

OCCUPATIONAL THERAPY
ASSISTANT PROGRAM

STUDENT HANDBOOK

WALTERS STATE COMMUNITY COLLEGE (WSCC)
OCCUPATIONAL THERAPY ASSISTANT STUDENT HANDBOOK
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Welcome!

Congratulations on your admittance into the Occupational Therapy Assistant Program at Walters State Community College! We are excited that you have chosen Occupational Therapy as a health career and that you chose to have Walters State Community College assist you with your education. Occupational Therapy is a rewarding and challenging field with diverse opportunities.

You are entering a profession that has a strong heritage of assisting individuals reach their greatest participation in life activities. The aim of the Occupational Therapy Assistant Program is that you progress successfully through the courses leading to your preparation as an entry-level Occupational Therapy Assistant. The next two years will be exciting, demanding, and very gratifying. You will be expected to work hard as you study and learn about the profession of Occupational Therapy. This will require a great deal of effort, commitment, and dedication to excellence. We encourage and expect that you will be an active participant in this formal learning process that serves as the beginning of lifelong and continuous learning related to your chosen profession. The faculty and staff are here to help you succeed. If you need assistance, seek out your faculty and college staff to advise and support you.

The Occupational Therapy Assistant Program has developed a handbook to orient you to the policies, procedures and expectations of the program. You will want to reference the materials included in this handbook throughout the program. This handbook does not replace the Walters State Community College student handbook which can be found at www.ws.edu, but serves as a guide. The information contained in both handbooks applies to the program. Please feel free to contact the program director or your advisor for any questions you may have.

I would like again to **welcome** you to the Occupational Therapy Assistant Program at Walters State Community College.

Best Wishes for your Success,

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SECTION I Foundational Statements

WSCC Occupational Therapy Assistant Program Overview

An Associate of Applied Science (AAS) Degree in Occupational Therapy Assistant program is designed to be a credit program in support of workforce development. The program will employ highly qualified faculty and enrolled students will be inspired to complete the program. Current staffing of the program includes a program director under the supervision of the Dean of Health Programs and a plan to hire a full time Fieldwork Coordinator and support staff. The program will be offered at the Greeneville/Greene County Campus and require 4 semesters of OTA coursework and fieldwork experience to complete in addition to the completion of pre-requisite requirements.

The OTA program supports the mission of Walters State Community College in its goal of being a learning-centered, comprehensive, public community college while supporting economic development by providing affordable, high quality educational opportunities for the residents of East Tennessee. The OTA program also supports the Health Programs Division in its goals of providing quality, innovative programs which will produce job-ready graduates prepared to meet the demands of the health care industry. In doing so, it will provide education to qualified students pursuing an entry-level career as a Certified Occupational Therapy Assistant. . The OTA program seeks to serve the regional community and beyond with a high standard of excellence. Graduates in turn will meet the needs of their individual communities using occupation to promote health and participation in daily life.

The philosophy of the occupational therapy assistant program at WSCC hinges on the belief that the profession is dynamic and ever changing with advancements in research and technology yet grounded in the framework of occupation across the lifespan. The OTA program is established on the Person-Environment-Occupation model. This model allows the program to recognize students are complex and multi-faceted in their learning styles, in their interactions with one another, in their environments, and in their future practices as occupational therapy assistants.

Just as the profession is dynamic, the educational experience is as well. The occupation of being a student requires finding the “just right fit” to support and motivate students to excel as OTA practitioners. The faculty is committed to the belief that meaningful occupation is at the core of the occupational therapy practice. Thus, the faculty strive to instill within the students the importance of the use of occupation supported with the application of clinical reasoning skills.

Funding will be provided through the state, college, student tuition and fees and possible future grant funding. The Occupational Therapy Assistant program responds to community needs for

educated employees. The program's goal will be to provide services to individuals with appreciation for the diverse needs of the communities served. The program will be resourceful in its use of appropriations. Program effectiveness and efficiency will be assessed for accountability and continuous improvements.

The degree in Occupational Therapy Assistant supports the State of Tennessee Master Plan for Higher Education and the Complete College Tennessee Act of 2010 to increase degree production. The program will increase the number of occupational therapist assistant employees to meet the over 41% increase expected for the 2010-2020 period of time as noted on the Bureau of Labor Statistics 2012 Job Outlook Data. Occupational Therapy Assistant is considered a high skill-high wage allied health profession and data from the State of Tennessee and local community notes a need for 14,800 occupational therapist assistants in the state by 2014.

The OTA program will accept its first cohort of students in the fall of 2017. This cohort will consist of 10 to 12 students with the possibility of future cohorts to increase in size based on interest in the program and clinical support within the community. The program will have a maximum of two student cohorts at any given time after the completion of the first full year of classes.

Curriculum design will be developed from the common curriculum library initiative by the Tennessee Board of Regents. This library will be comprised of courses from the OTA programs at Roane State Community College, Nashville State Community College, and Jackson State Community College. This initiative is designed to standardize the curriculums of the health programs offered across the state. Additionally, the design and threads of the curriculum are based on the PEO model in combination with Bloom's Taxonomy of learning. The PEO model is applied in 2 facets with the student in the center of one and the curriculum in the center of the other. The threads explain the advancement of the curriculum and highlight concepts that are key to the profession.

Strengths of this program include community backing and eager anticipation since initial approval by the Tennessee Board of Regents in 2010. WSCC has a strong health programs division boasting six divisions. Within the six divisions is a physical therapy assistant program which the OTA program will compliment. Additionally, there is no other OTA program serving the Northeast Tennessee region. Program development may face barriers in fieldwork placement sites and clinical support due to a lack of OTA staffing in the region.

Accreditation Information:

The occupational therapy assistant program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Timeline set by ACOTE for the Occupational Therapy Assistant Program at WSCC.

Letter of Intent Received	January 8, 2016
Candidacy Application Due	December 15, 2016
ACOTE Candidacy Application Decision	April 2017
Students may be notified of acceptance into the Program	May 2017
First Class Starts	August 2017
Initial report of Self-Study due	July 3, 2018
ACOTE Pre-Accreditation Decision	December 2018
Initial On Site Evaluation	February 25-27, 2019
ACOTE Accreditation Decision	April 2019
First class begins Level II Fieldwork	January 2019
First class graduates	May 2019
NBCOT Certification Examination	2019

OTA Mission:

Walters State is a learning-centered, comprehensive, public community college dedicated to increasing educational attainment and supporting economic development by providing affordable, high quality educational opportunities for the residents of East Tennessee.

To accomplish the mission, the college:

- offers programs of study that lead to associate degrees or certificates
- fosters and inspires student engagement and success
- delivers public service and non-credit programs in support of workforce development and personal enrichment
- employs highly qualified faculty and staff
- provides convenient access through multiple campuses and advanced technology including distance learning through digital means
- partners with other educational institutions to promote access and facilitate articulation and transfer
- pursues external sources of support and entrepreneurial initiatives
- assesses and responds to community needs
- provides opportunities for promoting diversity and enhancing cultural awareness
- pursues resourcefulness, effectiveness and efficiency through comprehensive accountability and continuous improvement programs.

Approved by Tennessee Board of Regents 3/30/16

The Tennessee Board of Regents is the nation's sixth largest higher education system, governing 46 post-secondary educational institutions. The TBR system includes six universities, 13 two-year colleges and 27 colleges of applied technology, providing programs in 90 of Tennessee's 95 counties to more than 200,000 students.

Vision:

The Walters State Community College OTA program envisions educating a generation of occupational therapy assistants who have a foundational understanding of occupational performance across the lifespan that supports evidence-based best practice within their community.

OTA Program Philosophy

The philosophy of the occupational therapy assistant (OTA) program at WSCC hinges on the belief that the profession is dynamic and ever changing with advancements in research and technology yet grounded in the framework of occupation across the lifespan. The OTA program is established in the Person-Environment-Occupation model. This model allows the program to recognize that students are complex and multi-faceted in their learning styles, in their interactions with one another, in their environments, and in their future practices as occupational therapy assistants.

Just as the profession is dynamic, the educational experience is as well. The occupation of being a student requires finding the “just right fit” to support and motivate students to excel as OTA practitioners. The OTA faculty is committed to the belief that meaningful occupation is at the core of the occupational therapy practice. Thus, we strive to instill within our students the importance of the use of occupation supported with the application of clinical reasoning skills.

This philosophy of the Occupational Therapy Assistant Program is consistent with the Philosophical Base of Occupational Therapy (2011) and the Philosophy of Occupational Therapy Education Statement (2014).

PROGRAM OBJECTIVES:

1. Recruit and retain qualified students that are committed to becoming Certified Occupational Therapy Assistants.
2. Provide an occupation based educational program that prepares graduates for entry-level employment as a Certified Occupational Therapy Assistant in the East Tennessee service area.
3. The OTA program will prepare all graduates for employment as entry-level Certified Occupational Therapy Assistant to work in a variety of healthcare and community settings, with many different types of patients, while displaying professional behavior.
4. The OTA program will provide effective didactic, collaborative, and clinical experiences that include opportunities for creative activity and problem solving. This shall include teaching students to think holistically, following the Person, Environment, Occupation Model, and systematically, using the Occupational Therapy Practice Framework as a guide.
5. To prepare students to successfully complete the certification exam to become Certified Occupational Therapy Assistants and qualify them for licensure.
6. Provide experiences that allow students to participate in professional activities through the WSCC SOTA organization, as well as the local, state, and national OT organizations.

Student Outcomes:

Specific learning objectives and outcomes are established in the syllabus for each course that reflects the mission and vision of WSCC and the OTA profession as outlined by AOTA. Upon successful completion of the OTA Program, graduates will demonstrate competency and proficiency in the following knowledge, skills and attitudes:

Knowledge:

- Appreciate the concept of occupational therapy as a means of developing or maintaining the adaptive skills necessary to allow an individual to attain a maximum occupational performance and participate in activities that are meaningful to them.
- Discriminate between the role of the OTA, OT, functions of other healthcare professionals, and the relationship between the interdisciplinary team as they work together towards the total service to the client.
- Recognize the basic terminology relating to the structures, functions and systems of the human body in addition to identifying major symptoms, progressions, and signs of the pathological conditions commonly seen in occupational therapy practice.
- Identify the components of movement in the human body and how to apply treatment plans to maximize occupational performance and potential.
- Identify the concept of human growth and development, the effect of the environment on individuals, and the importance of occupations or activities in the developmental process.
- Recognize the importance of evidence in professional practice and consistently seek to improve therapeutic skills through professional development activities.
- Recognize the concept of therapeutic use of self, group activities and dynamics, and personality development.
- Recognize the multicultural values and systems and their effects on individual development and function.
- Evaluate the effect of the environment and its influence on a person's ability to participate in daily activities.

