

Oklahoma Baptist University



Doctor of
Occupational Therapy

Student Handbook 2026-2027

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About Oklahoma Baptist University

The hybrid, accelerated OTD program strives to support the mission and vision of Oklahoma Baptist University which state:

OBU Mission

As a Christian liberal arts university, OBU transforms lives by equipping students to pursue academic excellence, integrate faith with all areas of knowledge, engage a diverse world, and live worthy of the high calling of God in Christ.

OBU Vision

Southern Baptists have historically made great contributions to and have been strong advocates of higher education as an expression of our commitment to the Great Commission and the Great Commandment. Oklahoma Baptist University seeks to ensure our Christian identity is maintained and that the University remains faithful to our Baptist heritage of academic excellence. Crucial components for guiding the vision and mission include Christ centeredness and Biblical fidelity, our shared mission with Oklahoma Baptists, and academic excellence that equips students with a Christian worldview.

Core Values

The following core values represent the institutional convictions, passions, and beliefs of Oklahoma Baptist University. These core values therefore shape the standards and beliefs of the mission and purpose of the university.

Christ Centered

Jesus Christ is the center of all things, and as such is the ultimate goal of an OBU liberal arts education. Oklahoma Baptist University is genuinely committed to and operates within the framework of the Christian world and life view as set forth in the Old and New Testaments. At the center of this commitment is the person and work of Jesus Christ, the incarnate Son and Word of God, and the divine Creator and Savior of the world. OBU aspires to be a Christ-centered institution of higher education in its character and conduct, and in its academic pursuit of truth. This aspiration calls for all faculty, staff, and students to integrate the Christian faith in all learning based on the supposition that all truth is God's truth and there is no contradiction between God's truth made known in Holy Scripture and that which is revealed through creation and general revelation.

Excellence Driven

Excellence should permeate all efforts and all facets of Oklahoma Baptist University. The Christian faith mandates excellence in service to God and humanity in all spheres of life and conduct. This commitment to excellence in all things is an expression of the Lordship of Christ and necessitates the stewardship of His creation. Because the Lord cares about

our work, OBU strives to be motivated in humility to excellence in all things for the glory of God.

Learning Focused

Oklahoma Baptist University seeks to promote the virtue of a life of learning and to fulfill the Great Commandment. Scripture affirms our responsibility to love the Lord with all our heart, our soul, and our mind. Every area of the University should be focused upon the mission of scholarship, teaching, and learning. Learning does not occur simply for its own sake, but learning should instead transform each believer into the image of Christ. Through the undergraduate and graduate curriculum, OBU values the life of the academy and seeks to instill in its students a lifelong pursuit of learning and wisdom.

Missional Purposed

As a Christian liberal arts university, Oklahoma Baptist University exists to transform lives for missional purpose in global engagement. OBU strives to equip and educate students to engage a diverse world in obedience to the Great Commission and in submission to the Lordship of Christ. OBU seeks to prepare servant leaders with the character traits of Christ, the intellectual knowledge and wisdom attained from the liberal arts, competencies required for professions, and motivation for responsible Christian action and service.

Community Directed

Oklahoma Baptist University strives to create and nurture a university community where persons relate to one another in Christian charity and compassion. Creation in the image of God is the basis for human dignity and uniqueness and is therefore affirmed for all persons. Jesus Christ is the perfect image of God, and the result of the process of salvation is becoming fully like Christ and thus, most human. OBU is committed to the commandment to love God and love others and endeavors to value and relate to all persons in accordance with their created uniqueness. This belief applies both to individual persons and to all human social structures.

Division Mission

The hybrid accelerated OTD program is housed within the Division of Online, Non-traditional, and Graduate Education (ONGE) and the Division of Exercise Science, Sports and Recreation (ESSR). The mission of ESSR is to educate, train, and develop future exercise, fitness, and sports business professionals and leaders who are grounded in evidence-based practice, practical application, and exemplary Christian principles.

There is also a **Pre-allied Health Track** within the ESSR Division that was established to “prepare students pursuing advanced degrees and clinical careers in Exercise Physiology, Physical Therapy, Occupational Therapy, Athletic Training, Physician Associate, and other Allied Health fields.

Program Overview

Congratulations! We are so excited to officially welcome you to Bison Hill. This student handbook will serve as your guide to all the things for the Doctor of Occupational Therapy (OTD) Program here at Oklahoma Baptist University (OBU). The OBU OTD Program was designed to develop compassionate, highly skilled occupational therapists, who are committed to advancing health and well-being through a holistic and Christ-centered approach to care. Rooted in Christian values, this program integrates academic excellence, hands-on clinical training, and spiritual growth to prepare graduates for meaningful service in the field of occupational therapy.

As a student in this program, you will engage in a two-year accelerated, hybrid curriculum that offers a pathway to pursue your goal of becoming a skilled occupational therapist while also balancing personal and professional commitments. You will acquire the knowledge, skills, and personal growth necessary to meet the demands of modern healthcare to include understanding the physical, mental, emotional, and spiritual needs of individuals across diverse populations and communities. This will be accomplished by participation in the following activities:

Online Learning

The online component of the program occurs asynchronously (working independently on assigned modules and tasks in their own time) and synchronously (participating in live online class with professors). The online courses deliver foundational knowledge in occupational therapy theory, research, and practice through engaging, interactive modules. Students will have access to a robust online learning platform that includes video lectures, case studies, practical simulations, and collaborative projects, allowing them to build a solid theoretical understanding of the profession from anywhere. The curriculum is designed to foster critical and clinical thinking, ethical decision-making, professionalism, and a Christ-centered approach to client care.

On-Campus Immersions

Throughout the program, students will participate in periodic on-campus immersions (see course schedule for frequency and dates), which provide opportunities for direct engagement with faculty, peers, and clinical experts. During these sessions, students will refine their practical skills through hands-on labs, simulations, and workshops. These immersions help to foster a sense of community and belonging, empowering students to practice integrating their faith into their learning and connect Christ's teachings with the practice of occupational therapy in real-world scenarios. Additional information regarding housing and meal options when visiting campus can be found on the program website.

Clinical Fieldwork and Capstone

In addition to the online coursework and on-campus immersions, the hybrid OTD program includes extensive fieldwork experience. Students will complete three Level I Fieldwork rotations, two 12-week Level II fieldwork rotations, and one 14-week Capstone Project. These fieldwork placements will occur in a variety of settings including on campus, simulated environments, out in the community, traditional healthcare, emerging practice areas, and internationally. Students will apply and expand upon their knowledge and skills to provide compassionate care to diverse populations using best practice. In addition to building the students' clinical competency, these placements will also reinforce the importance of servant leadership and advocacy for vulnerable and underserved communities.

During the Capstone experience and project, students will focus on expanding the reach of occupational therapy in a variety of ways in areas of advanced clinical practice, research, administration, leadership, program/policy development, advocacy, and education. Students will share this in-depth learning culminating with their capstone presentation.

Leadership & Oversight

Dean for ONGE

Oversees development and growth of the OTD program

Assists with faculty credentialing and appointments (under direction of Program Director)

OTD Program Director

Collaborates with Dean on program development

Directs faculty appointments

Works with Director of Operations to secure facilities

Partners with Director of Student Success to track student progress

Director of Admissions

Organizes and implements admissions processes

Collaborates with graduate admissions counselors to admit students

Director of Curriculum

Leads curriculum planning and design

Oversees curriculum mapping, course development, approvals, implementation, and evaluation

Ensures compliance with standards and student readiness

Assigns faculty to courses and coordinates teaching based on expertise

Collaborates with Academic Fieldwork Coordinator on fieldwork activities

Director of Student Success

Tracks student progress with Program Director

Supports students in completing the program successfully
Coordinates with university resources as needed

Director of Clinical Education/Academic Fieldwork Coordinator

Coordinates supervised fieldwork rotations
Ensures fieldwork activities align with student competence and program standards
Collaborates with Director of Curriculum, faculty, and clinical educators
Works with students, site supervisors, and faculty

Program Faculty

Ensure students have opportunities to succeed
May engage university resources to support student success

Program Coordinator

Provides administrative support to the program
Assists with scheduling, documentation, communication, and general office duties

Director of Operations

Secures appropriate classrooms, labs, and ADL/IADL spaces for courses
Coordinates logistical needs for program delivery

Lab Coordinator

Oversees coordination of lab spaces and equipment
Assists with IT support and technology integration in lab environments

OBU

Grants the Doctor of Occupational Therapy degree upon successful program completion

OBU OTD Mission and Vision

The mission and vision of the OTD program echo those of the institution and division through a commitment to academic excellence, faith integrated teachings, the Great Commission, and the Great Commandment.

Mission

OBU's OTD program will prepare Christ-centered, servant leaders that pursue clinical excellence and scholarly practice. Through integration of faith and knowledge, our graduates will become transformative agents of hope and healing in the diverse communities in which they live and work.

Vision

OBU's OTD program will be a leading Christ-centered program that supports individuals in their growth from student to professional. The program will nurture the students' personal and professional identity formation (being), redefine their potential for new roles (becoming), and establish their place in the community of health care providers and in the Kingdom (belonging). Our graduates will be scholarly practitioners that have a deeper understanding of how their work can serve as a meaningful contribution to the profession and as a ministry within their communities.

OTD Program Philosophy

The OBU Occupational Therapy Program supports the occupational nature of humans and that participation in meaningful occupations enables participation and contribution to society. The OBU OTD program believes that all humans have the innate right and need to participate in meaningful occupations throughout their lives and understand that engagement in these occupations are influenced by the context in which the occupations occur, individual intrinsic factors, the environment and the nuanced characteristics of the occupation itself. Engagement or lack of engagement in occupations can have an impact on the overall health and well-being of individuals, groups, and populations (AOTA, 2025).

The OBU OTD faculty view students as occupational beings who learn by doing and reflecting on current and prior knowledge. The OBU OTD faculty believes that occupational therapy education requires active engagement from learners, is diverse in its delivery and media, and inclusive for all students within and outside of the contexts of the classroom (AOTA, 2018). The OBU OTD faculty understand that occupational therapy education is not a finite moment in time, it is an ongoing process that molds and shapes a practitioner's professional identity (AOTA, 2018). Thus, providing a quality occupational therapy education will promote students' professional reasoning and critical thinking, cultural understanding, professionalism and the integration of faith, evidence, theory, ethics, values and skills (AOTA, 2018).

