retake an OTA course (with a grade of “C+” or lower) **within one year**.
4. A **positive drug test** for a substance not prescribed and cleared by the drug-testing agency.
5. **Alcohol or drug intoxication/abuse** during program activities or in public settings during program activities.
6. **Abandoning** a Fieldwork I or Fieldwork II placement (e.g., walking out).
7. **Extremely unsafe practices or behaviors** in class, lab, clinic, or fieldwork.
8. More than **two incidents of unprofessional or unsafe behavior** in class, lab, clinic, or fieldwork.

**NOTE:** *Exceptions to these requirements (1-8) are rare and will only be granted under extreme extenuating circumstances on a case-by-case basis.*

## Procedures for Dismissal

1. **Incident Report:** When a serious concern arises, the faculty member will complete an incident report describing the situation. Incident reports may also be submitted by a fieldwork educator.
2. **Initial Meeting:** Within five (5) academic days of receiving the incident report, the Program Director will meet with the student. A decision regarding next steps, including potential dismissal, will be made immediately following this meeting.
3. **Appeal Hearing Request:** If dismissal is recommended, the student may initiate an appeal by submitting a written statement to the Program Director within ten (10) academic calendar days. The written statement must outline the specific aspects of the dismissal being appealed.
4. **Appeal Hearing:** The appeal hearing will include the Program Director, OTA faculty, other designated faculty or administrative representatives, and the student.
5. **Written Decision:** The Program Director will provide the student with a written decision regarding the appeal within five (5) academic days of the hearing. This decision will be delivered through the student's WSU email.
6. **Further Appeals:** Students who wish to continue the appeals process beyond the program level may follow **Weber State University's academic grievance procedures**, as outlined in the WSU Student Handbook. ***www.weber.edu/complaint***

## Deferment

Students may request a temporary withdrawal (deferment) from the OTA Program for valid and approved reasons. Acceptable reasons may include:

- Prolonged illness, injury, or medical condition that is expected to improve
- Religious mission opportunities
- Military deployment
- Pregnancy
- Other circumstances as agreed upon by the student and the OTA Program Director

**Conditions of Deferment:**

- Approved students will have their program slot held for up to one (1) year.
- If the deferment extends beyond one year, the student's slot will be held for the designated year of re-entry; however, all OTA coursework older than one year must be repeated.
- Students on probation at the time of the deferment request are not eligible to have their slot held. These students must reapply through the full admissions process if they wish to return.
- At the time of the deferment request, students must be earning a grade of “C+” or higher in all program courses. Requests will not be approved if this requirement is not met, and the student will be required to reapply for admission should they choose to defer.

## Procedure for Re-Entry on a Deferment

Students who have been approved for deferment must submit a written letter of intent to re-enter the OTA Program. The letter must specify the intended year and semester of return and be submitted to the OTA Program Director by the published priority admissions deadline for the fall semester.

## Program and Course Withdrawal

It is the student’s responsibility to complete all required university paperwork to officially drop or withdraw from a course. Because OTA courses are offered in a strict sequence, **withdrawing from any OTA course will result in immediate dismissal from the program.**

Failure to complete the withdrawal process by the deadlines listed in the University Academic Calendar will result in a grade of “**E**” being recorded on the student’s transcript.

### Additional guidelines include:

- Students must request a withdrawal or course drop directly from each instructor. Faculty will not automatically withdraw a student from a course or the program.
- Students who stop attending class without officially withdrawing will remain on the class roster and continue to accrue grades until proper withdrawal paperwork is submitted and approved.
- Withdrawal from a course being repeated due to a prior grade of C+ or below will result in a second letter of probation, which will lead to dismissal from the OTA Program.

### Key Reminders: Withdrawal Policy

- Withdrawing from any OTA course will result in immediate dismissal from the program.
- Missing the official University withdrawal deadline will result in an “E” grade on your transcript.
- Faculty will not withdraw students—you must submit the required paperwork and notify each instructor.
- Stopping attendance does not count as withdrawal—you will remain on the roster and continue to receive grades until official paperwork is completed.
- Withdrawal from a course being repeated due to a prior grade of C- or below will not be permitted. Doing so will result in a second probation letter and dismissal from the OTA Program.
- Exceptions to the withdrawal policy are rare and will only be granted under extreme extenuating circumstances on a case-by-case basis.