Abilities and skills:

- Demonstrate effective writing and communication skills necessary for clear and accurate documentation of observations of the client's performance.
- Demonstrate familiarity of current technology and assistive devices utilized in the occupational therapy profession.
- Demonstrate the ability to perform and teach the rationale regarding tasks and activities used in maintaining and developing adaptive skills.
- Demonstrate the ability to assess a client in adaptive skill components and select tasks and activities when appropriate.

Attitudes:

- Recognize the importance of ethical responsibility to their clients, profession, and facility in which they serve.
- Demonstrate the importance of professional behavior, leadership, excellence, promotion of the profession, lifelong learning, service, and utilizing evidence based practice to fulfill their need for continued growth.
- Recognize the importance of accepting and seeking out consultation and supervision from reliable sources.
- Demonstrate values, a positive attitude and behavior, and show enjoyment in their work.

Student objectives will be assessed annually to determine the effectiveness of the OTA program and that the goals of the program are being achieved. Surveys will be developed to include but are not limited to: student course evaluation surveys, fieldwork educator surveys, graduate surveys, NBCOT exam results, and employer surveys.

SECTION II Curriculum

Walters State Community College Occupational Therapy Assistant Program Curriculum Design

The Walters State Community College occupational therapy assistant (OTA) program curriculum evolves from the frameworks found in program’s philosophy and mission. This design upholds the program’s philosophy of the Person-Environment-Occupation (PEO) Model. The PEO Model emphasizes that occupational performance is shaped by the dynamic interdependence of persons, occupations and environments (Strong et al, 1999). The OTA curriculum supplements the PEO Model theory with a continuum of cognitive process outlined in the revised Bloom’s Taxonomy. This taxonomy supports the advancing understanding of the curriculum material in order to best prepare students to be an entry-level occupational therapy assistant.

The revised Bloom’s Taxonomy guides student learning through the cognitive domains in order to achieve mastery of the OTA objectives. The taxonomy, coupled with the PEO Model, provides the theoretical constructs to create a framework for the teaching-learning process. A process that is inherent to education and the practice of occupational therapy. The Knowledge Dimension adapted from Anderson and Krathwohl’s work aligns with the progression of understanding within the OTA program design as explained in the semester descriptions below (Iowa State University, 2012).

The Knowledge Dimension classifies four types of knowledge that learners may be expected to acquire or construct—ranging from concrete to abstract (Table 1).

Table 1. The Knowledge Dimension – major types and subtypes

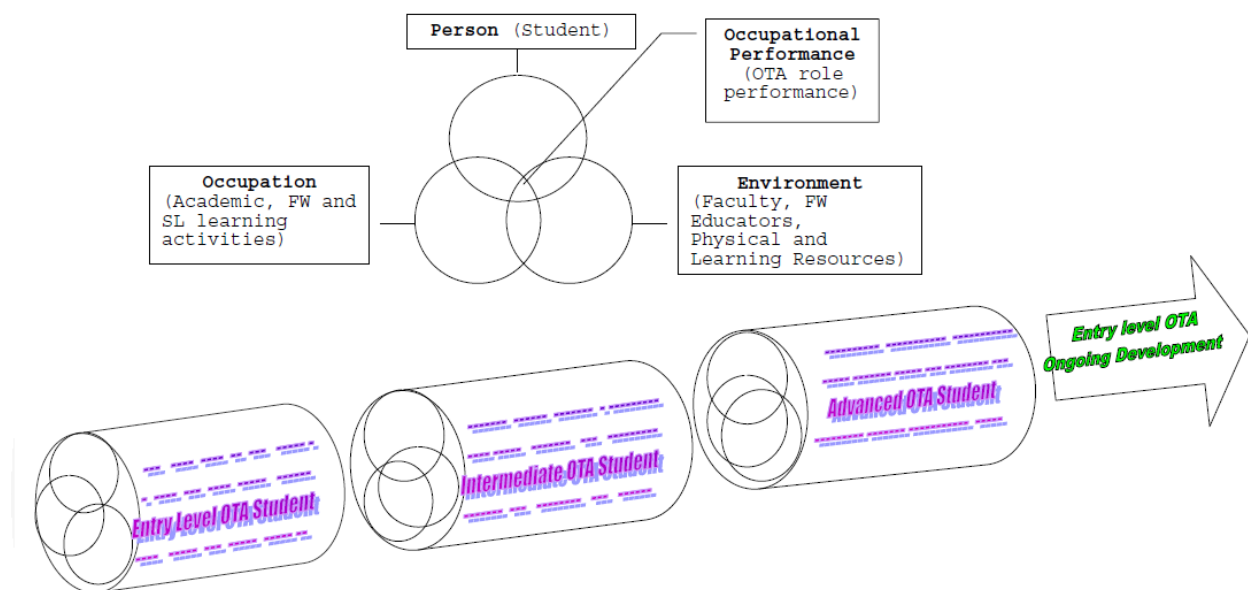
concrete knowledge		abstract knowledge	
factual	conceptual	procedural	metacognitive*
knowledge of terminology knowledge of specific details and elements	knowledge of classifications and categories knowledge of principles and generalizations knowledge of theories, models, and structures	knowledge of subject-specific skills and algorithms knowledge of subject-specific techniques and methods knowledge of criteria for determining when to use appropriate procedures	strategic knowledge knowledge about cognitive tasks, including appropriate contextual and conditional knowledge self-knowledge

(Table 1 adapted from Anderson and Krathwohl, 2001, p. 46.)

*Metacognitive knowledge is a special case. In this model, “metacognitive knowledge is knowledge of [one’s own] cognition and about oneself in relation to various subject matters . . .” (Anderson and Krathwohl, 2001, p. 44).

The curriculum design will support the PEO Model in two facets. The first facet of the curriculum centers The Model around the student recognizing that each student is the primary person within their PEO conceptual model (North Shore, 2012). The program then aims to support each student’s occupation with rich learning opportunities as they move through the OTA program. Occupations are defined as clusters of activities and tasks in which people engage while carrying out various roles in multiple environments (Strong et al, 1998). WSCC provides a supportive and professional environment to facilitate and promote student occupational performance, learning, and outcomes.

Maximizing student performance in OTA role tasks and activities is the student's occupational performance. To achieve this goal, the OTA Program promotes the student's sense of efficacy, confidence and self-esteem within the field by developing competency. Competency develops by enabling the student to engage in goal directed activities that are accomplished by that student, that produce a feeling of satisfaction, and that lead to the ability to control one's behavior to function both independently and interdependently. According to Bauchman, Crawford, Davis, and Mosebrook, experiential learning within occupational therapy programs results in increased confidence. Student confidence additionally improves with experiences aimed at creating a working definition of occupational practice that is congruent with the Occupational Therapy Practice Framework. The OTA curriculum, comprised of its academic and fieldwork components, is therefore experiential and competency-based. These competencies are inclusive of the cognitive domain of the Revised Bloom's Taxonomy. Achievement of these competencies throughout the curriculum culminates in the mastery and performance of skills and behaviors expected of the entry-level OTA practitioner. With this first view of the PEO Model, students transition from entry level OTA student to intermediate level OTA student to advance level OTA student and onto an entry level OTA (North Shore, 2012).



The second facet of the design uses the PEO Model and Occupational Performance as the supporting structures of course selection, organization, and design. Each semester building on concepts to ultimately integrate and synthesize occupational performance as it relates to the practice of occupational therapy.

Curricular threads that support student learning outcomes create overarching themes throughout the learning process. Each OTA course highlights how these themes shape the content and objectives and provides student learning goals directly associated with each thread. The curriculum as a whole facilitates the learning associated with each of the four curricular threads: Discovering Occupational Beings across the Lifespan, Promoting Occupational Performance, Facilitating Adaptation and Creativity, Developing the Professional.

Discovering occupational beings across the lifespan advances the education of occupational therapy, as one learns and understands human development across the lifespan. The curriculum lays a foundation of normal development in order for students to be able to compare and contrast how challenges to occupation look at all life stages. Thus the student learning goal is to recognize how an individual's occupation changes based on development, health, and environment.

Occupational performance is the dynamic nature between the person, their environment, and their occupation. This definition is the core of the PEO Model and the crux of the OTA curriculum. Thus promoting occupational performance is key in transitioning from an entry-level OTA student to an entry-level practitioner. The goal is that once students understand the intersecting components of occupational performance they can begin to learn and use therapeutic use of self, relevant occupation-based activities, and demonstrate skill based competencies.

An occupational therapist practitioner's ability to adapt and create is at the heart of the profession's interventions. The goal being that in recognizing an individual's physical abilities in conjunction with their culture, education, socioeconomic factors, and spiritual beliefs encourages students to learn how to adapt and create interventions and technology to work with a diverse population. Fostering and facilitating opportunities for adaptation and creativity supports a competence based learning model that increases student confidence in future patient interactions.

Critical thinking and clinical reasoning skills are professional development components expected of OTA students. Throughout the program, these components will be developed and refined. The program places high regard on the ethics, values, and core beliefs of the profession instilling them into the foundation of the curriculum. By the conclusion of the program, students will be confident in their role as an OTA and their ability to document and communicate professionally across multiple healthcare settings. The learning goal of developing the professional is that students learn to apply principles of management, collaboration, leadership, ethics, advocacy, accountability, and responsibility for their practice of occupational therapy.