OTD Program Curriculum Design

The OBU OTD program is designed to enhance student learning through our faith integrated curriculum. Adult learning theories and biblical principles have been utilized to create this accelerated hybrid occupational therapy program that meets the unique needs of adult learners. Adult learners are self-directed, have an extensive depth of experience to build their learning upon, are ready to learn and are task-motivated (Knowles, 1974; Fink 2013). The curriculum is designed to build upon the students' unique experiences, beliefs, insights and prior knowledge in order to intimately learn, reflect on and use new information in diverse ways.

The OBU OTD program is built to allow scaffolding of foundational knowledge, each term building skills that provide foundation for future skills. Active learning is central to the curriculum and requires engagement of learners throughout each course. Opportunities for engaging in the world around them to deepen their knowledge are woven throughout the curriculum. Hands-on labs, interactive virtual environments, simulated clients and clients receiving services provide learners with experiential learning activities. The curriculum embraces learners having opportunities to practice new skills, reflect on their performance and receive constructive feedback from professors and peers (Schon, 1987). Learners should feel a sense of shared knowledge with peers and professors.

The OBU OTD faculty understands and values the need for social activities that assist in deepening learning. As learners engage in “being” (active, participatory engagement [Putman, 1998]) an occupational therapy student they will experience activities that deepen their connection to occupational therapy and their God given purpose to serve in their identified occupation. Learners will engage in experiences that solidify their “belonging” with their OTD classmates, OBU family, and the OT profession as they journey and grow through the curriculum. During acclimation via fieldwork and capstone experiences, learners will embark on experiences of “becoming” (who they are and what opportunities exist to manifest their identity (Putman, 1998) as OT professionals.

The use of weekly synchronous sessions, discussion boards, group assignments and projects, and breakout rooms will assist learners in building community and retaining their knowledge (West Governors University, 2020). It is critical that learners have the ability to display their love for God and their neighbors (Luke 10:27) as they interact with their peers, faculty, mentors, educators and others. Becoming the occupational therapist that they desire to be and fulfill their purpose and life vision.

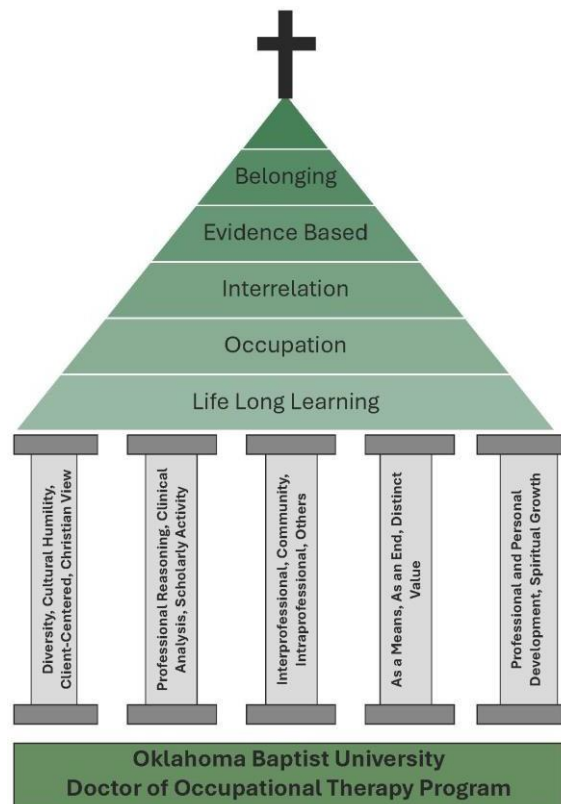
Most importantly, the OBU OTD faculty view learners as creations of God, worthy of respect, dignity, and love (Genesis 1:27). Faculty will serve as guides and facilitators in the learning process much like Jesus did with His disciples (Luke 10:1). The faculty focus will remain Christ-centered and therefore student-centered. The ultimate goal of the OBU OTD curriculum is to prepare our students not just as occupational therapy practitioners but as servants of God who are thoroughly equipped for every good work (2 Timothy 3:17).

OTD Program Objectives

Graduates of the Doctor of Occupational Therapy (OTD) program at Oklahoma Baptist University (OBU), students will:

1. Integrate faith into practice using a Christian worldview to cultivate a culture of belonging and purpose through recognition of value in the uniqueness of others' occupations and their situations.
2. Apply critical thinking and problem-solving skills to employ best practices throughout the occupational therapy process.

3. Engage in scholarly activity and professional development to build a foundation for lifelong learning.
4. Promote the distinct value of occupational therapy in meeting the diverse needs of others in the areas in which they serve.
5. Culminate the knowledge and skills obtained from didactic, laboratory, and fieldwork experiences to practice as an entry-level occupational therapist.



OTD Program Curricular Theme and Threads

Curricular Theme: BEING

Belonging

Evidence-Based

Interrelation

Occupation

Life-Long Learning

Curricular Threads

Belonging

- Diversity, Equity, Inclusion, Justice
- Cultural Humility
- Using the Christian worldview
- Client-centeredness

Evidence-Based

- Critical thinking
- Professional Reasoning
- Problem solving
- Clinical analysis
- Engagement in scholarship

Interrelation

- *Interprofessional*
- *Intraprofessional*
- *Community*
- *Others*

Occupation

- *As a means*
- *As an end*
- *Distinct value*

Lifelong Learning

- *Personal development*
- *Spiritual growth*
- *Professional development*

Textbooks

Textbooks are selected based on several criteria that will enhance learning, decrease cost and prepare students for passing national exam. Note that several books are used in more than one course throughout the program. See Appendix B for a full list of textbooks required for the program. Textbooks are subject to change.

Tuition and Fees

- Price per credit hour: \$952
- Credit hours: 1-5
- Additional fees:
 - \$200 one-time enrollment fee (*nonrefundable*)
 - \$1,000 per semester program fee* (*nonrefundable*)
- Number of semesters: 6
- Number of years to complete: 2

- Total cost**: \$106,160

*Fees are subject to change and are **nonrefundable**.

**This does not include the cost of traveling to and from campus for lab immersions or the cost of a computer and reliable internet which is required to participate in the program. Those costs are estimated to be around \$25,000 pending geographical distance from campus, housing choices while on campus, etc.

Curriculum Overview

The OBU OTD curriculum follows a fixed sequence.

Course Sequence			
OBU OTD Program: Year 1			
Semester 1			
	Course #	Course Title	Credits
Term 1.1	OCTH 6113	Foundations of OT Practice w/ Lab	3
	OCTH 6212	OT in Healthcare System	2
	OCTH 6132	Applied Clinical Anatomy w/Lab	2
	OCTH 6142	Human Development and Occupational Performance	2
Totals			9
Term 1.2	OCTH 6122	Research I: Fundamentals of Scholarship	2
	OCTH 6243	Neurological Processes and Occupational Performance w/Lab	3
	OCTH 6232	Kinesiology and Occupational Performance w/Lab	2
	OCTH 6222	Theories and Models of Practice I: Concepts and Application	2
Totals			9
Semester 2			
	Course #	Course Title	Total Credits
Term 2.1	OCTH 6354	OT Evaluation and Interventions I: Psychosocial Conditions w/ Lab	4
	OCTH 6371	Fieldwork Seminar 1A: Psychosocial Conditions	1
	OCTH 6362	The OT Professional I: Strategies for Development	2
	OCTH 6322	Research II: Implementation of Scholarship	2
	OCTH 6342	Occupation in Wellness and Health Promotion w/Lab	2
	Totals		11
Term 2.2	OCTH 6452	OT Evaluation & Interventions II: Neurological Conditions w/Lab	2

	OCTH 6463	OT Evaluation & Interventions III: Physical Impairments and Disabilities w/Lab	3
	OCTH 6471	Fieldwork Seminar 1B: Physical Impairments and Disabilities	1
	OCTH 6412	Theories and Models of Practice II: Analysis and Evaluation	2
Totals			8
Semester 3			
Term 3.1	Course #	Course Title	Total Credits
	OCTH 6554	OT Evaluation & Interventions IV: Conditions in Children and Youth w/Lab	4
	OCTH 6571	Fieldwork Seminar 1C: Conditions in Children and Youth	1
	OCTH 6542	OT Evaluation & Interventions V: Musculoskeletal Conditions w/Lab	2
	OCTH 65XX	Research III: Promotion of Scholarship in Practice	2
Totals			9
Term 3.2	OCTH 6562	The OT Professional II: Principles for Growth	2
	OCTH 6612	Theories and Models of Practice III: Applied Occupational Therapy Process	3
	OCTH 6633	Orthotics and Physical Agent Modalities w/Lab	2
	OCTH 6643	Technologies in OT Practice w/Lab	2
	OCTH 6652	OT Evaluation & Interventions VI: Conditions in the Aging Population w/Lab	2
Totals			11

OBU OTD Program: Year 2		
Semester 4		
Course #	Course Title	Credits
OCTH 7170	Level II Fieldwork A	12
OCTH 7183	Doctoral Mentorship I: Capstone Development	3
Totals		15
Semester 5		
Course #	Course Title	Total Credits
OCTH 7270	Level II Fieldwork B	12
OCTH 7283	Doctoral Mentorship II: Capstone Proposal	3
OCTH 7261	The OT Professional III: Competencies for Practice	1

Totals	16
Semester 6	

Course #	Course Title	Total Credits
OCTH 7380	Doctoral Capstone Experience	14
OCTH 7393	Doctoral Capstone Project	3
Totals		17
OTD Program Totals		105

*See Appendix A for updated dates for lab immersions, fieldwork rotations and capstone experiences.

OTD Program Requirements

As a student in the OTD program you must ensure that the following requirements are met by the deadlines as indicated. These requirements ensure that you are able to participate fully in the didactic, hands-on, and clinical aspects of the program.

Essential Standards and Functions

The OBU OTD program has identified technical standards that all students must meet, with or without reasonable accommodation, in order to maintain enrollment and progression through the OTD program and successfully enter the occupational therapy practice. These standards reflect those abilities that an occupational therapist must possess for safe and effective clinical practice. Ability to meet these standards and functions must be verified by a licensed physician prior to starting the program (the OTD Physical Form) and proceeding any medical event (lengthy hospitalization, surgery, new diagnosis, etc.) that may impact the student's ability to safely perform these functions or standards with or without reasonable accommodations. This is to ensure the safety of peers, faculty, clients, and self upon return to class.

The following outlines the essential functions and standards required of students in the Doctor of Occupational Therapy (OTD) Program at Oklahoma Baptist University. These functions are necessary for success as both a student and future occupational therapy practitioner. The knowledge, skills, and professional behaviors listed are illustrative rather than exhaustive, and students must demonstrate effective physical and emotional abilities to progress through the curriculum and graduate as competent entry-level practitioners.