## Important Distinction: Withdrawal vs. Deferment

Withdrawal and deferment are not the same. Withdrawing from the program or an OTA course results in immediate dismissal and loss of your placement in the program.

Students who wish to temporarily step away from the program with the intention of returning at a later date must request a program deferment. To do so, students must follow the official deferment procedures outlined in the handbook. Only through an approved deferment will a program slot be held for future re-entry.

## Academic Grievance

In accordance with **Weber State University policies, ([www.weber.edu/ppm](http://www.weber.edu/ppm))**, students have the right to appeal serious academic matters such as grades, admission decisions, or program dismissal. The university encourages students to first attempt to resolve concerns informally before filing a formal grievance.

### Informal Resolution Process

1. The student should first meet directly with the faculty member involved to discuss and attempt resolution.
2. If the issue is not resolved, the student may bring the concern to the OTA Program Director.
3. If further resolution is needed, the student may meet with the Chair of the Department of Athletic Training & Occupational Therapy.

### Formal Grievance Process

If the concern remains unresolved through informal steps, the student may initiate a formal grievance by following the official Weber State University grievance procedures:

- Students must submit their grievance in writing, outlining the specific concern, relevant facts, and desired outcome.
- The grievance will be reviewed according to WSU’s academic grievance policy and may involve review at the college or university level.
- Additional information, forms, and process details are available at: **[www.weber.edu/complaint](http://www.weber.edu/complaint)**

### Additional Notes

- The burden of proof in a grievance lies with the student, and the standard of proof is preponderance of the evidence.
- Students may provide documentation or witnesses to support their grievance.
- At any point in the process, if a student is uncomfortable addressing the issue at a particular level, they may seek assistance or escalate to the next level of review.



## Academic Grievance Process Summary

### Informal Resolution

Faculty Member --> Program Director --> Department Chair

### Formal Grievance

Written Grievance Submission --> College/University Review --> Written Decision to Student

### NOTES:

- Burden of proof = student
- Standard of proof = preponderance of evidence
- Student may provide documentation/witnesses
- Students may escalate from Informal Resolution to a Formal Grievance if uncomfortable at any stage
- Details at: [www.weber.edu/complaint](http://www.weber.edu/complaint)

## Attendance Standards

Consistent attendance is essential for professional development and success in the OTA Program. Because occupational therapy education is interactive, skill-based, and competency-driven, attendance is mandatory for all scheduled classes, labs, and fieldwork rotations. It is critical that students attend each class and lab session, as the curriculum is fast-paced and covers a large amount of content each session. Students are expected to arrive on time, remain for the full class period, and actively engage in all learning activities.

### Grading and Accountability:

- Each OTA course dedicates 10% of the final grade to attendance, participation, and professional behavior.
- The number of points and expectations will be defined in each course syllabus.
- Points may be deducted for tardiness, early departures, excused absences, or unexcused absences.
- Missing more than 10 minutes of a class session (due to late arrival, extended breaks, or leaving early) will count as an absence.

## Student Responsibility

Students must inform the course instructor as soon as possible regarding any anticipated or emergency absence. Failure to communicate appropriately may result in an absence being considered unexcused.

## Excused Absences

Excused absences are permitted only under specific circumstances, supported by documentation:

1. **Medical Reasons**
  - Personal illness or injury
  - Illness or emergencies of immediate family members
  - Other medical exceptions reviewed case by case
  - May require a healthcare provider’s note.
2. **Family Emergencies**
  - Death or severe illness of an immediate family member
  - May require an obituary or healthcare provider’s note.
3. **Legal Obligations**
  - Jury duty, court appearances, or other legal matters
  - Official documentation required (e.g., jury summons, court notice).
4. **Military Duty**
  - Active duty or reserve military service obligations
  - Official military orders must be submitted.
5. **Educational Activities**
  - Conferences, workshops, or other activities relevant to the OTA Program
  - Prior approval by the Faculty member and/or Program Director and proof of attendance required.