The foundational coursework in the first semester of the curriculum takes the entry level OTA student and explores the work of occupational therapy. This semester aligns with the factual component within the Knowledge Dimension learning terminology and elements of occupational therapy. During this semester, students learn about the history, philosophy, and domains of occupational therapy. As students complete sequenced coursework guided by the PEO model and the Occupational Therapy Practice Framework (OTPF), they learn to define occupations and learn how occupational opportunity, in

the context of culture and environment, influence occupational performance. Students begin to articulate the purpose, techniques, and parameters of occupational therapy documentation. Students learn the history, foundational principles, and philosophies of the occupational therapy profession. Students learn about physical assessments used in occupational therapy and apply the anatomical knowledge learned during their pre-requisite Anatomy and Physiology courses. Also included in this semester is training in use of basic research techniques in order to access consumer and professional literature or online resources and to cite sources using the APA format. During their first Level I fieldwork experience students observe the practice of occupational therapy one full day per week over a period of weeks. This facilitates their ability to place and apply classroom learning in practice settings (Nashville State Community College [NSCC]). (Courses within this semester include Foundations of Occupational Therapy, Exploring Occupations, Human Movement for Occupation, and Documentation with Fieldwork A)

The second semester design asks, “What do occupational therapy practitioners look for?” Students build on the foundational skills and the concept of occupation from the first semester in order to explore mental and physical health challenges and how these challenges impact occupational participation and performance (NSCC). This semester’s content moves along the cognitive continuum to the conceptual dimension requiring students to learn principles and theories of occupational therapy as they develop clinical reasoning skills. The second and third semester couple together to form the intermediate OTA student. They begin to utilize clinical reasoning to gather data about and determine performance problems in the OTPF performance areas. Students look at specific conditions, state those problems in objective, client-centered terms, and research simple occupation based interventions and activities to minimize those problems. Students learn the importance of group processes and dynamics within the field of occupational therapy. Student-led presentations and teaching about conditions and interventions is a tool used in the teaching-learning process this semester. Additional components included within this semester are principles and techniques of body mechanics, ergonomics, transfers, adaptive technology, environmental adaptation, adaptive positioning, and functional mobility both with and without using adaptive equipment. During their second Level I experience, students spend three full days in a practice setting where they focus on the psychosocial needs of the clients, regardless of the nature of the setting (NSCC). (Courses within this semester include Physical Dysfunction Challenges, Psychosocial Challenges, Assistive Technologies and the Environments, Therapeutic Mediums, and Documentation with Fieldwork B)

The final didactic semester design explores how occupational therapy assistants promote occupation which aligns with the procedural Knowledge dimension. Students focus on utilizing all that has been learned during the first two semesters as they learn additional intervention techniques and apply them across the lifespan through client-centered, and occupation based treatment planning. Some of the specialized techniques and skills which are learned include interventions in mental health settings, splinting, sensory processing interventions, facilitation of eating/feeding, kinesiotaping, CIMT, and an introduction to PAMs. Student occupational performance is demonstrated and assessed as they research, plan, implement, demonstrate, and document preparatory and occupation based interventions for course specific conditions. The final Level I Fieldwork provides student with a full-time,

week long experience at a practice setting. This more intense fieldwork experience provides opportunities for the student to gain closely supervised practice of a variety of specific occupational therapy interventions prior to beginning the level II fieldwork experience (NSCC). (Courses within this semester include Practice Management, Pediatric Occupational Therapy, OT Intervention and Treatment: Adults, OT Intervention and Treatment: Mental Health, and Fieldwork C)

The OTA program concludes with students completing two level II fieldwork experiences each focused on a different type of practice setting under the supervision of a qualified OT and/or OTA FW educator. This semester crowns the student as an advanced OTA student preparing them for entry into the profession. In addition to any requirement of the FW educator, the student participates online with the academic fieldwork coordinator (AFWC) in a series of assignments and discussions designed to enhance the experience. Students also meet with the AFWC following completion of both of their Level II fieldwork experiences to review the process for the NBCOT exam, and licensure in the state of TN (NSCC). In this final semester, students will acquire the abstract and conceptual knowledge within the construct of occupational therapy to reach the metacognitive Knowledge Dimension. (Courses within this semester include Fieldwork Level II A and B)

Throughout the curriculum, students discuss and research how the person, the environment, and their occupation are impacted by physical, mental, and developmental challenges to occupational engagement and performance. The concept of occupational performance is applied with increasing complexity within each course as guided by the Revised Bloom's Taxonomy and Knowledge Dimension. Throughout the program, the student develops their knowledge and understanding of techniques to enhance participation in occupations to the metacognitive dimension. Students also are taught to recognize that, while there is a need for appropriate preparatory activities and these should not be ignored, evidence based, client-centered, and occupation based interventions and activities are the most effective and most reflective of occupational therapy practice (NSCC).

The curriculum is designed, so that a graduate will be mindful of the changing dynamics of the health care system. Graduates will be able to confidently collaborate with their clients and the Occupational Therapist in order to implement intervention plans designed to enhance occupational performance thus effectively meeting the program mission. Graduates will be able to effectively utilize the Occupational Therapy Practice Framework and the Person-Environment-Occupation theory to ensure that service delivery is aimed at improving occupational performance (NSCC).

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OTA CURRICULUM SCHEDULE (TWO YEAR)

See Appendix

OTA PROGRAM CURRICULUM

OTA Program Curricular Threads and Student Learning Outcomes

Discovering Occupational Beings across the Lifespan

In order for one to advance in their education of occupational therapy, human development across the lifespan must be understood. The curriculum lays a foundation of normal development in order for students to be able to compare and contrast how challenges to occupation look at all life stages. Thus students *learn to recognize how an individual's occupation changes based on development, health, and environment.*

Promoting Occupational Performance

Occupational performance is the dynamic nature between the person, their environment, and their occupation. This definition is the core of the PEO Model and the crux of the OTA curriculum. Once students understand the intersecting components of occupational performance they can begin to *learn and use therapeutic use of self, relevant occupation-based activities, and demonstrate skill based competencies.*

Facilitating Adaptation and Creativity

An occupational therapist practitioner's ability to adapt and create is at the heart of the profession's interventions. Recognizing an individual's physical abilities in conjunction with their culture, education, socioeconomic factors, and spiritual beliefs encourages students to *learn how to adapt and create interventions and technology to work with a diverse population.*

Developing the Professional

Critical thinking and clinical reasoning skills are professional development components expected of OTA students. Throughout the program, these components will be developed and refined. The program places high regard on the ethics, values, and core beliefs of the profession instilling them into the foundation of the curriculum. By the conclusion of the program, students will be confident in their role as an OTA and their ability to document and communicate professionally across multiple healthcare settings. Students *learn to apply principles of management, collaboration, leadership, ethics, advocacy, accountability, and responsibility for their practice of occupational therapy.*

Fieldwork

Fieldwork is the link between a concept and its application to practice. In order to reinforce the program's curriculum design concepts and learning approaches, students will engage in a variety of Level I and II Fieldwork experiences in current and emerging practice settings that will display individuals or groups in an optimum occupational performance as well as those whose occupational performance is challenged. The skills needed to be successful during level I and II fieldwork are interwoven throughout the

curriculum design. A basis for understanding the history and theory of the profession in conjunction with the Occupational Therapy Practice Framework and PEO framework is the foundation of the program. Each level I fieldwork component is tied to a theme rather than a specific course. By using this design, students hone skills that translate across the lifespan and across all settings.

Each student is assigned to a fieldwork site for each Level I and Level II experience by the Academic Fieldwork Coordinator keeping in mind the curriculum sequence and student learning needs. This planning process begins when the student is accepted into the OTA Program. Each student meets with the Academic Fieldwork Coordinator so that needs and learning styles can be considered in planning their Level I and Level II placements.

During this first semester, students will complete their fieldwork experience 1 day a week over the course of 7 weeks combined with lecture and documentation coursework. Fieldwork IA explores **professionalism** in both writing and presence as well as directed **client observation** and interactions. Pre-requisite courses for this fieldwork include Human Anatomy and Physiology I and II. Paired during this semester are co-requisites: Foundations of OT, Exploring Occupations, and Human Movement for Occupation, and Medical Terminology. The co-requisite of Human Movement for Occupation builds upon the foundation of Human Anatomy and Physiology I and II. The combination of these co-requisites coupled with this level IA fieldwork design develops understanding and application of the basic tenets of occupational therapy. The scope of the first semester highlights the occupation portion of the PEO curriculum design. Students will explore these tenets on site and discuss them during the lecture component of the fieldwork curriculum.

The curriculum builds upon the foundational first semester by teaching the challenges OTA's look for. These challenges highlight the person and environment aspects of the PEO curriculum design. Co-requisites of Fieldwork IB include Challenges to Physical Health, Challenges to Mental Health, AT and Environments, and Therapeutic Mediums Lab. This 3-day experience focuses on the **psychosocial** aspects of health and wellness. The fieldwork coordinator will emphasize placements within community and emerging practice settings during this fieldwork component. The curriculum likewise pairs fieldwork IB with documentation course work and psychosocial assignments throughout the semester. These assignments delve into psychosocial concepts across any setting. By placing a **holistic** focus on a person's health rather than on a mental health setting, students will grasp applying these concepts in all areas of practice.

The last level I experience provides the opportunity for students to apply their academic knowledge of OT to practice over the course of a full-time working week. The last semester answers the question how the OTA improves occupational performance with coursework focusing on **intervention and treatment**. The scope of this semester pulls together all aspects of the PEO framework. The coordinator will schedule this experience after the halfway point of the semester to allow sufficient progress through the co-requisite courses that include Practice Management, OT Intervention and Treatment: Mental Health, OT Intervention and Treatment: Adults, OT Intervention and Treatment: Geriatrics, and Pediatric Occupational Therapy.

During each building semester, the corresponding level 1 fieldwork experience will aid the student in furthering their understanding of being an OTA. This understanding will capitulate into full time job training during 16 weeks of level II fieldwork. Each student must demonstrate clinical competency during each semester's fieldwork experience in order to progress through the program.

Fieldwork Site Development

The process of securing fieldwork site placements is an ongoing process that consists of community outreach, site visits, and marketing strategies. The Fieldwork Coordinator professional development plan will reflect goals that continually broaden fieldwork opportunities in scope and number each semester. The 30 secured level I letters of intent plus the commitments and support of numerous community agencies demonstrates a broad scope of practice areas encompassing emerging settings, mental health, and physical and neurologic dysfunction across the lifespan to meet the needs of the first year's curriculum.

As community needs evolve, the OTA program will continually assess and reflect on the practice needs and employment opportunities of the region to ensure that graduates are ready to meet the demands of the field

SECTION III Admission Policies

PROGRAM ORGANIZATION

The OTA Program is incorporated within the Division of Health Programs at Walters State Community College. Academic courses and instruction are furnished by the college and clinical experience is provided by the Fieldwork affiliates.

The Occupational Therapy Assistant Program faculty members include:

- A. Director of the Educational Program (Program Director)
The program director shall be responsible for the organization, administration, periodic review and development, and general effectiveness of the educational program.
- B. Academic Fieldwork Coordinator (AFWC)
The AFWC shall be responsible for obtaining clinical sites, scheduling student fieldwork rotations, and maintain records for each student ensuring sufficient supervision and representation during the clinical experience. He/she is responsible for informing the clinical instructors of changes in curriculum and program procedures.
- C. Instructional Staff and guest lecturers
The academic faculty and guest lecturers shall be qualified through academic preparation or experience to teach the subjects assigned. Non-clinical instructors shall be proficient in their field as indicated by the faculty position or acceptance by the director of the program.
- D. Fieldwork Clinical Affiliates
Fieldwork affiliates are facilities such as hospitals, outpatient clinics, schools, rehabilitation centers, community centers, and home health agencies that have a contractual agreement with Walters State Community College to provide a supervised instructional environment for occupational therapy education. Each facility will have a Clinical Educator or instructors to supervise student practice.