The OBU OTD Program is committed to educating all qualified individuals, including those with disabilities who can perform these functions with or without reasonable accommodations. In compliance with the ADA, Section 504 of the Rehabilitation Act, and state and local regulations, accommodations will be provided as long as they do not fundamentally alter the program or create undue hardship (e.g., significant expense, difficulty, or disruption).

Students unable to demonstrate the required functions are responsible for requesting accommodations. The following standards are intended to guide students in evaluating their readiness for academic and clinical success.

I. Cognitive & Intellectual Abilities

- a. Comprehend, retain, and apply complex information.
- b. Use critical thinking and problem-solving for clinical decisions.
- c. Synthesize information from multiple sources to make informed decisions.
- d. Identify and resolve problems in a timely manner.
- e. Recall information to provide safe and effective client care.
- f. Recognize limitations and seek appropriate support.
- g. Integrate new knowledge with prior learning to optimize care.
- h. Maintain sustained attention.

II. Communication Skills

- a. Demonstrate effective verbal, non-verbal, and written communication.
- b. Interact with clients, families, faculty, and healthcare teams.
- c. Explain procedures and provide education to clients with varied communication abilities.
- d. Write and interpret clinical and academic documents.
- e. Accurately and efficiently document assessments, interventions, and outcomes.

III. Motor & Physical Abilities

- a. Possess strength and coordination to assist with mobility, self-care, assessments, and interventions.
- b. Perform tasks requiring standing, sitting, kneeling, squatting, bending, stooping, and reaching.
- c. Push/pull up to 200 lbs.; lift up to 50 lbs. independently and 200 lbs. with assistance.
- d. Maintain adequate range of motion for safe client handling.
- e. Tolerate 3–4 hours of continuous activity with minimal breaks and full 8–10-hour days with rest breaks.
- f. Demonstrate fine motor skills for therapeutic techniques and equipment use.
- g. Safely manipulate objects and equipment of varied sizes.
- h. Maintain balance during interventions with clients who have balance concerns.
- i. Perform CPR and respond effectively in emergencies.

IV. Sensory Abilities

- a. Use visual, auditory, tactile, and olfactory senses to assess and monitor clients.
- b. Accurately interpret vital signs, posture, wounds, hygiene, and continence.
- c. Interpret biofeedback and machine data (e.g., pulse oximeter, blood pressure monitor).
- d. Apply appropriate force during manual testing and mobilization.
- e. Detect subtle changes in client behavior or condition.

V. Behavioral & Social Attributes

- a. Demonstrate emotional stability, resilience, and professionalism under stress.
- b. Show empathy, ethical conduct, and respect for diversity.
- c. Work collaboratively in teams and respond appropriately to social cues.

VI. Intellectual-Conceptual Integration

- a. Analyze and interpret data for treatment planning.
- b. Apply theory to practice in clinical scenarios.

VII. Professionalism

- a. Follow ethical, legal, and professional standards.
- b. Complete responsibilities on time; accept accountability.
- c. Interact respectfully with individuals of diverse backgrounds and abilities.
- d. Accept, integrate, and apply feedback.
- e. Maintain professional relationships across academic and clinical environments.
- f. Demonstrate sound judgment, empathy, respect, and effective communication in all situations.
- g. Be punctual, organized, and self-directed.
- h. Balance personal and professional obligations.
- i. Collaborate effectively with others.
- j. Maintain hygiene, health, and professional appearance as instructed.
- k. Ensure living arrangements support timely participation in academic and clinical settings.

VIII. Environmental Adaptability

- a. Function effectively in varied and changing clinical environments.
- b. Adapt to evolving schedules, patient needs, and team dynamics.
- c. Manage full caseloads as required by the setting.
 - o Recognize and respond promptly to hazards and life-threatening situations.

Technology Requirements

Students are required to have a laptop computer and a mobile device and to be competent in using the device and related software. Students must ensure that their laptop, internet speed and webcam can support the technology programs and resources used throughout the OBU OTD program. The curriculum requires travel to campus for scheduled lab immersions and Fieldwork experiences. Students will be required to bring their laptop and mobile device to the onsite experiences.

Due to the hybrid nature of the OTD Program it is imperative that students have technology that meets these minimum requirements:

Recommended Laptop Specifications:

Apple Computer, manufactured 2021 or later macOS 10.12 Monterey or later
16gb RAM
256gb storage 1080p camera
Wifi compatibility 802.11ac or later

Windows PC, Windows 11 16gb RAM
256gb storage 1080p camera
Wifi compatibility 802.11ac or later

Recommended Home Setup:

Internet speed, minimum 50mpbs download, 10mpbs upload
Laptop dock compatible with laptop brand. (*A laptop dock adds additional ports and permits adding extra peripherals, such as displays)
Two 22" or 24" displays, using HDMI/DisplayPort connections to laptop dock Bluetooth keyboard
Bluetooth mouse/trackpad

*Devices must have or be able to install the following software: Microsoft office 365, anti-virus and malware software, acrobat reader, and other software required by the OTD program for learning.

Distance Learning Policy

This is a hybrid, accelerated program in which students are required to log into the learning platform to complete asynchronous (on their own time) learning activities and assessments as well as synchronous (scheduled, live with course instructor) learning activities and assessments. Students will use the meeting software embedded into the learning platform or another software affiliated with their OBU student account for live course sessions. All students will be required to get a student ID prior to the start of the school semester. The process for this will be explained to students in their welcome letter.

Verification of Identity

To ensure that the student who is registered for the course is the student taking the course, students who access the learning platform must log in using their student or government issued photo ID and password

as well as authenticate using DUO. Current students will each be issued account credentials (a unique username and a private password) to provide various information technology accesses. Each student is responsible for all activities performed using his or her credentials. Each password is an essential element of the University's information security. A strong University password, different from the student's non-University passwords, is the front line of protection. Each Client is responsible for maintaining password confidentiality by never sharing a password with another person. Each student should change his or her password periodically to help ensure a high level of University security. Any suspected unauthorized use of Client credentials must be reported immediately to the Help Desk at helpdesk@okbu.edu or 405-585-5200.

Students will be required to show their student or government issued photo ID to confirm their identity prior to course sessions and assessments. At this time, OBU is using Proctorio as its online proctoring platform. Proctorio is built into the exams in the online learning platform. Students will be required to display their student or government issued photo ID to confirm their identity prior to obtaining the passcode for any assessments. At this time there is no fee for identity verification. If the university decides to switch proctoring software, and there is a fee associated with verification of identity, students will be notified in advance in verbally and in writing. This fee will be applied to all course fees in which online quizzes/exams are a method of assessment.

Protection of Student Privacy

All online activities will take place within the learning platform or other OBU affiliated software to protect the privacy of the student. Any additional software or apps used will be evaluated to ensure privacy of student information. This information will be provided to the student in advance. It is the responsibility of the faculty to ensure that all media used protects the privacy of the student.

Sync Session Participation Expectations

	Camera On	Keep your camera on during class sessions unless otherwise directed.
	Quiet Space	Join from a quiet, distraction-free space. Avoid public areas when possible. Avoid walking or excessive movement.
	Professional Posture	Sit upright at a desk or table—avoid laying in bed or lounging.

	Dress Appropriately	Wear attire suitable for a professional learning environment.
	Mute When Not Speaking	Keep your microphone muted to minimize background noise.
	Stay Engaged	Be fully present. Avoid multitasking such as social media, chores, childcare, or driving. Actively contribute to group work.

Student Resources

The following resources are available to students in the OBU OTD program. If a service is provided to students on campus, it must also be provided to online students. Additional information on how to access these resources can be found on the [resource website](#).

Distance Learning

Students and faculty have access to the [OBU HelpDesk](#) (helpdesk@okbu.edu, [247helpdesk@okbu.edu](tel:247helpdesk@okbu.edu) (after hours), 405.585.5200) to assist with any technical issues that may arise throughout the program. The Program Coordinator for the OTD/SLP Programs is another resource that can be used for common issues (locked out of an exam, forgot password, unable to see a course in Canvas) that arise while participating in a distance learning program if the HelpDesk cannot be reached.

Students will also have access to a variety of learning platforms to enhance their distance learning experience. Some of these platforms include SimuCase, OTu, and TrueLearn.

These platforms provide students with simulated cases, e-documentation experience, and various methods for learning course materials.

Students Accommodations

The OBU OTD program is committed to supporting students with limitations or disabilities that may affect learning or performance. Students seeking accommodations must initiate the process through the university's [Disability Services Office](#). Faculty cannot provide accommodations until this process is complete. It is the student's responsibility to communicate approved accommodations to faculty and ensure a plan is in place. While accommodations can be requested at any time, early action is strongly encouraged. Note: accommodations may be limited during fieldwork and capstone experiences.

Student Support Services

Each OTD student at OBU is assigned a faculty coach who will collaborate with the student regarding academic advising and professional development. Students also have access to course instructors, the Director of Student Success, and other faculty for academic support.

OBU offers additional student services, including:

- **Career Development Office:** Employment resources and resume assistance
- **IT Help Desk, Library, and Student Housing Portal**
- **Kemp Marriage and Family Therapy Clinic:** Therapeutic services (on campus & Oklahoma residents only)
- **BrainFuse:** Online tutoring for writing, basic sciences (anatomy, kinesiology, neurology)
- **TimelyCare:** Online student success supports for studying, managing stress, etc.

Resources and contact information are available at okbu.edu/resources/students.html and in **Appendix C**.

During fieldwork and capstone experiences, students may receive individualized advising from any of the following individuals: Director of Clinical Education (AFWC), Director of Capstone and Research, faculty coach, Director of Student Success, and Program Director.

Health and Well-being

It is important for students to maintain good physical and mental health throughout their time in the OTD program. This includes each student ensuring that he or she is getting proper daily nutrition, activity/exercise, and rest. There should be a healthy balance of work, rest, and recreation. Students who are experiencing health challenges may reach out to a faculty member, such as the Director of Student Success, or the Program Director. All OTD students have access to the [Bison Recreation and Wellness Center \(RAWC\)](#), which can be visited when on campus, or students may participate in activities offered regardless of student location.

TimelyCare Student Health Services

All students have access to **TimelyCare**, a comprehensive telehealth service included in student fees at **no additional cost**. TimelyCare provides support for both **physical and mental health** concerns. Students can use TimelyCare to:

- Speak privately with licensed medical providers for general health concerns
- Access private mental health counseling and support
- Receive guidance on managing stress, anxiety, or other emotional challenges

How to Access:

- Appointments are conducted via telehealth (video or phone).
- Students can schedule visits through the TimelyCare website or mobile app.
- Care is available **24/7**, ensuring support whenever needed.