## Consequences of Excused Absences

1. Participation points for the missed class can be earned with the approval of the faculty member or instructor for that class. Arrangements and assignments for making up missed participation points must be initiated by the student.
2. Students remain responsible for all content, materials, and in-class work missed.
3. Probation will result from:
  - Three (3) excused absences in one course, or
  - Four (4) excused absences in total across all courses during a semester.

Unexcused Absences

Unexcused absences are any absences not covered under the excused categories above or without appropriate documentation. Examples include:

- Personal vacations or trips
- Work obligations
- Non-emergency personal appointments
- Oversleeping or transportation problems

Consequences of Unexcused Absences

- **First Offense**
  - Verbal warning documented in the student’s file
  - Makeup work assigned at the instructor’s discretion
- **Multiple Offenses**
  - **Probation if:**
    - Two (2) unexcused absences occur in one course, or
    - Four (4) unexcused absences occur across all courses during a semester
    - Additional makeup work or assignments may be required



Attendance Tracking

1. **Recording Attendance**
  - Instructors will take attendance at the start of each class, lab, or clinical session.
  - Arriving more than 10 minutes late will be recorded as an absence unless supporting documentation is provided.
2. **Reporting Absences**
  - Students must notify the course instructor by email or phone as soon as possible if absent.
  - Planned absences should be communicated at least one week in advance.
3. **Makeup Policy**

| Type of Absence | Examples  | Documentation Required  | Consequences  |
|-----------------|---|---|---|
| Excused         | - Personal illness/injury - Immediate family illness/emergency - Death in the family - Jury duty/court appearance - Military duty - Approved educational activity | Healthcare provider’s note, obituary, court/military orders, or Program Director approval | - Participation points still deducted - Responsible for missed work - <b>Probation if 3 excused absences in one course OR 4 total in a semester</b> |
| Unexcused       | - Personal vacations/trips - Work obligations - Non-emergency appointments - Oversleeping or transportation issues  | None  | - <b>1st offense:</b> Verbal warning & possible makeup work - <b>Probation if 2 in one course OR 4 in a semester</b>                                |

- Students are responsible for obtaining missed materials and completing assignments.
- Makeup work for excused absences must be submitted **within one week of returning.**
- Missed fieldwork (FW) time must be scheduled with the **fieldwork educator** and the **Academic Fieldwork Coordinator.**

# OTA PROGRAM SAFETY POLICIES & PROCEDURES

Understanding safety.



## CHAPTER 12

### General Laboratory and Clinical Safety

#### Universal Precautions

- Hand hygiene must be performed between lab sessions and whenever working with different classmates, faculty, or equipment.
- Hand sanitizer will be available in all classrooms.
- Gloves must be worn if a student or instructor has unhealed skin lesions. Used gloves must be discarded in a designated regulated waste container.
- If a lab surface becomes contaminated with body fluids, appropriate cleanup procedures will be followed, including requesting assistance from maintenance personnel if necessary.

#### Infection Control

The OTA Program is committed to maintaining a safe and healthy learning environment. The following cleaning and safety procedures are required:

- Classroom areas are cleaned and maintained in accordance with Weber State University policy.
- All program equipment (e.g., mat tables, wheelchairs, canes, walkers, tub benches, therapy balls) must be cleaned with an antiseptic solution provided in the classroom after use.
- Linens used in class must be laundered before reuse.
- All equipment must be disinfected and returned to its proper storage area following classroom activities.

### WSU Safety Policies

Weber State University is committed to providing a safe and welcoming campus environment. University policies are designed to ensure a fair, reliable process for addressing safety-related concerns. WSU has a network of resources available to support students, faculty, and staff in maintaining safety and well-being.

For more information or to report a safety concern, visit: **Safe@Weber** ([www.weber.edu/safeatweber](http://www.weber.edu/safeatweber))



## Student Health

Weber State University’s Student Wellness Program is dedicated to supporting students’ overall well-being by providing accessible, affordable, and high-quality services. The staff is committed to serving students in a caring and professional manner to promote academic success, personal growth, and a healthy lifestyle.