OTA PROGRAM ADVISING

All currently enrolled OTA students will be assigned an OTA Program faculty advisor.

Students will have an individual advising session with their faculty advisor twice during each semester. The advising session in the first year will emphasize the student's strengths and growth areas in working with patients and professionals so that areas of growth can improve over the next two semesters. The advising session in the second year will emphasize strengths and growth areas of students completing the academic portion of the curriculum and preparing for Level II fieldwork and employment.

If you have any problems concerning school or personal life, which are affecting your school performance, it is important for you to schedule an appointment with your OTA faculty advisor. By midterm, your advisor will notify you if you are performing below expectations. The advisor will also recommend a course of action. It is important for the student to show responsibility by contacting instructors and advisors about problems and following through with suggestions for improvement.

Each student will be evaluated by his/her assigned faculty advisor using a Professional Behavior Competence Document included in this manual. The student must obtain a satisfactory performance in all behavior categories in order to be a candidate for assignments to Level I Fieldwork each semester and to Level II Fieldwork.

PROFESSIONAL BEHAVIOR COMPETENCE DOCUMENT See Appendix

MAINTENANCE OF STUDENT RECORDS

All current student files related to enrollment are maintained in a locked filing cabinet in the AFWC's office. Pertinent and current student files related to achievement are maintained in a locked filing cabinet in the Program Director's office. All current student files related to fieldwork are maintained in a locked filing cabinet in the AFWC's office. Advising records are maintained in a locked filing cabinet in the advising faculty's office. The registrar maintains the academic file and additional files are maintained in Financial aid and the business office. The registrar maintains all student (active and inactive) transcripts indefinitely.

OTA ADVISORY COMMITTEE

The OTA Program Advisory Committee is representative of the OT field in our service area. The purpose of the committee is to advise the program on matters related to:

- goals and objectives that impact the program's curriculum
- policies regarding classroom and fieldwork
- specific OTA skills required in the workforce
- current and future trends in the field of OT
- instructional supplies, equipment selection and acquisition
- the adequacy of existing facilities and equipment
- recruiting resource persons within the business/industry community who will provide external learning experiences and/or student employment
- professional development of the faculty
- program review and evaluation

In addition to representing the needs of special populations, the committee members serve a public relations function in promoting and publicizing the program to the community and to business and industry. The Advisory Committee meets 1x a semester or as needed.

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ADMISSION

An official acceptance letter from Walters State Community College will be sent to the accepted students that applied for the Occupational Therapy Assistant Program. Accepted students must confirm their acceptance by notifying the Executive Secretary to Health Programs- Patricia Ottinger at patricia.ottinger@ws.edu by the deadline instructed on your acceptance letter. Students must also attend the program's pre-semester orientation session as scheduled by the Program Director.

Once matriculated into the OTA Program, students must comply with the OTA Program policies. Failure to inadequately do so as determined by the Program Director may result in program probation and/or dismissal. Signed acknowledgement of these policies is maintained in the student's permanent file. Disciplinary action based upon a student's failure to comply with all program related college policies may result in any one of the following actions depending upon the severity of the related issue. (See appendix regarding written warning, probationary status, and program dismissal).

SECTION IV Student Policies

OTA PROGRAM CLASSROOM DRESS AND BEHAVIOR POLICY

The OTA Program at WSCC prepares students to enter the health care profession. Students are representing WSCC and the profession of Occupational Therapy on and off campus and are required to dress and behave in a professional manner. See the Fieldwork manual for fieldwork specific dress code.

PROFESSIONAL APPEARANCE

Students are expected to dress in a conservative and professional manner. Shirts/blouses with collars and dark or khaki pants are preferred in the clinical setting. Sandals, cloth tennis shoes, or T-shirts are NOT appropriate.

Proper personal hygiene is expected at all times:

- Nails should be short and well groomed. Acrylic nails are not permitted
- Students' hair should be arranged so it doesn't interfere with patient treatment or the safety of the student or the patient. Long hair should be kept pulled back neatly away from the face.
- Males must be clean shaven (beards or mustaches must be well groomed).
- No perfume or cologne is to be used. Clients/patients may have an allergic or other negative response to certain odors.
- Wedding rings and small earrings only are permitted. Multiple finger rings and large dangling earrings are inappropriate for the clinical setting for reasons related to safety and infection control. Other body jewelry is inappropriate for the clinical setting. Tattoos must not be visible while in the clinical setting.
- Remove hats (men and women)
- Clothes should be clean, neat, and unwrinkled
- Shoes should be conservative-no spikes, sandals or open toed shoes
- No exposed undergarments
- No jeans with holes
- No short shorts

PARTICIPATION IN CLASS

- Be prepared and read assignments prior to class; review important ideas in reading
- Participate in class discussion with pertinent information and in a professional and timely manner.
- No studying for other tests in class
- No working on projects or presentations on other courses in class
- No texting or cell phones in class unless arrangements have been with the instructor in advance.

ATTITUDE

Be professional, polite, show interest, and actively participate.

WSCC PROFESSIONAL BEHAVIOR AND CLASSROOM STANDARDS

WSCC has a zero tolerance policy for disruptive conduct in the classroom. Students are expected to conduct themselves as health care professionals in the classroom and laboratory or in off-campus assignments. All student conduct policies as outlined in the Walters State Community College Catalog and Student Handbook are rigidly adhered to and enforced by the OTA Program.

- Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as, but not limited to:
 - Offensive language
 - Harassment of students or professors
 - Repeated outbursts from a student which disrupts the flow of instruction or prevents concentration on the subject being taught.
 - Failure to cooperate in maintaining classroom etiquette
 - Text messaging
 - Continued use of any electronic or other noise or light emitting device which is disturbing to others.

Students who are removed from class for disruptive behavior will not be allowed to return until the issue at hand is resolved.

ACADEMIC STANDARDS

WSCC OTA program adheres to the policies of the college as outlined in the Walters State Community College Catalog and Student Handbook that can be located at catalog.ws.edu

- Academic honesty is central to the educational process. Acts of academic dishonesty with either on-ground or online course requirements are considered to be serious offenses at Walters State Community College. Suspension from the college can be the consequence for acts of academic dishonesty. Therefore, no student shall:
 - Claim or submit the academic work of another as one's own.
 - Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without authorization.
 - Complete or attempt to complete any assignment or examination for another individual without proper authorization.
 - Allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
 - Attempt to complete an examination with the aid of unauthorized materials, information or aids.
 - Alter, tamper with, misappropriate, destroy or otherwise interfere with the use of institutional property, including but not limited to classroom fixtures, laboratory and/or computer equipment and supplies, and instructional materials.
 - Fabricate or falsify data or results. A student commits plagiarism if he/she submits as his/her own work:
 - Part or all of an assignment copied or paraphrased from another person's manuscript, notes or talk (lecture)
 - Part or all of an assignment copied or paraphrased from anything published.

USE OF CELL PHONE IN THE CLASSROOM

Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

Students who are required to carry cell phones for employment and/or family responsibilities must inform the instructor at the beginning of the semester concerning the necessity for the phone. The instructor and student will discuss the need/s for the phone, and a decision will be made by the instructor concerning its use.

Students may not text during class.

In all cases relating the use of cell phones in the classroom is at the instructor's discretion and the instructor will determine if the use of a phone constitutes disruptive behavior.

OTA COURSE POLICIES

See Appendix

OTA PROGRAM RETENTION POLICY

Students must earn a grade of "C" or better in all General Education and OTA coursework to successfully complete the program.

The following grading system/scale is used throughout the OTA coursework unless otherwise specified.

93-100	A
85-92	B
75-84	C
68-74	D
Below 68	F

General Admission Requirements

Any student desiring to pursue an associate degree in Occupational Therapy Assistant Technology must:

1. Apply, meet admission requirements, and be accepted by Walters State Community College.
2. Indicate AS – Health Science Pre-OTA as the desired major on the WSCC application form.
3. Follow college policy for advising prior to registration.
4. Complete all required Learning Support courses.
5. Successfully complete BIOL 2010 and 2011 and BIOL 2020 and 2021 no later than the end of spring semester of the year the student elects to participate in the selection process for fall semester OTA class. A grade of “C” or better must be achieved in each required science course, with an overall GPA of at least 2.5. Biological science courses previously taken must have been completed within the last 10 years.
6. General education requirements are ENGL 1010, PSYC 2130, SPCH 1010, and HUMANITIES/FINE ARTS ELECTIVE. These courses may be taken after acceptance into the program. PSYC 2130 must be completed by the end of the first semester within the program. All other courses must be completed prior to the spring semester the student intends to graduate. However, it is **recommended** that all general education requirements be completed by the end of the spring semester of the year the student submits application to the OTA program.
7. Completion of a minimum of 30 hours observation in an occupational therapy practice divided between 2 or more settings. This observation must be under the supervision of an occupational therapist or occupational therapy assistant. Observation and Evaluation forms are located on the Occupational Therapy Assistant website. Observation hours must be completed during an eighteen-month period preceding the posted application deadline. Observation and Evaluation forms should arrive at Walters State by designated deadline.
8. Students may not audit any OTA courses without the approval of the department director and the dean of Health Programs

OTA Course Requirements

In order to progress through the program:

- OTAP 1210, 1320, 1220, and 1340 and a medical terminology course must be completed by the end of fall semester of year one.
- OTAP 1360, 1370, 1380, 1240, and 1120 must be completed by the end of spring semester of year one.
- OTAP 2110, 2220, 2310, 2340, 2330, 2350 courses must be completed by the end of fall semester of year two.

Students must pass each Level I and competency components each semester. If the student does not pass the Level I experience or fails a competency, he/she fails that class.

Level II Fieldwork

Students have a maximum of 12 months to complete the Fieldwork Level II portion of their OTA education. This begins at the point when a student is eligible to participate in Level II Fieldwork. Students are expected to begin their Fieldwork experience at the first month of eligibility. If a student desires to postpone their Fieldwork Level II experience, they must provide a document showing proof of hardship, physician statement, or other evidence deemed necessary. The OTA faculty must approve a plan outlining the student's schedule for completion.

PROGRAM RETENTION POLICY: TWO YEAR PLAN

In an effort to ensure student success, the WSCC OTA Program has developed a policy that outlines reasonable timeframes to complete the Program. Exceptions to the outlined plan of study will be considered for students that require accommodation due to disability, accident, injury or medical/family emergencies. All exceptions will be considered on a case by case basis and may require additional documentation.

Students have a maximum of three years to complete the didactic portion of their OTA education. Three-year period begins when the student initiates his/her first OTA class.