Using TimelyCare helps students maintain their health, manage well-being, and stay on track academically without worrying about extra costs.

Student Compliance

The OBU OTD program has policies and procedures that at times differ from those of the institution due to the nature of the program and the experiences it offers. This section provides an overview of those policies and procedures.

Student Health Insurance

Each student must provide documentation of health insurance prior to beginning the program, and the insurance must remain active during the entirety of the OTD program. Students will not be allowed to participate in any lab immersions, community or fieldwork experiences without proof of insurance since during these experiences, the student may come into contact with a wide array of conditions and illnesses, and accidents and/or injury may also occur. Having health insurance protects the student. Proof of insurance will be required annually. While participating in any aspect of the OTD program, if medical attention is required, any costs incurred are the responsibility of student, and not the OTD program or Oklahoma Baptist University.

Criminal Background Checks/Drug Screenings

Each student in the OTD program is required to have a current criminal background check on file as well as a 10-panel drug screening. The first time the student completes these requirements they are covered by the school. If a student needs to repeat either requirement (drug screen or background check) the cost will be the responsibility of the student. The DCE will provide the student with instructions regarding ordering the criminal background check and drug screening. This process will be initiated prior to students beginning the OTD program. Students must successfully complete these requirements (clear or minor issues that don't impact ability to sit for board exam or

obtain licensure on background check and negative drug screen) by the stated deadlines as these requirements must be completed prior to participating in fieldwork experiences. Students must complete the drug screening within the specified timeframe; failure to complete the drug screening on time will constitute a positive test result, as per OBU school policy, and the student will be placed on non-academic probation in the OTD program. The student will be required to participate in a plan of improvement that is developed with the student, student's faculty coach, Director of Student Success and approved by the Program Director as well as provide a negative test result (at the student's cost) to ensure continuation in the program. Failure to do so will result in dismissal from the OTD program.

Please note students must always maintain a negative drug screen. Regardless of individual state laws or medical marijuana authorization, the use of any substance that results in a positive screen violates program policy and will be addressed accordingly. Clean drug screens are required for fieldwork placement and to remain in compliance with medical licensure and site requirements.

First Aid/CPR Certification

Prior to beginning fieldwork, each student will provide proof of certification in CPR (BLS) and first aid. All students must participate in the hybrid certification training provided by the OTD program during the Level I Fieldwork course.

Health Insurance Portability and Accountability Act (HIPAA)

It is vital for each student to maintain the privacy and dignity of clients interacted with during the program and during any fieldwork experience. Each health care professional has a responsibility to protect private personal information of each client. Training on compliance with the Health Insurance Portability and Accountability Act (HIPAA) will be provided during the first semester of the program. Each student will sign an acknowledgement form that they have completed training and agree to comply with HIPAA requirements prior to fieldwork.

Family Educational Rights and Privacy Act (FERPA)

It is important to maintain the privacy and dignity of students, including the protection of personal private information. In compliance with FERPA, students will need to sign a consent form in order for their personal private information to be shared with a third party, including a parent.

Communication Between the Program and Students

It is vital for there to be clear and effective communication between the OBU OTD program and students. The OTD program at OBU has an "open door" policy, welcoming students to come to faculty with questions or concerns. Communication will be conducted using various methods including email, video chat or teleconference, and phone as appropriate.

If students have a question or concern about the program, it is best to email or call the

Program Coordinator. For questions or concerns regarding a course the student is currently taking, the student should first contact the primary course instructor(s) of that course. If the student has a question or concern about fieldwork, the student should contact the Director of Clinical Education (AFWC). If the student has a question or concern about the capstone project, the student should contact the Director of Capstone/Research. If a student is uncomfortable approaching a faculty member or director with a question, then they should contact their coach or Director of Student Success for guidance.

Professional Behavior Expectations

Students are required to exhibit professional behavior when engaging in all aspects of the OBU OTD program. This includes adherence to the dress code and professional behavior while interacting with other students, faculty, staff, clients, or anyone else related to the program, while in online classes, on campus, off campus, and at fieldwork and capstone sites. Additionally, use of profane or course language, or otherwise disrespectful or demeaning language will not be tolerated. Each student is an ambassador for Christ (2 Cor 5:20) as well as an ambassador for the OBU OTD program and the profession of occupational therapy. It is important for students to conduct themselves in a manner befitting their faith, their program, their institution, and their profession.

It is also important for, and part of being a professional, for each student to take responsibility for her or his education. Behaving in a professional manner includes planning and scheduling, participating in classes and learning activities, interacting with others on campus and off campus, interacting with others on social media, and so on. In this program students will interact with people from all walks of life and with varying belief systems and values; it is important to engage others, especially those with whom we disagree, with respect, patience, and understanding. Remember the Golden Rule of Christ, to do unto others the way we would have them do unto us.

The OBU OTD program upholds AOTA's Code of Ethics including the core values of Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence and the principles of Beneficence, Nonmaleficence, Autonomy, Justice, Veracity, and Fidelity. For more information about AOTA's Code of Ethics, visit [Occupational Therapy Code of Ethics](#).

Professional behavior includes but is not limited to:

- Providing services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes or beliefs, or the nature of the conditions
- Protecting the client's privacy
- Assuming responsibility and accountability for individual judgements and actions
- Operating within the occupational therapy scope of practice
- Using sound judgement and good clinical reasoning
- Demonstrating caring and concern for the client
- Attending all activities on time, dressing professionally, and participating appropriately

- Interacting with others in a respectful manner, including social media and internet interactions, such as threaded discussions

A student who violates the professionalism standards of the OTD program may be subject to disciplinary action and even dismissal from the program. See Non-Academic Probation, Suspension and Dismissal Policy for specifics.

Dress Code

The purpose of the dress code for the OBU OTD Program is to promote a professional appearance. When acting in the capacity of occupational therapy student and potential members of the occupational therapy profession, students are to be dressed and groomed in a manner which will enhance client confidence as well as respect from occupational therapy colleagues and other health professionals. In addition, student attire in all clinical experiences must comply with safety standards and facilitate job performance.

Personal Grooming

- Hair will be clean and worn in a manner that does not cause the client or family to focus on the appearance rather than the competence of the occupational therapist. Non-natural hair tones are not permitted. Hair must not interfere with performance or infringe on sanitary conditions. For example, hair must not fall forward into the face, on the work area, or on the patient.
- Scarves, ribbons, or large ornaments must not be worn in the hair. Headbands of solid black, white, or gray coloring will be permitted, so long as they measure less than two inches in width.
- Moustaches, beards, and sideburns must be closely and neatly trimmed, and must not interfere with personal protective equipment (PPE). Mustaches must not be below the corners of the mouth. There will be no developing beards or moustaches.
- Makeup must be conservative. No false eyelashes are allowed.
- Fingernails should be clean, and the length of the nail must not interfere with the care or safety of the client.
- Perfumes, colognes, or scented lotions must not be worn.
- The student should regularly bathe and use deodorant.
- Chewing gum is not permitted in any clinical practicum.
- Body art and/or tattoos may not be visible when the student is in uniform. Students will be required to cover visible tattoos during clinical practicum.
- Nose rings, tongue rings, other facial jewelry, and/or fingernail jewelry are not permitted. Flesh colored plugs for gauged ears, nose rings, etc., are permitted.

OBU OTD Program Uniform

- Uniforms must be non-form fitting, neat, clean, and wrinkle-free.
- The official uniform for lab immersions and clinical activities will consist of a light grey

scrub top and light grey scrub pants. The pants should be non-transparent material. The scrubs are available for purchase through the bookstore.

- If a student chooses to wear a shirt under the grey scrub top, it must be a solid black, white, or gray short-sleeved or long sleeve shirt of moderate weight fabric.
- High-quality tee shirts are acceptable as undershirts. No design or insignia should be visible.
- Scrub pants must be of an appropriate length, touching the top of the shoe, and not be below the heel of the shoe. Cuffed pants and jogger pants are accepted and must reach the top of the ankle.
- No hoodies, jackets, lab coats, or coats are allowed.
- All scrub tops must be embroidered, in white, on the upper left chest with the OBU OTD Program logo.
- Student IDs must be displayed using an ID badge holder with or without a reel in the upper right or left chest or hung on a breakaway lanyard.

Students will also be required to purchase an OBU OTD Program polo shirt. This shirt is to be worn with khaki pants (brown, grey, or black) for professional presentations, community activities, and other engagements as required by course faculty. The OBU OTD Program name tag must always be at chest level on the upper right chest and in plain sight in every clinical setting.

Clothing for Clinical Experiences

When clinical experiences allow for wearing clothing other than uniforms, the clothing must be appropriate for business dress. The color and style of clothing should not cause the client or family to focus on the appearance rather than the competence of the occupational therapist.

Footwear

Footwear should contribute to a professional appearance. Sturdy, comfortable shoes with nonskid soles are required and should be clean. For any clinical setting, shoes should have a closed heel and toe. Shoes must contain only black, gray, or white coloring without distracting patterns. Clogs, slides, slingbacks and high-top tennis shoes are not permitted. Shoestrings must be clean and of the same color as the shoe or white.

Jewelry

The wearing of jewelry must be kept to a minimum. Jewelry which is acceptable includes: a watch; one or two professional pins; a finger ring when it will not interfere with work performance or safety. One pair of small earrings which are contained on the earlobe are acceptable; hoops, dangling earrings, and other body ornamentation are not acceptable.

Consequences of Failure to Follow Dress Code

Students who do not adhere to the published dress code will not be allowed to attend lab, practicum, or presentations and a Professionals Behaviors Record will be completed. An

unexcused absence will be recorded, and the grade penalized according to the OBU OTD attendance policy.

Exceptions to the Dress Code

When religious or cultural practices require a change in the dress code, the student may petition the faculty for an exception to the policies with final approval from the Program Director. This request must be presented in writing prior to the beginning of the semester. The specific religious beliefs or cultural practices must be cited.

Recording in Class/Lab Immersions

Recording of synchronous sessions or any in person experiences without prior authorization is prohibited. Recording of class sessions is at the discretion of the course faculty and recordings can be accessed and obtained only from the course faculty.

Artificial Intelligence (AI) Policy

This policy outlines the principles and guidelines for the use of artificial intelligence (AI) in the educational environment of the Doctor of Occupational Therapy program. It aims to ensure that AI tools enhance learning while aligning with Christian values and ethical standards.