**Services include:**

- Medical and psychiatric care
- Counseling and psychological services
- Learning disability assessment and support
- Suicide prevention resources and awareness programs
- Health and wellness education to enhance student safety, productivity, and life experience

For more information and resources, visit: **Weber State Student Wellness** ([www.weber.edu/studentwellness](http://www.weber.edu/studentwellness))

**Location:** Wildcat Center, Room 210  
**Email:** [studentwellness@weber.edu](mailto:studentwellness@weber.edu)  
**Phone:** 801-626-7503

## Student Services

Weber State University is committed to supporting the academic, personal, and professional growth of every student. To achieve this, WSU offers a wide range of student services designed to help students succeed in the classroom, prepare for their careers, and engage meaningfully in campus life.

**Key Services Available to Students**

- Academic Support – Tutoring, study skills development, and strategies for academic success.
- Advising & Mentoring – One-on-one guidance to help students stay on track with program requirements and career goals.
- Career Services – Resources for career exploration, résumé building, interview preparation, and job search strategies.
- Leadership Development – Opportunities to build leadership skills and participate in campus initiatives.
- Well-Being Programs – Services and activities designed to support student health, balance, and resilience.

For a full list of services and resources, visit: **Weber State Student Success Center** ([www.weber.edu/student-success-center](http://www.weber.edu/student-success-center))

# STUDENT OCCUPATIONAL THERAPY ASSISTANT (SOTA) CLUB

Understanding (SOTA) club.



## CHAPTER 13

The Student Occupational Therapy Assistant (SOTA) Club is an active, recognized student organization at Weber State University and is affiliated with the American Occupational Therapy Association (AOTA). SOTA Clubs across the country provide OTA students with opportunities to engage in leadership, professional development, and service to the community.

At Weber State, the SOTA Club meets bi-monthly and serves as an important forum for building professional identity, fostering teamwork, and promoting advocacy for the field of occupational therapy.

Membership in the SOTA Club is required for all OTA students, as participation ensures students gain experience in leadership, service, and professional involvement while progressing through the program.

### Roles and Responsibilities of SOTA Club Leadership

| Role           | Responsibilities  |
|----------------|---|
| President      | <ul style="list-style-type: none"><li>- Conducts and presides at all regular meetings</li><li>- Attends WSU club meetings</li><li>- Appoints committees as needed</li><li>- Oversees officers to ensure duties are fulfilled</li><li>- Represents the club at campus/professional events</li><li>- Communicates with the club advisor and/or OTA Program Director</li></ul>   |
| Vice President | <ul style="list-style-type: none"><li>- Attends all regular meetings</li><li>- Attends Inter-Club Council (ICC) meetings as required</li><li>- Reports on WSU club policies and changes</li><li>- Registers the SOTA Club each fall with Student Involvement &amp; Leadership</li><li>- Assists with required paperwork for events and service activities</li></ul>   |
| Treasurer      | <ul style="list-style-type: none"><li>- Attends all regular meetings</li><li>- Manages and collects dues or funds associated with SOTA</li><li>- Maintains the club banking account, including deposits, withdrawals, and records</li><li>- Provides financial updates to members and advisor</li></ul>   |
| Historian      | <ul style="list-style-type: none"><li>- Attends all regular meetings</li><li>- Documents all SOTA activities, service projects, and events</li><li>- Maintains a log of activities with dates, times, and type of service</li><li>- Contributes to program newsletters and promotional materials</li><li>- Coordinates with leadership and advisor to share information for program or university platforms</li></ul> |
| Secretary      | <ul style="list-style-type: none"><li>- Attends all regular meetings</li><li>- Takes attendance of members at each SOTA meeting</li><li>- Records and distributes meeting minutes</li><li>- Ensures minutes are shared with advisor and accessible to members</li><li>- Maintains organizational records</li><li>- Completes roll call at each meeting</li></ul>  |