Students must earn a grade of "C" or better in all General Education and OTA coursework to successfully complete the program.

OTA Course Requirements

OTAP 1210, 1320, 1220, and 1340 and a medical terminology course must be completed by the end of fall semester of year one.

OTAP 1360, 1370, 1380, 1240, and 1120 must be completed by the end of spring semester of year one.

OTAP 2110, 2220, 2310, 2340, 2330, 2350 courses must be completed by the end of fall semester of year two.

Note: Students must pass each Level I and competency components each semester. If a student does not pass the Level I experience or fails a competency, he/she fails that class. Course Failure policy applies.

General Education Course Requirements

- BIOL 2010/2011 Anatomy and Physiology I and BIOL 2020/2021 Anatomy and Physiology II must be completed before beginning the OTA Program.
- PSYC 1030 must be completed no later than the first FALL semester in the OTA Program.
- Speech, English Composition I and the Humanities Elective must be completed no later than the last FALL semester in the OTA Program

Level II Fieldwork Students have a maximum of 12 months to complete the Fieldwork Level II (internship) portion of their OTA education. The 12-month period begins at the point when a student is eligible to participate in Level II fieldwork. Students are expected to begin their fieldwork at the first month of eligibility. Students desiring to postpone their Level II experiences must provide proof of hardship, physician statement and/or other evidence deemed necessary. Faculty must approve a plan outlining student schedule for completion

COURSE FAILURE POLICY

OTA Didactic Course Failure policy

If a student earns a grade of a “D” or “F” in an OTA didactic course, they are allowed one opportunity to successfully complete the course with the next OTA cohort. If a student fails the second attempt, they are removed from the program.

Students are allowed to retake a maximum of one didactic course. If a student fails (grade of “D” or “F”) a second course, they will not be allowed to retake the course and will be dismissed from the program.

Examples:

- Student fails **OTAP 1210**, retakes and passes OTAP 1210. If student passes all other coursework, the student is allowed to proceed to Level II Fieldwork
- Student fails **OTAP 1320** in the Fall semester, retakes and passes OTA 1320 the next fall and passes the course. Student then fails OTAP 2220 in the spring semester. Student would not be allowed to retake OTA 2220 and would be dismissed from the program.

Note: Students must pass each Level I and competency components each semester. If a student does not pass the Level I experience or fails a competency, he/she fails that class. Didactic Course Failure policy applies.

Students must successfully complete all OTA and all General Education courses before they will be allowed to participate in the Level II experiences. Students must complete all OTA and all General Education courses within the timeline outlined in the student manual, and follow guidelines according to the RETENTION POLICY. If a student is unable to complete all OTA and General Education coursework within the prescribed timeline (barring special circumstances as outlined in the RETENTION POLICY), he/she will be dismissed from the program.

OTA Level II Fieldwork Failure policy

Students must successfully complete two, eight-week Level II Fieldwork experiences to graduate from the WSCC OTA Program. Successful completion is defined as the student receiving a passing score on the AOTA Fieldwork Evaluation of the OTA Student.

If a student fails one Level II Fieldwork experience, the student will review performance with the Level II Fieldwork Coordinator. Each student must develop a plan for remediation that is accepted by the OTA Faculty. This plan must be deemed appropriate and all steps of plan must be completed prior to initiation of a placement search for another affiliation.

If a student fails two fieldwork experiences, they fail the program and are not granted a degree. Refer to your WSCC Student Manual for specifics on the appeal process.

OTA PROGRAM PROBATION

Probation is a warning that academic and/or clinical performance is not adequate and remediation measures are expected. A student can be placed on program probation at any time during the Occupational Therapy Assistant Program. Students will be given written notification of probation and the reason for the status.

Probation will be imposed as disciplinary action for instances such as excessive absenteeism or inappropriate attitude and conduct in the classroom, laboratory, or clinical areas. Consultation sessions will occur between the student and the instructor as needed due to academic or clinical deficiencies.

Written warnings or reprimands will be issued prior to the probation notice. However, if the offense is of significant nature a probationary status can be the initial notification.

Additional Recommendations

OTA Faculty cannot require students to seek additional supports, however supports such as mental health counseling or testing for learning disabilities may be recommended. Student actions toward recommendations will be reviewed and may impact faculty decisions regarding probation completion.

GRIEVANCE/STUDENT COMPLAINT

The OTA program follows the Student Complaints Policy as published in the college Policy and Procedure Manual.

APPEAL PROCEDURE

Students may appeal a grade that they believe is based on prejudice, discrimination, arbitrary and capricious action, or other such reasons. Students may not appeal a grade that is based upon academic performance. The procedures for the due process related to grade appeal are outlined in the Walters State Community College Catalog and Student Handbook. Students must address the issue of a grade appeal in a very timely manner due to the nature of the program's sequential curriculum.

Clinical Grade Appeal Policy and Procedure: This policy is designed to provide the student with an avenue for appealing a clinical failure and/or dismissal that the student believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to actual student performance. In all cases, the burden of proof rests with the complaining student with regard to the allegations. The procedure is terminated if the student and the faculty agree on the grade or if the student fails to appeal a decision within the appropriate time limit. Every effort will be made to expedite the review of appeals.

Appeal Process: If the student's performance warrants a clinical failure and /or dismissal from the program, the program director will notify the student of the grade and dismissal and the right to appeal these decisions with two working days of a determination being made. Students who wish to appeal the failure/dismissal should comply with the following steps:

1. Submission of a written appeal to the program director within two working days of the receipt of notification of dismissal. Upon receipt of the appeal, the program director will immediately present the student's written appeal to the course/clinical faculty for review and notify the Dean of Health Programs and the Vice President of Academic Affairs. The course/clinical faculty must reach a decision on the appeal within three working days of receipt. The decision of the course/clinical faculty will be communicated to the student in writing within two working days of the final group decision. If these time limits are not observed, the student may go to the next level of the appeal process.
2. If the complaint is not satisfactorily resolved, the student may request to appeal to the Division of Health Programs. A written request must be submitted to the Dean of Health Programs within two working days of notification of the decision by the course/clinical faculty. The Dean of Health Programs and/or an appeal committee will review the student's written appeal and examine evidence to reach a fair and impartial decision. Copies of the decision will be forwarded to all concerned parties.

TRANSFERRING INTO THE WSCC OTA PROGRAM FROM ANOTHER ACOTE ACCREDITED OTA PROGRAM

WSCC accepts a maximum of 12 persons into the OTA Program per year. Selecting students from a list of applicants who have completed all requirements for WSCC and OTA Program admission and selected through an interview process.

OTA transfer students will:

1. Be eligible for enrollment in Walters State Community College.
2. Have a current cumulative GPA of 2.5 (minimum).
3. Provide copies of transcripts from all colleges attended.
4. Provide course descriptions and student assignments for all General Education and OTA coursework and OTA student assignments intended for transfer.
5. Have completed an eight credit hours of Anatomy and Physiology I and II with a grade of "C" or better, prior to transfer.
6. If transferring after the first fall semester of the Program sequence, have completed Lifespan Psychology with a grade of "C" or better.
7. Be able to complete remaining, outstanding, General Education course requirements prior to beginning Level II fieldwork experiences.
8. Have completed greater than nine credit hours of OTA course work at transferring institution.
9. Provide a supportive letter of recommendation from Director of OTA Program at transfer institution.
10. Complete an interview with OTA faculty.

In addition:

1. Transferring OTA coursework must have been completed within six months prior to transfer.
2. All transferring OTA coursework must have an earned grade of "C" or better.
3. A minimum of 15 credit hours must be taken through WSCC to be eligible for graduation.
4. Students who have completed all didactic coursework with only Level II fieldwork remaining are not eligible for transfer.
5. Work experience is not acceptable.

Students wishing to transfer from OTA Programs that are not currently accredited through ACOTE will not be considered for transfer. Students wishing to transfer from OTA programs that have developing status through ACOTE, or programs that are on probationary status through ACOTE will be considered.

PRIOR WORK EXPERIENCE

Prior work or volunteer experience may not be substituted for any WSCC OTA Program coursework.

WITHDRAWAL FROM THE OTA PROGRAM

Withdrawal from the OTA Program at WSCC is highly discouraged. Students who voluntarily withdraw from the program with documented “good standing” status (as determined by the OTA Program Director) may request readmission per the Readmission guidelines.

If a student finds it necessary to withdraw from the Program, they should provide the Program Director with documentation of reasons for withdrawing (such as a letter from a physician) as well as a proposal for re-admittance if feasible.

If a student verbally informs instructors that he/she is withdrawing from the Program, and does not register for the next semester courses, the student is considered withdrawn. If a student desires to return to the Program, he/she must reapply according to published procedures.

If a student finds it necessary to withdraw from the Program, he/she should follow the proper procedures for withdrawing as outlined in the WSCC Catalog.

OTA PROGRAM READMISSION POLICY

Students who withdraw or who are academically dismissed from the program may request readmission to the program per the following criteria.

- Students who are dismissed from the OTA Program due to failing grades may reapply to the OTA Program one time. If the student is readmitted to the Program, he/she must retake all coursework, including any OTA coursework that was successfully completed.
- If a student reapplies for the OTA Program and is not accepted, he/she may not reapply.
- If a student reapplies to the OTA Program, is accepted, and is dismissed for failing two or more courses, and/or is removed for poor professional behaviors, he/she may not reapply.
- Students dismissed for poor professional behaviors may not reapply.

The OTA Program Director will review all requests for readmission and determine the appropriateness of the student's readmission on a case by case basis considering the program's space availability and the student's potential for success as evidence by the submitted plan of action. Readmission, if determined, will occur the following year in line with the curriculum sequence.

- Students must submit a formal letter to the program director requesting readmission consideration.
- Students must address the criteria/issues noted in the dismissal documentation through a written Plan of Action that should be submitted along with the letter requesting readmission.

ATTENDANCE

Classroom attendance

Students are expected to attend and be on time for all classes, labs and Fieldwork experiences. The Instructors have observed that student's ability to follow attendance policies often predicts academic and Fieldwork performance.

In order to facilitate the best performance from each student, Instructors will

- Require that all students communicate via text/voicemail/email/another student with the instructor if running late. This will count as a tardy.
- Mark the student as absent if he/she is running late and does not call and leave a message (this includes test dates)
- Lock doors at 5 minutes after scheduled start of class
- Allow late students to enter the class only at the break time Tardy/Absence Calculation
- Two (2) tardies = 1 absence
- Three (3) Unexcused absences or a combination of tardies and absences that equal a total of three (3) unexcused absences = Instructor Option to Lower final grade or Dismiss student from class with a grade of "F"
- A total of 5 absences (excused, unexcused or combination) for all OTA class = student must meet with OTA Advisor and Program Director to discuss strategies for Program completion.