Educational Objectives

- **Enhancing Learning:** AI technologies should be utilized to support and enhance the educational experience, providing personalized learning opportunities and resources that cater to diverse student needs.
- **Critical Thinking and Ethics:** Students will be encouraged to critically evaluate AI tools, understanding their implications in healthcare and education as well as the ethical considerations that arise from their use.

Integration of Faith and Learning

- **Faith-Based Reflection:** Students and faculty will be encouraged to reflect on how AI technologies align with Christian teachings, particularly regarding the ethical treatment of individuals.
- **Spiritual Integration:** Discussions on AI will incorporate biblical principles, fostering an environment where faith informs the understanding and application of technology in healthcare and education.

Responsible Use of AI Tools

- **Guidelines for AI Tools:** Faculty will provide clear guidelines on the appropriate use of AI tools in each course, ensuring that they are used to complement traditional learning methods rather than replace them.
- **Data Privacy and Security:** All AI applications used in the classroom

must adhere to strict data privacy standards, protecting student and patient information in accordance with relevant laws.

- **Bias and Fairness:** AI tools should be scrutinized for fairness, ensuring they do not perpetuate stereotypes or discrimination.
- **Accessibility and Inclusivity:** Consider how accessible the AI tool is for all students. The tool should support diverse learning needs and promote inclusivity within the educational environment.

Faculty Development and Training

- **Ongoing Education:** Faculty will receive training on the effective and ethical use of AI in education, including how to ethically integrate these tools into their teaching practices
- **Resource Sharing:** Faculty will be encouraged to share best practices and resources related to AI use in the classroom, fostering a collaborative learning environment for both students and faculty.

Student Engagement and Feedback

- **Student Involvement:** Students will be actively involved in discussions about the use of AI in their education, providing feedback on tools and resources that enhance their learning experience.
- **Ethical Discussions:** Forums will be held to discuss the ethical implications of AI in occupational therapy, allowing students to voice their perspectives and concerns.

Evaluation and Assessment

- **Assessment of AI Tools:** The effectiveness of AI tools in enhancing educational outcomes will be regularly assessed, ensuring that they meet the program's educational objectives and align with its mission.
- **Continuous Improvement:** Feedback from students and faculty will be used to refine the use of AI in the program, promoting continuous improvement in teaching and learning practices.

Plagiarism and AI-Generated Content

- The use of artificial intelligence (AI) tools in content creation introduces new considerations regarding plagiarism. While AI can generate original text based on provided prompts, it is essential that any AI-generated content be properly attributed and not presented as one's own work. Users of AI tools must be transparent about the use of AI in their work. Presenting AI-generated content as one's own original writing without attribution would be considered a form of plagiarism.

This AI policy aims to create a thoughtful and ethical framework for the use of artificial intelligence in the Doctor of Occupational Therapy program. By integrating faith-based principles with innovative educational practices, the program seeks to prepare students to be compassionate and competent practitioners who are equipped to navigate the

complexities of modern healthcare and the proper use of technology.

Coaching

The Oklahoma Baptist University (OBU) Doctor of Occupational Therapy (OTD) program provides a structured coaching process to support students academically, professionally, and personally throughout their journey. The goal is to ensure student success in the program and preparation for the occupational therapy profession. Each student is paired with a faculty advisor, a licensed OT practitioner, who provides guidance in academic and hybrid settings. The OBU OTD program values mentorship through regular coaching sessions. This process ensures students receive the guidance and resources needed for academic success, professional growth, and entry into the occupational therapy field.

Coaching Goals

1. Academic progress and spiritual growth—developing knowledge, skills, and personal growth for modern healthcare.
2. Professional conduct and responsibilities for entering the OT profession.
3. Preparation for fieldwork and the capstone project.

Coaching Schedule

Coaching occurs continuously through formal and informal meetings:

- Initial Coaching – At program entry, students meet with their advisor to create an individualized plan covering curriculum, fieldwork, and professional development.
- Mid-Program Coaching – After foundational coursework, advisors review progress and plan for fieldwork.
- Pre-Fieldwork Coaching – Before each placement, students review expectations, reflect on prior experiences, and set fieldwork goals.
- Final-Year Coaching – Students meet regularly to prepare for graduation, licensure, and professional practice, integrating academics, fieldwork, and capstone work.
- Mini-Mester Check-Ins (every 8 weeks) – Short meetings to monitor progress, goals, and concerns.

Coaching Documentation

Each session is documented using an advisement tracking form, including topics, action items, and follow-ups. Both student and coach sign the form, which is stored in the academic file.

Coaching Responsibilities

All faculty advisors are licensed OT practitioners with clinical and professional experience. They:

- Academic Guidance – Support course progression, workload management, and academic standing.

- Professional Conduct – Reinforce ethical and professional standards, including the AOTA Code of Ethics.
- Fieldwork Education – Prepare students for placements, set goals, and provide feedback.

Key Coaching Areas

- Professional Conduct – Ongoing discussions about ethics, licensure, and readiness for practice. Documented at each session.
- Academic Progress – Regular review of grades, strengths, challenges, and interventions. Documented each session.
- Fieldwork Preparation – Coaching before each placement, including site selection, objectives, and evaluation feedback.

Health and Safety

Health Policy

Students are expected to maintain appropriate self-care while in the OBU OTD program. They may not attend classes or clinical sites if experiencing illness symptoms (e.g., fever above 100°F). Students must notify the appropriate faculty before missing class or fieldwork. Absences due to illness follow the OTD Attendance Policy.

The OTD program is committed to a safe, healthy learning environment in compliance with local, state, and federal regulations. Faculty, staff, and students share responsibility for following safety policies to prevent injury.

- **On Campus:** Students must follow OBU Student Handbook policies.
- **Fieldwork Sites:** Students must follow the health and safety rules of the site/organization.
- **Injuries:** Any injury or suspected injury must be reported immediately to the instructor, who will complete an Incident Report Form and any site-specific documentation. Reports are reviewed by the Program Director and DCE, with copies placed in the student file.

Safety Policy

The OTD program prioritizes safety and compliance with all occupational safety regulations. All students must:

- Follow OBU Student Handbook policies while on campus.
- Enroll in campus alerts for updates on weather or hazards.
- Follow health and safety policies of assigned clinical sites.
- Report suspected injury or illness immediately to faculty.

Violations of safety policy may result in disciplinary action, including possible dismissal from the program.

Lab Policies and Procedures

Experiential learning is a core part of the OBU OTD program. On-campus labs may include simulated patients, interprofessional interactions, and other hands-on activities. These policies ensure safety and maximize learning:

- **Lab Attire:** Wear OBU OTD scrubs and name tag; follow instructor-specific attire requirements. Attire may vary by course during the same lab session.
- **Equipment:** Bring required equipment and instruments; use all equipment and supplies appropriately. Misuse may result in disciplinary action.
- **Confidentiality:** Maintain confidentiality of personal protected information (PPI) per HIPAA and FERPA during all interactions.
- **Food & Beverages:** Allowed only in designated areas/times as instructed.
- **Setup & Cleanup:** Students are responsible for setup and cleanup, including larger items, throughout the lab day.
- **Photography/Recording:** Consent will be obtained from students and faculty for photos and videos.

Infection Control

- All students must complete OSHA training, including bloodborne pathogens.
- Training includes proper handwashing, eye washing, and use of Material Safety Data Sheets (MSDS).
- Follow current health guidelines, including hand hygiene between clients when appropriate.
- Learn and use personal protective equipment (PPE) such as gloves, masks, face shields, gowns, and shoe covers; demonstrate proper donning and doffing.
- Clean all equipment, supplies, and surfaces with designated cleaners after use.
- Do not attend lab or class when ill, per policy.

Inclement Weather – Online Courses

Inclement weather can strike anytime and impact student and/or faculty ability to participate in or even attend classes. In the event of inclement weather in the local to the student/faculty area during a scheduled synchronous class session, the student is responsible for contacting course instructors as soon as possible to inform them of the possibility of inclement weather. If the student has a safe place to shelter with no access to wifi, the students is encouraged to log into class via the Zoom phone call option. In the event that phone access is also interrupted the student will be excused from class(es) that day. Students should NOT risk safety to attend class in the event of inclement weather.

In the event that a faculty member cannot participate in a course due to inclement weather, he/she is required to inform students as soon as possible. The faculty is responsible for ensuring that students receive the information needed to continue with

course assignments in a timely manner. If inclement weather is widespread across the nation, the Director of Student Success will collaborate with all faculty teaching in the term and send out an Inclement Weather Plan for students for their courses for that day(s).

Inclement Weather – On Campus

Inclement weather can also impact on campus lab experiences. In the event that inclement weather may delay your arrival to lab please communicate with lab course instructors as soon as possible so that a make-up plan can be put in place. You may be asked to stay at lab longer (after lab ends at 5pm each day or extend your stay) to make up missed work. If inclement weather occurs while on campus, we will follow the evacuation and shelter procedures as outlined in Appendix D.

Evacuation Procedures

Students must follow all evacuation procedures during emergencies. A campus tour and orientation drill will familiarize students with fire escapes, exits, and shelter locations. In a fire, follow designated routes to assigned meeting areas. For tornadoes, evacuate to the Stavros building shelter. In an active shooter situation, routes and meeting areas may change depending on the threat. See Appendix D for detailed routes and shelter locations.

Academic Standing and Student Progress Policies

This section covers the policies for attendance, academic standing, student progress, and retention for the OBU OTD program.

Attendance Policy

The OTD program expects students to attend all classes, meetings, labs, fieldwork, and capstone experiences. Course syllabi will be provided at the start of each semester. Students must notify instructors promptly of absences due to emergencies, illness, or other valid reasons. Instructors may allow makeup work at their discretion. All absences are reported to the Director of Student Success. Students may have an excused absence 1 day of a synchronous course that meets once a week during the 8-week term and 2 days of a synchronous course that meets twice a week during the 8-week term. Please note that even if the absence is excused students will NOT be given attendance points for that day. Missing over the allotted amount of a course may result in a lowered course grade and the inability to make up missed work. Patterns of unexcused absences may impact professionalism and result in grade deductions or disciplinary action, up to program dismissal.

Lab Immersion Attendance Policy

Lab immersions are mandatory and are an integral part of the overall learning and progression of knowledge in the OBU OTD program. Lab immersions provide time for students to experience hands-on learning and begin to expand upon knowledge learned in

async and sync sessions. During lab immersions, students will be provided an opportunity to demonstrate professional behaviors, clinical reasoning and be required to perform and pass hands-on assessments that are critical to their ability to provide occupational therapy services to clients during fieldwork level II and to safely operate in the clinical setting.