### Roles and Responsibilities in Other Occupational Therapy Organizations

| Role  | Responsibilities   |
|---|--|
| AOTA Student Representative                             | <ul style="list-style-type: none"><li>- Must be an AOTA member</li><li>- Member of the Association of Student Delegates</li><li>- Attends all regular meetings</li><li>- Reports on national OT updates/news from AOTA</li><li>- Attends the AOTA Annual Conference as a delegate and prepares a presentation for SOTA members</li></ul>             |
| Program Advisory Committee (PAC) Student Representative | <ul style="list-style-type: none"><li>- Attends WSU OTA PAC meetings</li><li>- Reports on SOTA Club news and activities to the PAC</li><li>- Serves as a communication link between the program, faculty, and student body</li></ul>   |
| Service and Social Activities Committee                 | <ul style="list-style-type: none"><li>- Communicates with the SOTA Advisor regarding supplies, activity needs, and permissions</li><li>- Plans and coordinates at least one service activity and two social activities per semester</li><li>- Collaborates with the SOTA Club officers and advisor to support events and member engagement</li></ul> |
| UOTA Student Representative                             | <ul style="list-style-type: none"><li>- Must be a UOTA (Utah Occupational Therapy Association) member</li><li>- Attends all regular meetings</li><li>- Reports on state-level OT updates/news from UOTA</li><li>- Educates students on the benefits of UOTA membership</li><li>- Co-chairs the UOTA Student Task Force</li></ul>                     |

### Professional Organizations

The Student Occupational Therapy Assistant (SOTA) Club is an active, recognized student organization at Weber State University and is affiliated with the American Occupational Therapy Association (AOTA). SOTA Clubs across the country provide OTA students with opportunities to engage in leadership, professional development, and service to the community.

At Weber State, the SOTA Club meets bi-monthly and serves as an important forum for building professional identity, fostering teamwork, and promoting advocacy for the field of occupational therapy.

Membership in the SOTA Club is required for all OTA students, as participation ensures students gain experience in leadership, service, and professional involvement while progressing through the program.

# Professional Organizations

All students enrolled in the OTA Program are required to obtain and maintain active student memberships in both the American Occupational Therapy Association (AOTA) and the Utah Occupational Therapy Association (UOTA) for the duration of the program. These memberships provide valuable opportunities for professional growth, networking, advocacy, and access to current occupational therapy resources.

Membership costs and application information can be found at the following websites:

## American Occupational Therapy Association (AOTA)

6116 Executive Boulevard, Suite 200  
North Bethesda, MD 20852-4929  
[www.aota.org](http://www.aota.org)

## Utah Occupational Therapy Association (UOTA)

P.O. Box 58412  
Salt Lake City, UT 84158-0412  
[www.utahotassociation.org](http://www.utahotassociation.org)

# National Certification Examination

Graduates of an **ACOTE-accredited** entry-level occupational therapy assistant program are eligible to sit for the **National Board for Certification in Occupational Therapy (NBCOT®)** certification examination. This examination is required to become a **Certified Occupational Therapy Assistant (COTA®)**.

More information about the process can be found at:  
**NBCOT Get Certified** ([www.nbcot.org/get-certified](http://www.nbcot.org/get-certified))

## TESTING PROCESS AND APPLICATION

- The NBCOT® exam is administered at Pearson VUE Testing Centers.
- Eligible candidates must complete the **NBCOT® Certification Examination Application** online.
- Once approved, candidates will receive an **Authorization to Test (ATT) letter**, which contains instructions for scheduling the exam.
- ATT letters are valid for **90 days**; the exam must be taken within this timeframe.

## ELIGIBILITY REQUIREMENTS

To apply for the NBCOT® COTA® certification examination, candidates must:

- Graduate from an ACOTE-accredited occupational therapy assistant bachelor’s degree program.
- An official transcript showing degree completion and graduation date or an NBCOT® Academic Credential Verification Form (ACVF) is required.
- Agree to follow the NBCOT® Practice Standards and Code of Conduct.
- Receive a character review approval through NBCOT®.
- **NOTE:** A felony conviction may impact a graduate’s eligibility to sit for the exam or obtain state licensure. See the NBCOT® Handbook for details.

## TESTING ACCOMMODATIONS

NBCOT® provides reasonable and appropriate testing accommodations for applicants with disabilities in compliance with the Americans with Disabilities Act (ADA).

For details on requesting accommodations, visit: **NBCOT Exam Accommodations** ([www.nbcot.org/exam/accommodations](http://www.nbcot.org/exam/accommodations))

# State Licensure

Occupational Therapy Assistant (OTA) students must be knowledgeable about state licensure laws, particularly during fieldwork (FW) experiences. Because licensure requirements vary by state, students are responsible for understanding and following the practice act in the state where they complete their fieldwork.