Excused Absence

- Student sick: Doctors note required
- Students child is sick: Doctors note required
- Immediate family member is sick or requires immediate medical attention: note from hospital staff person required
- Death in immediate and/or extended family: Note from funeral home required

Unexcused Absence

- Anything not listed under excused absence

Presentations

Presentations are an integral part of the teaching/learning process. Students who do not present on the day they are assigned disrupt the teaching/learning process and affect classroom continuity and learning. Most courses require students to participate in both individual and group presentations. The following applies:

Individual and Group Presentations/Assignments

- If a student is unable, for any reason, to present their assignment as scheduled, they must contact the Instructor as soon as possible, BEFORE class is scheduled to begin
- This is important for all assignments, but especially individual presentations. For individual presentations, the Instructor must be able to have adequate time to prepare material to cover your presentation.
- In cases of emergency, instructor discretion applies.
- If a student is absent on their scheduled presentation day (individual or group), student must provide a medical excuse signed by a physician
- If the student does not contact the Instructor in a timely manner (BEFORE class is scheduled to begin, allowing for adequate instructor preparation time), he/she will receive a grade of "0" for that assignment.

Group Presentations

- All presentations will begin at their scheduled time
- If a group member is tardy/absent, the group will still present at their scheduled date/time. Group members are expected to be familiar with the entire presentation and be able to share the information as scheduled
- If a group member is tardy/absent and the group is unable to share all information per assignment guidelines, the group grade will be affected.

Competencies

Performance competencies are an integral part of the OTA curriculum. Students must be able to demonstrate the ability to perform a specific skill, and demonstrate effective clinical reasoning to apply that skill in the appropriate manner given a clinical scenario. Students must earn a grade of "75" or above on each competency to pass the course. Students enrolled in semesters 1 and 2) have two opportunities to successfully complete each Competency. If a student fails to complete a Competency with a grade of 75 or better on their first attempt, they are provided a second attempt. If a student is successful on their second attempt their grade

from the second attempt will be recorded as the comp. grade, max grade of 92. Students must earn a grade of “75” or better on the second attempt to pass the competency and the course. NOTE: If a student has a passing grade in the course, but fails a competency on the second attempt, they fail the course.

Students enrolled in semester 3 follow the same policy as above with one exception. In this final semester if a student fails a Competency twice, they have one opportunity to repeat a Competency a third and final time. This chance is awarded for one Competency in one course only. Should a student fail two attempts at another competency, in any course, no additional opportunities for retake will be allowed. Status in the program is again dependent upon prior course pass/fail history. Competency testing occurs at pre-scheduled times during the semester. Students must complete their competency at the scheduled time.

Excused absences for competencies:

- Student sick: Doctors note required
- Students child is sick: Doctors note required
- Immediate family member is sick or requires immediate medical attention: note from hospital staff person required
- Death in immediate and/or extended family: Note from funeral home required
- Pre-arranged schedule conflict (such as a legal appointment): proof of appointment required, must notify instructor at least two days before competency. NOTE: Regular doctor’s appointments do not apply in this situation.

Schedule conflict approval is at the discretion of the instructor. If a student misses a scheduled competency (first or second attempt), and has an unexcused absence, s/he will earn a grade of “0”. An unexcused absence for the second attempt will result in course failure. Students are responsible for contacting the instructor within one week for rescheduling a missed competency. If the student does not contact the instructor within the one-week timeframe, the student will earn a grade of “0”.

CLINICAL EDUCATION ATTENDANCE AND PUNCTUALITY

Attendance at all fieldwork education sessions is mandatory. Each student is expected to arrive on time and remain for the entire day at fieldwork. The same criteria for authorized or unauthorized absences in the classroom apply to the clinical education experience. Authorized absences for reasons other than illness will be considered on an individual basis. Permission must be granted by the Fieldwork site in conjunction with the clinical instructor for the absence to be authorized. If the clinical instructor doesn't receive notification, the absence will be unauthorized.

Notification of absence-The student must notify the clinical instructor at the earliest time possible prior to the beginning of the facility's work day. The Academic Fieldwork Coordinator should be notified as well of the day missed and the scheduled makeup day. If the student fails to notify the clinical instructor or the Academic Fieldwork Coordinator during the missed day, the absence will be unauthorized.

CONSEQUENCES

Criteria for hours/days to be made up will be addressed with each clinical course.

- An unexcused or unauthorized absence requires the completion of a written warning by the clinical instructor.
- **Three (3)** unauthorized absences will be considered as a valid reason for program dismissal.

LAB TESTING AND ASSESSMENT

The purpose of skill checks and lab practical's is to establish the mastery of specific skills learned or acquired in the OTA Program. Each skill, procedure, exercise, and technique is a component of successful integrated behavior on the clinical level. It is anticipated that success in individual checks will lead to successful fieldwork experiences.

- Competency: A skill checklist and/or rubric will be distributed to each student prior to the check off date. The skill checklist identifies specific behaviors and actions appropriate for that course will be evaluated during the check off. The student is expected to perform each component on the skills checklist independently, without verbal or manual cues.
- Lab practical: All lab application practical's must be successfully demonstrated prior to progression to fieldwork placements.

Body Mechanics

The use of proper body mechanics helps ensure the safety of the student and the client. Students are instructed on proper body mechanics which are reinforced throughout the curriculum. Each student is given specific feedback about his or her application of proper body mechanics in the clinical situation.

LABORATORY USAGE POLICY

The on-campus laboratory experience is considered to be a critical element of the student's learning experience. Student safety is addressed through the following measures. Both supervised and unsupervised laboratory experiences occur.

Unsupervised periods or "open lab" are define below.

- Open lab is defined as the time in which the lab is unlocked and students are allowed to practice skills previously learned and discussed in lecture and scheduled lab. This time is only appropriate when a member of the OTA Program faculty is on campus. Open Lab is encouraged and proper documentation applies (sign in/out).
- During unsupervised laboratory experiences students may only utilize laboratory equipment that has been previously discussed in lecture and lab content.
- During unsupervised laboratory experiences students are required to sign in and out on a specific lab sign-in document posted within the laboratory entrance. On this document students must also specify the activity in which they have participated.
- During supervised and unsupervised laboratory experiences students will practice specified activities only on other currently enrolled program students.
- Proper attire is required at all times in the laboratory, whether it is for supervised lab time or open lab. Proper attire includes shorts, t-shirts, and athletic shoes when necessary. This is also required for off campus lab assignments.
- Any failure to abide by the above laboratory usage policies will result in student probationary status within the program.

Infection Control

Infection control is of critical importance. The Fieldwork Educator should review the site's policies on infection control including standard precautions with students. Students are educated on standard precautions during their first academic semester which are reinforced throughout the curriculum. These precautions must be adhered to at all times. Students are taught the importance of hand washing and the necessity of this process at the beginning and end of work day, before and after interacting with clients, and upon completion of personal grooming and toileting.

SAFETY AND EMERGENCY PREPAREDNESS POLICY

The WSCC emergency preparedness policy and evacuation routes are available to students in the OTA Laboratory and classroom. All program students are required to review this policy. Campus security is available 24 hours a day. Other safety policies can be found in the Walters State Community College Catalog and Student Handbook. A first aid kit is available in the OTA Laboratory. Students are required to inform an OTA Program faculty member of any incidents occurring in the lab requiring medical attention.

SAFETY POLICIES AND PROCEDURES

As required by the Accreditation Council for Occupational Therapy Education (ACOTE), Standard A.4.11 policies and procedures regarding appropriate use of equipment and supplies that have implications for the health and safety of clients, students and faculty are provided below.

Proper Attire: Lab attire will be determined by instructor per lab course. Different courses require different types of lab attire; otherwise normal class attire is acceptable.

Safety Rules:

General: Avoid danger by using common sense. Some people accept a greater risk of danger in order to work faster, more conveniently, etc. Do not hurry and cut corners on safety. The most obvious safety rule is to be careful. Pay attention to what you are doing and do not rush. Repetitious jobs are more likely to cause inattention.

Do not operate a piece of equipment until the instructor has demonstrated how it is to be used.

Housekeeping:

- Clean up your work area at the end of each lab.
- Do not leave tools and supplies out unnecessarily.
- Do not let your work area become too cluttered; this can lead to trip hazards.
- Do not block fire extinguishers or doors.
- Keep pathways to fire exits and for crossing the lab clear.

Handling, Lifting and Carrying Heavy Objects:

- Lift correctly: bend your knees and lift with your legs
- Look where you are going, especially through doorways and around corners.
- Use good body mechanics in all you do.

- **If you are carrying a tall object, lift with one hand high and one hand low. This allows one hand to carry the weight while the other hand helps balance the object.**

Physical Agent Modalities Equipment

- **All PAMs user manuals are maintained in the Program Director's office.**
- **Students are not to practice or use equipment until coursework has been completed on PAMs use and safety guidelines.**
- **Second year students will be responsible for maintaining weekly temperature logs of the hydrocollator, freezer, and paraffin bath.**
- **A biomedical service will provide annual check and calibration of equipment for safe continued use.**

Student Support Services

A comprehensive list of student services can be located on the Walters State Community College website at:

<http://ws.edu/student-services/>

Available resources include:

Retention Services: Retention Services assists students who need one-on-one attention while enrolled at the college and those struggling with issues that could interfere with their attendance and or progress at Walters State. This office provides student support services focused on student retention and serves as a liaison between students and faculty/staff members on campus. Students who are experiencing academic, personal or financial difficulties and those considering dropping out of college are encouraged to visit.

Counseling and Testing Center: Walters State's Counseling and Testing Center is a place where students can find encouragement and support. The center is staffed by professionally trained counselors who provide services for a wide range of educational, vocational and personal issues. Services available include career counseling, services for adult students, personal and academic counseling. Testing services include ACT testing, COMPASS testing, College Level Examination (CLEP), and other testing services.

Tutoring: The office of Student Tutoring provides tutorial assistance to all students who have an academic need and request the service. Tutoring services are free. The office makes every possible effort to assist students in overcoming academic, social, and cultural barriers so they can succeed in academic areas. The office of Student Tutoring is here to help the student improve their grades, prepare for quizzes and class exams, and learn good study habits. Services include, but are not limited to: one-on-one tutoring, test proctoring, and exam preparation. The office maintains contact with faculty and keeps records of students receiving tutoring. The office tries to effectively relate to traditional, non-traditional and students with disabilities in spite of obstacles that often serve to discourage students.