Onsite lab immersions are scheduled in advance with dates provided to students for proper planning for attendance. Absences from lab immersions are not permitted without prior approval from the Program Director. Requests for absence from lab immersions are only allowed for emergency events and extenuating situations that are beyond the learners' control. Please reach out to the Director of Student Success prior to submitting a request for excused absence. In rare cases when an absence is approved, the student is required to make up all missed lab course work in person prior to the end of the following term, as determined by course faculty. This may include, but is not limited to, attending additional in-person lab sessions prior to next scheduled lab immersion. The student will receive a grade of incomplete for the course until the in-person lab requirement is completed. Any student who misses a lab immersion without a prior approved absence, will be subject to disciplinary action, up to dismissal from the OTD program.

It is the student's responsibility to reserve all scheduled lab dates, arrange travel that allows full participation in every required class session, and plan significant personal or life events so they do not conflict with these academic obligations.

Tardy Policy

Punctuality is expected for all classes and activities. Unexpected delays may occur, but tardiness is not acceptable. Students must notify instructors if they will be late. More than two tardies in a course may be recorded as an absence. Repeated tardiness will affect professionalism ratings, result in grade deductions and could lead to disciplinary action.

Academic Integrity

Students are expected to uphold academic integrity and avoid dishonesty, including cheating, plagiarism, or providing unauthorized assistance. **Cheating** involves deception to meet assignment or course requirements or earn a higher grade. **Plagiarism** is using another's work without proper citation or quotation.

Students are responsible for understanding and following academic honesty standards. Violations may result in sanctions ranging from a zero on the assignment or course failure to suspension or dismissal for repeated or serious offenses. Instructors hold the burden of proof. Cases follow the academic grievance procedure, and records are kept confidentially in the office of the chief academic officer.

Grading, Student Standing, and Academic Probation

Each course syllabus will outline in detail the expectations of the course and grading scale. The grading scale generally used will be the following, unless otherwise indicated on the

syllabus: 90-100 = "A", 80-89 = "B", 70-79 = "C", 60-69 = "D", 50-59 = "F". Students need to maintain an overall GPA of 3.0 throughout the OTD Program, to graduate per the OBU graduation requirements for graduate students. Each student is allowed to have one grade of a "C" as a final grade throughout the duration of the program. If a student earns a second final grade of a "C" at any point during the program, the student will be placed on academic probation, and a remediation plan will be created. The student must follow the remediation plan to obtain a grade of "B" or higher to ensure that the student meets the academic standards of the program. The remediation and attainment of a "B" or higher must be completed prior to the end of the following term (e.g., get a second grade of a "C" in term 1.2, must remediate and earn a "B" or higher by the end of term 2.1). Once a student meets the goals outlined in the remediation plan, has obtained a grade of "B" or higher, he or she may request to be taken off academic probation. Students will only be allowed to be placed on academic probation one time during the program.

If the student fails to meet the goals outlined in the remediation plan, the Student Success Committee will make recommendations to the Program Director for next steps, which may include the student being removed from the program. Students are unable to attend Fieldwork Level IIA if on academic probation. Students will be required to successfully complete a remediation course prior to attending Fieldwork Level IIA rotation.

If a student fails a course, he or she will not be able to move on to the next term of the program. The student may be placed on a remediation plan or may be required to sit out and retake the course when it is offered again at the discretion of the Program Director. Once the student passes the course or meets the remediation requirements, he or she will be allowed to move on to the next term of the program. If the student must sit out, upon reentering the OTD program, if that student fails a second course, the student will be dismissed and will not be allowed to continue with the program.

Incomplete Grades

In the event that a student is struggling to keep up with required coursework due to an excused event (medical issue, death in the family, adverse weather impacts, etc.) the student may have the opportunity to receive a grade of an "I" or incomplete for that course. An incomplete grade does not replace a grade and is not a substitute for a failing grade. The incomplete grade enables the student to have extra time to work on course materials. Due to the accelerated nature of the program, the plan for completing course materials must be discussed and approved by the Director of Student Success and the Program Director as well as all faculty involved in the process. Completion of materials cannot delay the student in moving forward in the program. A contract and timeline will be established for completion of remaining work. Failure to complete the work in the specified timeframe will result in the course grade given based on completed and incomplete work.

Student Retention

The success of students in the program is a top priority. The Director of Student Success will meet regularly with both faculty and students to identify areas needing improvement.

Students will meet with their assigned coach at scheduled intervals and as needed to address concerns.

Faculty are responsible for communicating any performance concerns directly to the student and submitting a referral to the Director of Student Success. The Director will then collaborate with the faculty member, the student, and, if necessary, the OBU Student Support Center to create a plan of action. Students are expected to follow this plan to avoid academic or nonacademic probation.

Program Matriculation and Completion

The OBU OTD program is only offered in a lock-step sequence. If a student does not pass a course, they will have to stop taking all courses in the program until the course that was not passed is offered again the following year. Students must retain a 3.0 average throughout the duration of the program. If a student receives more than one grade of a “C” as a final course grade in a single term (e.g., 1.2 or 2.2) or receives a grade of “C” in a single course in subsequent terms (e.g., 1.2/2.1, 3.1/3.2) they will be put on academic probation, and a contract will be created with the DOSS. Students must fulfill the requirements of their contract to progress to Level IIA fieldwork.

In addition, students must successfully pass fieldwork level IA, IB, and IC and all other didactic coursework to progress to clinical level IIA. Students will have up to 18 months after the completion of the didactic portion of the program to successfully complete level IIA and IIB fieldwork rotations as well as their capstone project. Part-time fieldwork is not an option at this time. All program requirements must be complete within 2.5 years from the date of initial enrollment. Students who fail to complete these requirements in the timeframe indicated will not be permitted to graduate and may be subject to probation or withdrawal from the program. For detailed information on those processes please Academic Probation in this handbook.

Graduation Requirements

Students must fulfill the following requirements to graduate with a Doctor of Occupational Therapy degree from OBU:

1. Successfully complete the didactic portion of the curriculum with a 3.0 GPA.
2. Successfully complete the clinical portion of the curriculum within 18 months of completion of the didactic component.
3. Successfully complete and present the doctoral capstone project.
4. Must be in good standing (not on academic or non-academic probation) at the time of graduation.
5. Fulfill all financial obligations to the university.
6. Pay graduation fee.
7. Obtain approval by the Council of Online, Nontraditional, and Graduate Education minus student membership for graduation.

Probation and Remediation Policy

The program is committed to supporting student success by ensuring academic achievement, professional growth, and ethical conduct. Students are required to maintain high standards in both academic and non-academic areas. When a student does not meet these standards, they may be placed on **probation** and required to complete a remediation process.

I. Academic Probation

A student will be placed on **academic probation** if any of the following occur:

- The cumulative GPA falls below **3.0**.
- The student earns **more than one grade of “C”** in a single term or back to back terms.

Course Remediation Process

1. Learning Contract

- A remediation plan will be developed collaboratively by the **Director of Student Success (DOSS)**, the student’s academic advisor, and the student.
- The agreed-upon plan will be formalized in a **written learning contract** signed by all three parties.
- The Student Support Committee may be consulted at any point in the process to provide additional recommendations.

2. Remediation Options

The contract will specify individualized learning activities, which may include but are not limited to:

- Repeating assignments or activities from specified course(s).
- Completing additional continuing education or professional development modules.
- Participating in structured tutoring or study sessions.
- Submitting reflective writings or case analyses.
- **Timeline**
- Remediation must be successfully completed within the **following academic term** after placement on probation.
- If probation occurs in the term immediately before **Fieldwork II (FWII)**, the remediation contract must be completed successfully **before matriculation into fieldwork**.

3. Failure to Remediate

Students who fail to meet the terms of their contract may face delay in program progression or **dismissal**.

Individual Assignment/Assessment Remediation

1. Individual assignments or assessments will be identified in the course syllabus that will require remediation if a grade of lower than a “C” is earned.
2. Options for remediation may include, but are not limited to:
 - Redoing the original assignment, with or without a **maximum grade cap (e.g., 80%)**.

- Completing an additional but similar assignment designed to meet the same learning objectives.

II. Non-Academic Probation

Students are also expected to uphold professional behavior, ethical standards, and program requirements. A student may be placed on **non-academic probation** for:

- Professional behavior violations.
- Failure to pass a required drug test.
- Violations of ethical standards (e.g., dishonesty, misconduct, breaches of professional codes).

Remediation Process

1. Plan of Improvement Contract

- The student will complete a **written plan of improvement contract**, developed by the **DOSS**, program faculty/advisor, and the student.
- The plan will outline the concerns, expectations, remediation activities, and a timeline for completion.
- The Student Support Committee may be consulted at any point in the process to provide additional recommendations.

2. Remediation Activities

- Depending on the violation, remediation may include but is not limited to:
- Reflective writing assignments or ethics case studies.
- Participation in professional behavior or ethics workshops.
- Counseling, mentoring, or additional supervision.
- Repetition of drug screening with a negative result.
- Other corrective measures as deemed necessary by program leadership.

3. Level II Fieldwork Progression

- Students may **not matriculate into Fieldwork II (FWII)** while on non-academic probation.
- Remediation plans must be **fully executed prior to matriculation into FWII**, which may result in a **delay of fieldwork placement and subsequent progression in the program**.

Fieldwork educators will be notified of professional behavior violations that are relevant to the fieldwork site in order to provide appropriate guidance and foster professional growth.

Failure to Remediate

Failure to comply with the terms of the contract or to demonstrate satisfactory remediation will result in **program dismissal**.

General Expectations

- All remediation contracts must be **signed** by the DOSS, advisor, and student.
- Successful remediation requires evidence of **meeting academic, professional, and ethical standards** within the agreed timeline.
- Students who do not complete remediation successfully are subject to **dismissal from the program**.

Student Withdrawal – Refund of Tuition and Fees

If a student withdraws from school or decreases hours after classes begin, applicable refunds will post to the student account for tuition and fees based upon the following schedule. Refunds for tuition and fees are based upon the date the student notifies the Academic Center IN WRITING OR IN PERSON. *Note: Fees are nonrefundable for the OTD program. The following percentages apply:

- Withdrawal from eight-week terms: Within first week of class, credit is 100%; within six academic days, 80%; within seven academic days, 60%; within eight academic days, 40%. No refund after eight academic days of the eight-week term.