In addition to preparing for the NBCOT® certification exam, students must also prepare to apply for state licensure. While application procedures differ across states, all states require:

- Successful completion of academic coursework and fieldwork requirements from an accredited OTA program
- Passing the NBCOT® certification examination

Many states also have restrictions regarding practice:

- Some prohibit any practice until the certification exam is passed and licensure is granted.
- Others allow limited practice under supervision while awaiting exam results or licensure processing.



# OTA PROGRAM ACCREDITATION

Understanding our accreditation.



## CHAPTER 14

Weber State University's OTA Program has applied for accreditation through the **Accreditation Council for Occupational Therapy Education (ACOTE®)** of *the American Occupational Therapy Association (AOTA®)*.

The accreditation process includes several stages:

1. **Candidacy status** approval
2. **Pre-accreditation review**
3. **On-site evaluation**
4. Final decision for **accreditation status**

Graduates of the program will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT®) Certification Examination for the Occupational Therapy Assistant only after the program has been granted full accreditation status. Successful completion of the NBCOT® exam allows an individual to earn the credential of Certified Occupational Therapy Assistant (COTA®).

All U.S. states also require OTA licensure to practice. State licensure is typically based on successful completion of the NBCOT® exam; however, requirements may vary by state.

**IMPORTANT NOTE:** A felony conviction may affect a graduate's eligibility to sit for the NBCOT® exam or to obtain state licensure.

### **Accreditation Council for Occupational Therapy Education (ACOTE®)**

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

**Phone:** 301-652-6611

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

**Website:** [www.acoteonline.org](http://www.acoteonline.org)

## Compliance with ACOTE Standards, Policies, and Procedures

In accordance with **ACOTE Standard A.1.4**, the OTA Program is responsible for maintaining compliance with all ACOTE® standards, policies, and procedures at all times. Any changes requiring notification to ACOTE must be submitted promptly and in alignment with ACOTE requirements.

**Responsible parties** for ensuring compliance include the OTA Program Director, the Chair of the Department of Athletic Training & Occupational Therapy, and the Dean of the Dumke College of Health Professions.

## THE OTA PROGRAM MUST:

- Notify ACOTE® within 30 days of a transfer of program sponsorship or a change in the institution's name.
- Notify ACOTE® within 30 days of any adverse accreditation action affecting the sponsoring institution's status (probation or withdrawal of accreditation).
- Obtain ACOTE® approval before admitting students into a significantly revised or new program.
- Notify ACOTE® within 30 days of the resignation, appointment, or interim appointment of a Program Director.
- Pay all accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and all other required reports (e.g., Interim Reports, Plans of Correction, Progress Reports) within the designated time frame, ensuring all reports are complete and accurate.
- Agree to and schedule a site visit before the end of the current accreditation cycle.
- Demonstrate honesty, integrity, and transparency in all communications with ACOTE®.
- Comply with all current ACOTE® policies and procedures.

The WSU OTA Program is currently in the applicant stage of accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE®).



# FIELDWORK: PHILOSOPHY, POLICIES, & PROCEDURES

Understanding fieldwork.



## CHAPTER 15

## Philosophy of Fieldwork Education

Fieldwork is an essential part of the OTA-B program and reflects Weber State University’s mission to prepare compassionate, skilled, and client-centered practitioners. Our philosophy emphasizes active, experiential, and reflective learning, ensuring that students move beyond the classroom to apply knowledge in real-world contexts.

Through fieldwork, students practice the values and skills of occupational therapy by:

- Delivering client-centered and culturally responsive care in diverse settings.
- Developing professional reasoning and evidence-based practice skills to guide interventions.
- Building effective collaboration and communication with supervisors, peers, clients, and interprofessional teams.
- Demonstrating life-long learning and leadership through reflection, feedback, and self-directed growth.
- Applying occupation-centered practice across the lifespan, working with children, adults, and older adults in both physical and psychosocial contexts.

By weaving these threads throughout all fieldwork experiences, students progress from guided observation in Level I placements to demonstrating entry-level competence in Level II placements.