Student Success Center: The Student Success Center supports students in the development of meaningful educational plans that are supportive and compatible with educational and life goals. The center promotes and facilitates individual advisement and career exploration that aims to meet the unique goals of each student. The Student Success Center educates and empowers students to take responsibility in making informed decisions that help clarify career and personal goals. The Student Success Center assists students in planning course schedules and ensuring that general education and major course requirements are met. To this end, students will be assessed for individual student goals as they relate to the college curriculum in order to give reliable information concerning the courses and degree programs available.

Disability Services: The department of Services for Individuals with Disabilities is a support service that includes advisement, counseling and special assistance in all school related matters. The department offers a wide variety of services. The office utilizes resources of both campus and community agencies to meet the needs of disabled students and support them in meeting their educational goals.

Counseling Services focuses mainly on disability-related issues, but career and school related counseling is also available. Assistance with class scheduling is provided.

The department provides academic and auxiliary support. Academic aids include readers, note takers, tutors and interpreter assistance. Auxiliary aids include tape recorders, textbooks, computers, and contacts with Recording for the Blind for taped books. Parking spaces for disabled students are available throughout the campus. All students who intend to park a motor vehicle in an area designated for individuals with disabilities must have a valid state disability parking permit (i.e., plates, hang tags and placards). All vehicles parked in areas designated for individuals with disabilities must be registered with Campus Police. With proper documentation, temporary parking permits are available in SSB U130.

Diversity Services: The office of Diversity Services and Programs at Walters State Community College continues to create an environment that is dedicated to allowing all students to reach their full potential and development. The Diversity Services and Programs office is committed to recruiting, improving the rate retention and increasing the graduation rate of students of diverse backgrounds and environments. The office conducts high school visits, participates in college and career fairs, and works with early outreach programs. The Office of Diversity Services and Programs takes part in various community and cultural programs, and diversity events. Services provided by the office include assisting with academic advising, counseling, financial aid information and tracking academic progress.

Veteran's Affairs: Walters State Community College is committed to assisting Veterans, their dependents, service members and reservists in obtaining their educational and career goals. Walters State offers over 140 degree and certificate programs that are approved for veteran benefits. Our School Certifying Official can assist you with general program and eligibility information, make referrals to various agencies, and certify eligible student to receive veteran educational benefits.

STUDENT DISABILITY SERVICES

At Walters State Community College, we want students with disabling conditions to have every opportunity to succeed. We strive to provide reasonable accommodations so that no student, solely because of their disability, will be excluded from any college activity or function.

We want college to be a positive and rewarding experience for you, so we are here to help you reach your goals!

The Disability Resource Center staff serves as liaisons between people with disabilities and Walters State Community College faculty, staff and students. We work with you to:

- Coordinate and provide support services
- Advise faculty and staff on appropriate accommodations for you
- Assist in ensuring we have accessible campus facilities
- Make referrals

For students coming to Walters State after having received services in high school, please be aware that the law governing services is much different. However, we will do everything we can to ensure your access to a WSCC education.

Student Responsibilities

All Walters State students are responsible for obtaining a Walters State Catalog and Student Handbook and are held accountable for being familiar with its contents including all dates, policies, processes, and guidelines. Students are responsible and held accountable for knowing and complying with the dates and policies regarding (but not limited to):

- Providing appropriate test scores and transcripts for admission to the college in a timely manner
- Financial Aid status.
- Registration.
- Fee payment deadlines.
- Registration Confirmation - The student also is responsible for confirming his/her intent to attend the classes for which they have registered by paying fees or authorizing the application of financial aid or third-party resources toward payment of fees on or before the term's last day to pay, as published in the catalog, semester class schedule and on the website.
- Last day to add a course each term.
- Last day to drop a course each term.
- Last day to withdraw from classes each term.
- Parking and ticketing policy.

- Obtaining a student I.D. card, carrying it at all times and validating it each semester.
- Appeals process (Financial Aid Suspension, Academic Suspension, Grade Appeal, Parking Tickets, Refunds, Late Withdrawals, etc.)
- Submitting graduation proposals.
- Supplying current address and phone numbers to the Records Office or submitting them online.
- Using their WSCC e-mail account to receive important communication from the college and are responsible for communicating with instructors regarding progress and attendance.
- Using their WSCC student account to view grades, unofficial transcripts, payment history, etc.
- Making and keeping appointments with their assigned faculty advisors.
- Knowing program application deadlines and requirements (Health Programs)
- Knowing all the graduation requirements for their major.
 - If a student is planning to transfer to another college or university, he/she needs to know the requirements for graduation at that school and select courses at Walters State accordingly.
 - Students are responsible for their own learning and success.

There are many support resources available to Walters State students and students are responsible for making use of these. All above referenced dates, policies and processes are available in the current college catalog and student handbook. The catalog can be found online at www.ws.edu.

AMERICANS WITH DISABILITY ACT

The policy on non-discrimination on the basis of disability in the admission and access to academic programs, procedures and activities should be noted in the [Walters State Community College Catalog and Student Handbook; Americans with Disabilities Act Policy and Grievance Procedure](#).

- It is the student's responsibility to notify the program director and/or instructor in writing if he/she has a documented disability for which reasonable accommodations are required as soon as possible.
- It is preferred that the student's written notification of a documented disability and request accommodation be made upon the student's acceptance to the program in order to allow for accommodations to be in place by the beginning of the program curriculum.

NOTICE OF NON-DISCRIMINATION

The OTA Program follows the institution's policy of non-discrimination on the basis of race, color, national origin, sex, disability, or age in its regard to recruitment, admission and retention of students.

PROGRAM FEES AND DUES POLICY

Students are required to complete various items that require a fee prior to entering the OTA Program such as background checks, drug screens, purchase professional liability insurance, etc. Students may also be required to purchase additional supplies and materials such as: a student hip kit, adaptive switch, splinting materials, shirts/uniforms, SOTA organization, CPR certification, immunizations, AOTA and TOTA student memberships, etc.

All fees required for program participation are non-refundable and subject to change.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

Students are required to submit to the program specified criminal background check prior to participation in the clinical experience. Most Clinical Fieldwork sites require a background check and drug screen on students before they are allowed to participate in the fieldwork experience. A positive report will most likely delay fieldwork placement. These screens are at the student's expense.

HEALTH REQUIREMENTS

Copies of the health requirements of the program will be provided to the assigned fieldwork site. The following are required of each student before beginning fieldwork experiences:

- Either a negative TB skin test within the past year or a chest x-ray, if there is a history of a positive TB skin test.
- If born after January 1, 1957, two live measles (rubeola) vaccines given no less than one month apart; or written documentation of a MMR vaccine since 1989, or written documentation of physician diagnosed rubella infection.
- Rubella titer drawn from a reputable laboratory within the last five years. This titer is not necessary if MMR or Rubella vaccine was given since 1989.
- Varicella (chicken pox) titer drawn from a reputable laboratory
- Completed series of three hepatitis B vaccine.
- Tetanus/diphtheria booster if ten years have elapsed since last booster.
- Current certification of AHA CPR.
- Current Flu vaccination

FINANCIAL AID

Any student needing financial aid may contact the Financial Aid Office at WSCC. Several State and national grants, loans, and scholarships are available to those who apply and are qualified. Also, the program director may be aware of some corporate scholarships and/or tuition assistance plans which are available to students.

TEXTBOOKS AND EQUIPMENT

Students are informed of the required textbooks at the beginning of each semester. These are available in the college's bookstore. Students may also be required to purchase a lab kit. Students will be notified by the instructor of any other equipment needed for a given course. The instructor should be made aware of any equipment malfunctions or breakage noted by students. Equipment is for demonstration and use by students in the classroom/laboratory and is not to be removed from these areas for any reason without the written permission of the instructor.

HEALTH AND LIABILITY INSURANCE POLICY

A health examination must be completed prior to beginning the OTA Program. Students are responsible for their own medical insurance.

Students are required to have professional liability insurance prior to the first clinical education course. This must be purchased during orientation, and before the beginning of each academic year enrolled in the program.

Proof of both health insurance and professional liability insurance is required for both Level I and Level II Fieldwork. It is the student's responsibility to inform the program of any changes to their insurance policies, and to provide copies of cards as information changes.

If a student fails to obtain/or maintain health and liability insurance, they will not be allowed to participate in Level I and/or Level II placements until appropriate documentation of insurance is provided. If proof of insurance is not provided prior to Fieldwork Level I A, the student may be assigned a grade of "F" for the course. See course failure policy for additional details.

PREPARING FOR GRADUATION

Students must complete all requirements for the degree sought and file a graduation proposal in the Admissions and Records Office.

All Students are required to take the General Education Exit Exam prior to graduation. This exam is designed to measure achievement in general education and if applicable, in the major for the purpose of evaluating the effectiveness of the institution or the program as required by public policy. In order to comply fully with this provision, students must authorize the release of their scores to the institution. Individual scores will be treated as confidential.

Graduation Instructions:

- Complete graduation proposal form
- Degree requirement sheet for your program of study
- Schedule the exit exam
- Submit the cap and gown order form to the Counseling and Career Services Office.
- All graduation proposals must be completed and submitted to the Admissions and Records Office. Deadlines for submission of graduate proposals will be posted on the WSCC homepage.

Please refer to the Academic Calendar regarding graduation date.

CERTIFICATE PREPARATION AND EXAMINATION

The occupational therapy assistant program has applied for accreditation and has been granted Candidacy Program Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. www.acoteonline.org Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

The latest information associated with the NBCOT examination, such as cost, schedule on demand, and location of examination administration can be obtained at: www.nbcot.org

Individuals who have been convicted of crimes other than minor traffic violations could be ineligible for occupational therapy assistant licensure in the State of Tennessee, even though they have successfully completed the Occupational Therapy Assistant Program.

STATE LICENSURE

Requirements for licensure vary with each state. You will need to contact the State Board to determine the procedure for licensure in the state where you want to practice. In Tennessee, the Program Director submits a list of those individuals who are eligible for graduation to the licensure board.

BOARD OF OCCUPATIONAL THERAPY EXAMINERS

Tennessee Board of OT
227 French Landing
Suite 300
Nashville, TN 37243
615-532-5096
<http://health.state.tn.us/Boards/OT>

WSCC LIBRARY

The WSCC Library is an important resource for OTA students through their learning experience. It provides books, periodicals and other supporting materials in Occupational Therapy and related subjects.

The inter-library loan provides access to materials that are not available in the WSCC Library

PROGRAM EVALUATION

The OTA Program has a system for ongoing program evaluation. Following graduation, most graduates will be fieldwork supervisors, class lecturers, and members of the Advisory Board Committee which will contribute to the program evaluation surveys. Information from graduates and other resources will assist in the collection and analyzing process in reference to the Program's theoretical framework and standards providing both process and outcome information.