Retroactive Drops/Withdrawals

- The maximum time period for submitting a petition to drop a course after the deadline is *six months after the end of term* of the pertinent enrollment.
- After published drop/withdrawal deadlines have passed, a student may petition to drop/withdraw retroactively under the following or similar conditions:
 - Written verification from a recognized professional (e.g., physician) that the student was physically prevented from dropping or withdrawing prior to the published deadline due to illness, injury, or personal emergency of the student or a member of the immediate family.
 - Written verification from an appropriate representative or publication of the University proving that the student was given misinformation as to the correct deadline for dropping a course or withdrawing from the University thus prompting the petition for retroactive drop/withdrawal.
 - Written verification from the instructor of record that, due to a registration error, the student never attended the class (verification may state that the student neither submitted assignments nor completed examinations). The same verification is required for a petition to withdraw from an online course.
 - Reasons similar to those listed below will not result in approval for petitions to retroactively drop a course or withdraw from the University:
 - Student's lack of knowledge or misunderstanding of the deadline (when no documented misinformation has been provided by the University).
 - Student waited to get the results of an exam or other assignment.
 - Student's grades have declined since the deadline.
 - Student does not need the course for graduation.
 - Different deadlines existed at a previous school.

NOTE: This is a representative list of reasons not an exhaustive list.

Exceptions to allow a student to retroactively drop a course or withdraw from the

University are permitted within a specific time period and require involvement of the student, a university committee, and the faculty member(s) as described below.

STUDENT: A student must obtain a **Petition for Retroactive**

Drop/Withdrawal from Course(s) from the OBU website or from the Office of the Registrar and return the completed petition to the Office of the Registrar with supporting documentation and the signature of the student's academic advisor and the instructor of record for the class(es) for which the student is requesting withdrawal. **The signatures of the advisor and the instructor(s) of record do not indicate endorsement of the petition but only serve to document that they have been apprised of the student's intent to petition.**

COMMITTEE: Petitions for exceptions to the deadline for dropping courses or withdrawing from the University will be reviewed by the Enrollment Management Committee or a subcommittee thereof. The committee may reach one of two decisions:

- i. Approve the petition and determine the circumstances beyond the student's control clearly occurred **prior to** the published drop/withdrawal period. In this case, the Registrar will change the affected grade(s) to "W."
- ii. Deny the petition.

The Committee will inform the academic advisor, Dean of the College, and the instructor of record of its decision.

DEADLINE: The maximum time period for submitting a petition to drop a course after the deadline is six months after the end of term of the pertinent enrollment.

Enrollment Management Committee (review committee)

The committee will determine by a majority vote whether the student's circumstances merit the granting of an exception to the drop/withdrawal deadline and whether the circumstances call for a drop/withdrawal that is retroactive to the automatic "W" period. The key question in determining whether to approve the petition are (1) did the circumstances described prevent the student from dropping the course(s) within the published drop/withdrawal deadline, and (2) why did the circumstances described affect only the course(s) requested to be dropped. The decision of the committee is final. Members of the committee have full authority to act on the petition as representatives of faculty and administration. No appeal exists for the decision of the committee. Students whose petitions have been denied may request an additional review by the committee if new documentation or information regarding the petition is properly submitted.

Return of Title IV Funds Federal Financial Aid

Students who receive Title IV federal aid (Federal Pell Grant, Federal Supplemental Grant, TEACH, Federal Stafford Loan, Federal PLUS Loan), but withdraw before completing 60% of the term for which they have been funded are subject to the return of Title IV funds as well as the institutional refund policy. According to the federal policy, only the amount of federal financial aid earned (determined by the withdrawal date) may be retained by the student.

The amount of earned aid is not related to whether the student has or has not paid the bill with the University. Any federal financial aid which is not determined to be earned aid, must be returned to the appropriate Title IV programs. The calculation of the return of federal financial aid and the refund of institutional awards per the OBU policy, may result in the student owing a balance to the University. Specific details of the federal formula used for the return of Title IV funds are available in the Student Financial Services Office. Additionally, if a student withdraws before the Oklahoma State Regents issues a reimbursement check to OBU for any Oklahoma state grants, the full amount of the state grant(s) will be reversed from the student's account as they are no longer eligible for the grant and OBU will not be reimbursed. See Academic Catalog for specifics.
<https://catalog.okbu.edu/content.php?catoid=5&navoid=298#withdrawal-refunds>

Policies Related to Advanced Standing

Due to the unique nature of occupational therapy program curriculums, the following policies have been put into place regarding advanced placement, transfer of credit, and credit for experiential learning.

Advanced Placement

Advanced placement (AP) into the Oklahoma Baptist University Doctor of Occupational Therapy program is not accepted due to the nature of the Doctor of Occupational Therapy curriculum. It should be noted that students who take advanced placement courses and the test for those courses may be able to obtain credit to fulfill the pre-requisite requirements as per OBU policy.

Transfer of Credit

Transfer credits from other accredited graduate occupational therapy or related programs will not be considered for the Oklahoma Baptist University Doctor of Occupational Therapy program due to the unique nature of the Doctor of Occupational Therapy curriculum.

*Undergraduate students applying for the OTD program may transfer undergraduate credits for undergraduate courses in adherence with Oklahoma Baptist University's undergraduate admissions policies to obtain the required bachelor's degree for application.

Credit for Experiential Learning

The Oklahoma Baptist University (OBU) Doctor of Occupational Therapy (OTD) program does not offer credit for experiential learning or work experience toward the completion of the doctoral degree requirements. While the program does not allow the application of experiential learning credits toward formal academic coursework, it recognizes that experiential learning plays a significant and valuable role in the overall educational and professional development of our students.

Professional Credentialing

The OTD program at OBU prepares students to become entry-level, competent, general occupational therapy practitioners. The available credentials and processes to obtain each credential are outlined below.

Certification through the National Board for Certification in Occupational Therapy (NBCOT)

Upon completion of the OTD program, graduates are eligible to pursue a national certification through the National Board for Certification in Occupational Therapy (NBCOT). Each graduate may register for and take the NBCOT exam, and upon passing the exam will be a registered occupational therapist (OTR) and eligible to apply for state licensure. For complete and up to date information regarding NBCOT Certification, visit <https://www.nbcot.org/>.

Please note a felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy exam or attain state licensure.

State Licensure

To practice occupational therapy in a specific state, a state license must be obtained. The OTD program at OBU meets the education requirements for all 50 states in the United States. Each state maintains its own licensure board and posts its requirements for occupational therapy licensure. It is the responsibility of the student to understand and follow the guidelines for licensure in the state(s) in which they intend to practice.

Grievances

The OBU OTD program follows the policies and procedures of the university when it comes to grievances. Students and faculty have the right to file a grievance. All grievances must be filed in the manner listed below.

Student Grievances

The University recognizes that problems involving student and university personnel relations will arise from time to time. In order that students may be assured fair consideration, the University has established a grievance process for the impartial review of complaints, including appeals to higher levels of authority. Non-academic grievances follow separate procedures from academic grievances as outlined below. If at any time in the grievance process, the concern is deemed a Title IX issue, the grievance procedures listed here are halted and the official Title IX procedure is followed. The person making a complaint is called the "complainant" and the party named in the complaint is the "respondent."

Grievance Procedures

I. Non-Academic Grievance Procedure

Non-academic grievances may include, but are not limited to, concerns involving

nonfaculty personnel.

A. Dispute Resolution

1. The student should first address the concern directly with the individual involved.
2. If unresolved, the student should consult the individual's supervisor.
3. If still unresolved, the student may seek advice from the Dean of Students and Vice President of Campus Life.

B. Formal Resolution

1. The student must submit a **written request** via email to the Dean of Students and Vice President of Campus Life within **10 working days** of the consultation.
2. The written request must include:
 - A description of the grievance.
3. Documentation of prior attempts at resolution. The Dean of Students and Vice President of Campus Life, in consultation with the Director of Human Resources, may:
 - Uphold the prior decision.
 - Initiate a conciliatory conference.
 - Gather additional evidence.
 - Engage mediation prior to final decision-making.
4. Conferences or mediation may be conducted virtually.
5. A written decision will be communicated to all parties within **5 working days**.

II. Academic Grievance Procedure

Academic grievances may include concerns involving:

- Classroom instruction.
- Faculty/student interaction.
- Course policy implementation.
- Grade assignment.
- Academic integrity decisions.

Note: The burden of proof rests with the student, except in cases of academic integrity, where it rests with the instructor.

A. Dispute Resolution

1. The student should first attempt resolution directly with the faculty member.
2. If unresolved, the student should consult the division/school chair or program director.
3. If still unresolved, the student may seek advice from the appropriate academic dean, who may initiate a conciliatory conference.

B. Formal Hearing

1. A written request for a formal hearing must be submitted via email to the Chief Academic Officer within **10 working days** of the dean's consultation or conciliation conference.
2. The Chief Academic Officer may extend time limits if warranted but will seek timely resolution.
3. Within **5 working days** of receiving the request, the Chief Academic Officer will form an **ad hoc hearing committee** consisting of:
 - 2 faculty members (selected with advice from the Faculty Council Chair).
 - 2 students (selected with advice from Student Government Association officers). Students should match the academic level and modality (undergraduate/graduate, residential/online) of the petitioner.
 - 1 faculty member serving as a **non-voting chair**.
4. The hearing will be scheduled within **10 working days** of committee formation and may be conducted virtually.

C. Hearing Process

1. The Chief Academic Officer will provide the non-voting chair with all relevant documentation.
2. The chair will schedule and preside over the hearing. Proceedings are closed to nonparticipants.
3. Both parties may present written documentation and oral statements.
4. Witnesses may be invited at the discretion of the chair.
5. Hearings will be recorded. Transcripts may be obtained at the requesting party's expense.
6. All proceedings and records remain confidential and are filed with the Chief Academic Officer.

D. Decision

1. The committee deliberates privately; voting is anonymous.
2. At least **3 of 4 voting members** must agree to change a decision.
3. Possible outcomes include:
 - Upholding the prior decision.
 - Negotiating a mutually acceptable compromise.
 - Recommending a decision change by the faculty member or Chief Academic Officer.
4. The decision must be based solely on hearing records and University policy.
5. A written decision will be issued within **5 working days** of the hearing.
6. If legal action is initiated, the University may discontinue or continue internal procedures as warranted.