## Overview of Fieldwork Program

Students participate in **three Level I placements** and **two Level II placements**, scheduled throughout the OTA-B curriculum:

- **Level I-A (Fall Semester – Year 1):** Adult/Physical Dysfunction (40 hours of observation). Students attend 2–4 hours per week at an assigned site.
- **Level I-B (Spring Semester – Year 1):** Pediatrics (40 hours, observation + group leadership). Students attend 2–4 hours per week at an assigned site.
- **Level I-C (Fall Semester – Year 2):** Psychosocial & Geriatrics (community groups + simulation, full semester). Students attend one day per week.
- **Level II-A and II-B (Spring Semester – Year 2):** Two full-time, 8-week placements (16 weeks total, 40 hours per week). One placement must be in a psychosocial or mental health setting.

Together, these placements ensure students experience occupational therapy across the lifespan, in a variety of settings, and with diverse populations.

## Policies and Requirements

### Level I-A (Fall Semester – Adults/Physical Dysfunction)

- **Focus:** Observation of occupational therapy services for adults with physical disabilities in hospitals, skilled nursing facilities, or rehabilitation centers.
- **Schedule:** 2–4 hours per week; one day per week; total of 40 hours.
- **Assignments:** Weekly reflections and discussions in Canvas.
- **Evaluation:** Supervisor ratings + assignments, reflections, and class participation.

### Level I-B (Spring Semester – Pediatrics)

- **Focus:** Pediatric practice in preschools, daycares, early intervention, or school districts.
- **Schedule:** 2–4 hours per week; one day per week; total of 40 hours.
- **Progression:** Weeks 1–3 observation/screenings; Weeks 4–16 design and lead groups in teams.
- **Assignments:** Weekly reflections, peer feedback, and documentation in Canvas.
- **Evaluation:** Supervisor feedback + peer feedback + reflections + class participation.

### Level I-C (Fall Semester – Psychosocial & Geriatrics)

- **Focus:** Community and geriatric practice, with two phases:
- **Phase 1 (Weeks 1–10):** Community-based group leadership.
- **Phase 2 (Weeks 11–16):** Simulation-based clinical practice.
- **Schedule:** One day per week for the semester.
- **Assignments:** Weekly reflections, simulation-based documentation, and group activities.
- **Evaluation:** Supervisor feedback (Phase 1), faculty evaluation (Phase 2), reflections, and participation.

### Level II-A and II-B (Spring Semester – Final Year)

- **Focus:** Direct client care in two different practice settings, one psychosocial/mental health.
- **Schedule:** Full-time, 40 hours per week, two 8-week placements (16 weeks total).
- **Assignments:** Hour logs in ELMS, weekly reflections, documentation.
- **Evaluation:** Supervisor-completed FWPE at midterm and final + student-completed SEFWE. Both placements must be passed to graduate.



## General Fieldwork Requirements

- Completion of all compliance requirements before placement: background check, immunizations, TB test, CPR/BLS, HIPAA, FERPA, Bloodborne Pathogens training, personal health insurance.
- All placements are unpaid educational requirements.
- Students are responsible for transportation and, if applicable, housing during placements.
- Professional expectations apply in all settings: dress code compliance, wearing a WSU student badge, punctuality, and respectful communication.
- Hours must be logged weekly in ELMS and verified by supervisors.

## Professional Conduct and Expectations

Students must:

- Be punctual and professional at all times.
- Maintain confidentiality (HIPAA/FERPA).
- Avoid sharing fieldwork experiences on social media.
- Take responsibility for learning, reflection, and communication with supervisors and faculty.

Failure to meet professional standards may result in remediation or dismissal from the program.

## Problem Resolution and Remediation

- Minor issues are addressed first between the student and site supervisor.
- Unresolved or serious issues are referred to the AFWC.
- A remediation plan may be created to support the student.
- Persistent or serious issues may result in reassignment or dismissal from fieldwork.

## Further Information

This summary provides an overview of OTA-B fieldwork philosophy, policies, and procedures. The full Student Fieldwork Policy & Procedure Manual includes detailed descriptions of each placement, grading criteria, and remediation processes. Students are expected to review and follow the policies in both handbooks.

**NOTE:** This section is a summary of the Student Fieldwork Manual. The full Fieldwork Manual is provided to students upon request and is distributed to all students who are accepted into the OTA-B program.





# WEBER STATE UNIVERSITY

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Dumke College  
of Health Professions