Appendix A: Class of 2027 Lab Immersion Schedule

OBU OTD LAB IMMERSION YEAR 1		
Term	Courses	Dates
1.1	Foundations of OT Practice; Applied Anatomy	February 13-19, 2026
1.2	Neurological Process; Kinesiology and Occupational Performance	April 6-12, 2026
2.1	OT Eval and Interventions I: Psychosocial Conditions; Fieldwork IA; Occupation in Wellness and Health Promotion	June 23 – July 1, 2026
2.2	OT Eval and Interventions II: Neurological Conditions; OT Eval and Interventions III: Physical Impairments and Disabilities; Fieldwork IB	July 27-August 4, 2026
3.1	OT Eval and Interventions IV: Conditions in Children and Youth; OT Eval and Interventions V: Musculoskeletal Conditions; Fieldwork IC	September 27-October 6, 2026
3.2	Orthotics and Physical Agent Modalities; Technologies in OT Practice; OT Eval and Interventions VI: Conditions in the Aging Population	November 16-21, 2026
4	Doctoral Mentorship I	April 9-11, 2027
5	Doctoral Mentorship II	August 6-8, 2027
6	Doctoral Capstone Project	December 14-17, 2027

Appendix B: Class of 2027 Textbook List

OBU OTD Book List *Subject to changes	
Term 1.1	
Foundations of OT Practice	American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). AOTA Press. Gillen, G. & Brown, C. (2023). <i>Willard and Spackman's occupational therapy</i> (14th ed.). Wolters Kluwer. F. A. Davis.
Research I: Fundamentals of Scholarship	American Psychological Association (2020). <i>Publication Manual of the American Psychological Association</i> (7th ed.). American Psychological Association. Brown, C. (2023). <i>The evidence-based practitioner: Applying research to meet client needs</i> (2nd ed.) F. A. Davis.
Applied Clinical Anatomy	Short, N., Vilensky, J., & Suárez-Quinn, C.A. (2022). <i>Functional anatomy for occupational therapy</i> . Books of Discovery.
Human Development and Occupational Performance	Cronin, A., & Mandich, M. B. (2015). <i>Human development and performance throughout the lifespan</i> (2nd ed.) Cengage. Gillen, G. & Brown, C. (2023). <i>Willard and Spackman's occupational therapy</i> (14th ed.). Wolters Kluwer. F. A. Davis.
Term 1.2	
OT in the Healthcare System	American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). AOTA Press. Vanwye, W.R., & Lunsford, D. (2025) <i>Health System Management and Leadership</i> (1st ed.). Elsevier

Neurological Processes and Occupational Performance	Gutman, S. A., & Schonfield, A. B. (2019). <i>Screening adult neurologic populations: A step-by-step instruction manual</i> (3rd ed.). AOTA Press Lundy-Ekman (2023) Neuroscience: Fundamentals for rehabilitation 6th ed. Elsevier
Kinesiology and Occupational Performance	Short, N., Vilensky, J., & Suárez-Quinn, C.A. (2022). <i>Functional anatomy for occupational therapy</i>. Books of Discovery. Short, N. (2022) OT goniometry and MMT (free download with anatomy book. OTu via Canvas
Theories and Models of Practice I: Concepts and Application	American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). AOTA Press. Cole, M. B. & Tufano, R. (2019). <i>Applied theories in occupational therapy: A practical approach</i> (2nd ed.). Slack Incorporated. Gateley, C. A. (2024). <i>Documentation manual for occupational therapy</i>. (5th ed.). Routledge Gillen, G. & Brown, C. (2023). <i>Willard and Spackman's occupational therapy</i> (14th ed.). Wolters Kluwer. F. A. Davis. Thomas, H. (2022). Occupation-based activity analysis (3rd ed) Routledge
Term 2.1	

OT Evaluation & Interventions I: Psychosocial Conditions	Brown, C., Stoffel V., & Munoz, J. (2019). <i>Occupational therapy in mental health: A vision for participation</i> (2nd ed.). F.A. Davis. Cole, M. (2017). <i>Group dynamics in occupational therapy: The theoretical basis and practice application of group treatment</i> (5th ed.). Slack.
Fieldwork Seminar 1A: Psychosocial Conditions	Cole, M. (2017). <i>Group dynamics in occupational therapy: The theoretical basis and practice application of group treatment</i> (5th ed.). Slack. Gateley, C. A. (2024). <i>Documentation manual for occupational therapy</i>. (5th ed.). Routledge
The OT Professional I: Strategies for Development	Vanwyte, W.R., & Lunsford, D. (2025) <i>Health System Management and Leadership</i> (1st ed.). Elsevier Or Jacobs, K. & McCormack, G. L. (Eds.). (2019). <i>The occupational therapy manager</i> (6th ed). AOTA Press.
Research II: Implementation of Scholarship	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). https://doi.org/10.1037/0000165-000 Brown, C. (2023). <i>The evidence-based practitioner: Applying research to meet client needs</i> (2nd ed.). F.A. Davis Company. Polgar, S., & Thomas, S. (2020). <i>Introduction to research in the health sciences</i> (7th ed.). Elsevier.
Occupation in Wellness and Health Promotion	Scaffa, M. E., & Reitz, S. M. (2020). <i>Occupational therapy in community and population health practice</i>. (3rd ed.). F. A. Davis
Term 2.2	

OT Evaluation & Interventions II: Neurological Conditions	Gutman, S. A., & Schonfield, A. B. (2019). <i>Screening adult neurologic populations: A step-by-step instruction manual</i> (3rd ed.). AOTA Press Pendleton, H. M. & Schultz-Krohn, W. (2024). <i>Pedretti's occupational therapy: Practice skills for physical dysfunction</i> (9th ed.). Elsevier
OT Evaluation & Interventions III: Physical Impairments and Disabilities	Pendleton, H. M. & Schultz-Krohn, W. (2024). <i>Pedretti's occupational therapy: Practice skills for physical dysfunction</i> (9th ed.). Elsevier
Fieldwork Seminar 1B: Physical Impairments and Disabilities	Gateley, C. A. (2024). <i>Documentation manual for occupational therapy</i> . (5 th ed.). Routledge
Theories and Models of Practice II: Analysis and Evaluation	Cole, M. B. & Tufano, R. (2019). <i>Applied theories in occupational therapy: A practical approach</i> (2nd ed.). Slack Incorporated. Gateley, C. A. (2024). <i>Documentation manual for occupational therapy</i>. (5th ed.). Routledge Gillen, G. & Brown, C. (2023). <i>Willard and Spackman's occupational therapy</i> (14th ed.). Wolters Kluwer. F. A. Davis.
Term 3.1	
OT Evaluation & Interventions IV: Conditions in Children and Youth	Kramer, P., Hinojosa, J., & Howe, T. (Eds). (2020). <i>Frames of reference for pediatric occupational therapy</i> (4th ed.). Wolters Kluwer. O'Brien, J. C., & Kuhaneck, H. (2020). <i>Case-Smith's occupational therapy for children and adolescents</i> (8th ed.). Elsevier
Fieldwork Seminar 1C: Conditions in Children and Youth	Gateley, C. A. (2024). <i>Documentation manual for occupational therapy</i> . (5 th ed.). Routledge

OT Evaluation & Interventions V: Musculoskeletal Conditions	Pendleton, H. M. & Schultz-Krohn, W. (2024). <i>Pedretti's occupational therapy: Practice skills for physical dysfunction</i> (9th ed.). Elsevier Wietlisbach (2020) Coopers fundamentals of hand therapy 3rd ed .
Research III	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). https://doi.org/10.1037/0000165-000 Brown, C. (2023). <i>The evidence-based practitioner: Applying research to meet client needs</i> (2nd ed.). F.A. Davis Company. Polgar, S., & Thomas, S. (2020). <i>Introduction to research in the health sciences</i> (7th ed.). Elsevier.
The OT Professional II: Principles for Growth	Barker Dunbar, S., & Winston, K. (2024). An occupational perspective on leadership theoretical and practical dimensions (3rd ed.). Slack, Inc.
Term 3.2	
Theories and Models of Practice III: Applied Occupational Therapy Process	Cronin, A. & Graebe, G. (2018). <i>Clinical reasoning in occupational therapy</i> . AOTA Press.
OT Evaluation & Interventions VI: Conditions in the Aging Population	Bonder, B. R., & Dal Bello-Haas, V. (2025). Functional performance in older adults (5th ed.). F.A. Davis Company.
Orthotics and Physical Agent Modalities	Bracciano (2022) Physical Agent modalities: 3rd ed. SLACK. Coppard, B. M., & Lohman, H. (2019). <i>Introduction to orthotics: A clinical reasoning & problem-solving approach</i>, (5th ed.). Elsevier
Technologies in OT Practice	Cook, A. M., Polgar, J. M. and Encarnacao, P. (2020). <i>Assistive technologies: Principles and practices</i> . (5th ed.). Elsevier

Appendix C: Oklahoma Baptist University Contact Information

Campus Life Center

405.585.5250

Director of International Students and Disability Services

Ms. Carrie Myles

Geiger Center 101

Carrie.myles@okbu.edu

405.585.5285

Title IX Coordinator /Dean of Students

Mr. Brandon Petersen Geiger Center 101

brandon.petersen@okbu.edu 405.585.5250

University Counseling Center

405.585.4530

BrainFuse

Link to access found in course navigation pane on all Canvas courses

IT Help Desk 405.585.5200

helpdesk@okbu.edu

Financial Aid/Business Office

Ms. Danielle Cox Montgomery Hall

Danielle.wellman@okbu.edu 405.585.5020

Additional Student Life Services can be found at <https://www.okbu.edu/student-life/index.html>

Dean of Online, Nontraditional, and Graduate Education

Dr. Micah Meek Stavros Room 112

micah.meek@okbu.edu 405.585.4602

Program Director

Dr. Brandy Brown Brandy.brown@okbu.edu

Director of Admissions

Dr. Rachel Donis Rachel.donis@okbu.edu

Director of Curriculum

Dr. Nashauna Richardson Nashauna.richardson@okbu.edu

Director of Clinical Education/Academic Fieldwork Coordinator

Dr. Scott Wengerd Scott.wengerd@okbu.edu

Director of Capstone/Research

Dr. Gejuanna Fletcher Gejuanna.fletcher@okbu.edu

Director of Student Success

Dr. Sydney Dorrough sydney.dorrough@okbu.edu

Core Faculty

Dr. Diana Honorat Diana.honorat@okbu.edu

Dr. Suzanne Glaze Suzanne.glaze@okbu.edu

Appendix D: Evacuation Routes and Tornado Shelters

** Need to add PDFs of escape routes for each floor here as well as campus map and shelter locations PDF– see files attached with email

Appendix E: Curriculum Design Graphic