Program outcomes will be assessed on a regular basis to determine the effectiveness of the OTA program and that the goals of the program are being achieved. These surveys will include but are not limited to: student course evaluation surveys, fieldwork educator surveys, graduate surveys, NBCOT exam results, and employer surveys.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND MEMBERSHIPS

A graduate of the WSCC OTA Program is expected to assume responsibility for continuing competency and to maintain a commitment to the professional organization. A student's involvement and membership in the American Occupational Therapy Association (AOTA) and Tennessee Occupational Therapy Association (TNOTA) is expected.

Examples of opportunities available for professional leadership development are as follows:

OCCUPATIONAL THERAPY ASSISTANT STUDENT ORGANIZATION

The SOTA Organization is open to any student within the occupational therapy program at WSCC. It is an affiliate of the national student OT organization, Association of Student Delegates. SOTA works to promote campus and community awareness of the occupational therapy profession. Throughout the year, SOTA members plan class activities such as fundraisers, social events, a graduation party, and much more. SOTA gives students the opportunity to get involved, assume leadership roles, and form professional relationships with classmates. Elections for offices are held at the beginning of every year, and memberships are paid the first semester of each year.

AOTA ASSEMBLY OF STUDENT DELEGATES

The membership of the Assembly of Student Delegates (ASD) is made up of the student members of AOTA. Annually, the ASD Delegate from each educational program in the United States represents the school at the ASD Pre-Conference Delegate Meetings. ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the Executive Board, the ASD Steering Committee represents the student point of view to the Executive Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.

ASD MISSION STATEMENT

The mission of the Assembly of Student Delegates is to support student members of AOTA by communicating their interests and advancing their professional contributions. This Assembly upholds the AOTA mission, promotes Association membership, and provides a forum for the development of student leadership and political awareness to enhance the viability of the profession.

Class Representative

One student from each cohort will be elected by their peers to represent their class. Their role is one of liaison with the student body and the faculty. Their responsibility is to work in a collaborative

relationship on issues concerning the academic program, student issues and concerns, and to facilitate communication and participation in program activities.

TENNESSEE OCCUPATIONAL THERAPY ASSOCIATION (TNOTA)

All students in the OTA Program have the opportunity to maintain a current TNOTA membership. This membership promotes professional growth and education, enhances communication among occupational therapy practitioners, and demonstrates advocacy for OT, health care, and consumers.

TNOTA Individual Membership Benefits Include:

- An active Executive Board addressing member needs and statewide issues, including lobbying efforts by TNOTA Volunteers
- Our State Lobbyist, who helps to advance and promote the OT profession in this time of changing health care
- Networking opportunities at the national, state and local levels
- State representation at the Annual AOTA Conference
- District meetings throughout the state (see the TNOTA Districts link in the left sidebar)
- Membership in the TNOTA email List and Members Only Sections of the website
- Membership discount for the Annual TNOTA Conference
- Discounts on TNOTA sponsored continuing education throughout the year at the state and district level
- Free Ethics and Jurisprudence education for practitioners.
- Voting privileges – Members choose TNOTA Board Members
- Awards and Recognition for Members and Volunteers
- Scholarships for students attending a Tennessee OT or OTA Program
- Student representation at the Executive Board Level

TNOTA Mission and Vision

Mission:

Through communication, education, professional development, advocacy and legislative involvement, the Tennessee Occupational Therapy Association supports and encourages the provision and availability

of quality occupational therapy services to enhance the occupational performance of consumers in Tennessee.

Vision:

The Tennessee Occupational Therapy Association's member participation, promotion of occupational therapy, and provision of professional development designed to enhance occupational performance among consumers will be a model for state occupational therapy associations.

More information on TNOTA can be found at: www.tnota.org

Membership information: www.tnota.org/membership

Joyce McDaniel

Ferrell-McDaniel Company

PO Box 198126

Nashville, TN 37219

O: 615-425-5310

F: 615-248-8120

joyce@tnota.org

American Occupational Therapy Association Membership

Membership in the American Occupational Therapy Association (AOTA) is required as part of the curriculum design as well as a professional obligation. Benefits include weekly and monthly periodicals, discounts on publications, access to loans, grants and fellowships, professional meetings and educational sessions with discounts. By becoming a member, the student is acting in support of the profession.

RESOURCES

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

All OTA students are required to acquire and maintain an AOTA membership. The materials from AOTA website and resources are used heavily in the OTA Program at WSCC.

More information about AOTA can be found at:

www.aota.org

ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE)

The mission of the Accreditation Council for Occupational Therapy Education (ACOTE) is to foster the development and accreditation of quality occupational therapy education programs. By establishing rigorous standards for occupational therapy education, ACOTE supports the preparation of competent occupational therapy practitioners.

More information about ACOTE can be found at:

www.aota.org

AOTA
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824

AOTA can be reached by phone at 301-652-2682 or TDD 1-800-377-8555. Send faxes to 301-652-7711.

BOARD OF OCCUPATIONAL THERAPY EXAMINERS

Tennessee Board of OT
227 French Landing
Suite 300
Nashville, TN 37243
615-532-5096
<http://health.state.tn.us/Boards/OT>

National Board for Certification in Occupational Therapy, INC

*The essential credentialing
organization for occupational therapy*

About NBCOT**Educated. Tested. Certified.**

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession. NBCOT also works with state regulatory authorities and employers, providing information on credentials, professional conduct, and regulatory and certification renewal issues. Above all else, NBCOT's mission is to serve the public interest. NBCOT provides a world-class standard for certification of occupational therapy practitioners. NBCOT develops, administers, and continually reviews its certification process based on current and valid standards that provide reliable indicators of competence of the practice for occupational therapy.

NBCOT is governed by a Board of Directors comprised of Occupational Therapists Registered, Certified Occupational Therapy Assistants, and Public Members. The Board of Directors is responsible for establishing the strategic vision and management oversight for the organization.

Located in Gaithersburg, Maryland, NBCOT's certification programs are nationally and internationally accredited by the National Commission for Certifying Agencies (NCCA) and the American National Standards Institute (ANSI).

Occupational Therapist Registered (OTR®) and Certified Occupational Therapy Assistant (COTA®) are healthcare professionals. They are committed to providing safe and effective occupational therapy services to children, adults, the elderly, and communities. NBCOT has certified over 214,000 OTR and COTA certificates. NBCOT initial certification is a requisite for licensure in all 50 U.S. states and the District of Columbia.

To be eligible for certification, the OTR or COTA candidate must meet specific eligibility requirements and to maintain certification, they must satisfy the professional development requirement and agree to abide by our [Practice Standards/Code of Conduct](#).

If you are receiving occupational therapy services and want to verify that you are receiving services from a nationally certified occupational therapist or occupational therapy assistant, please use our [online verification tool](#).

Get in touch with the NBCOT team:

Phone: (301) 990-7979

Fax: (301) 869-8492

Email: info@nbcot.org

12 South Summit Avenue

Suite 100

Gaithersburg, MD 20877

SECTION V Appendix

OTA Curriculum: Integrated General Education

¹General Education electives in each category must be chosen from approved courses listed in the General Education Program.

²These courses are **prerequisites** for the Occupational Therapy Assistant program.

First Year

Spring Term (14 semester credit hours)

- ENGL 1010 - Composition I (3 hrs.)
- Humanities General Education Elective (3 hrs.) (*Select from Walters State approved general education list*)¹
- BIOL 2010 - Human Anatomy & Physiology I (3 hrs.)²
- BIOL 2011 - Human Anatomy & Physiology I Lab (1 hr.)²
- BIOL 2020 - Human Anatomy & Physiology II (3 hrs.)²
- BIOL 2021 - Human Anatomy & Physiology II Lab (1 hr.)²

Second Year

Fall Term (14 semester credit hours)

- PSYC 2130 - Life Span Psychology (3 hrs.)
- OTAP 1210 – Foundations of OT (2 hrs.)
- OTAP 1320 – Exploring Occupations (3 hrs.)
- OTAP 1340 – Human Mvmnt for Occupation (3 hrs.)
- OTAP 1220 – OT Documentation w/ Level IA (2 hrs.)
- NRSB 1150 – Medical Terminology (1 hr.)

Spring Term (15 semester credit hours)

- SPCH 1010 - Fundamentals of Speech Communication (3 hrs.)
- OTAP 1120 – Therapeutic Mediums Lab (1 hr.)
- OTAP 1360 – Challenges to Mental Health (3 hrs.)
- OTAP 1370 – Challenges to Physical Health (3 hrs.)
- OTAP 1380 – AT and Environments (3 hrs.)
- OTAP 1240 – OT Documentation w/ Level IB (2 hrs.)

Third Year

Fall Term (15 semester credit hours)

- OTAP 2220 – Practice Management (2 hrs.)
- OTAP 2310 – OT Int. and Tx: Mental Health (3 hrs.)
- OTAP 2330 – OT Int. and Tx: Adults (3 hrs.)
- OTAP 2340 – OT Int. and Tx: Geriatrics (3 hrs.)
- OTAP 2350 – Pediatric Occupational Therapy (3 hrs.)
- OTAP 2110 – Level IC (1 hr.)

Spring Term (12 semester credit hours)

- OTAP 2610 – Level II A (6 hrs.)
- OTAP 2620 – Level II B (6 hrs.)

OTA Course Descriptions

OTAP 1210 – Foundations of OT

2 Credits

This course introduces the basic tenets of the occupational therapy profession. Topics include history, philosophy, the OT Practice Framework, the OT process, ethics, role delineation, standards of practice, professional organizations, and evidence-based practice. **Prerequisite(s):** BIOL 2010/2011, BIOL 2020/2021

Semester Availability: Fall

OTAP 1320 – Exploring Occupations

3 Credits, 2 Lecture Hours, 3 Lab Hours

This course provides in-depth study of occupations and begins to introduce students to how therapeutic occupations are used in OT practice. Topics include occupational and activity analysis, grading, exploration of therapeutic media, selection, adaptation and sequencing of purposeful/meaningful activities. **Prerequisite(s):** BIOL 2010/2011, BIOL 2020/2021

Semester Availability: Fall

OTAP 1340 – Human Mvmt for Occupation

3 Credits, 2 Lecture Hours, 3 Lab Hours

This course provides a foundation for the understanding of the kinetics of human motion of the musculoskeletal system and its impact on occupational performance. Topics include, but are not limited to: procedures for range of motion, muscle testing, biomechanical principles, posture/positioning, and body mechanics. **Prerequisite(s):** BIOL 2010/2011, BIOL 2020/2021

Semester Availability: Fall

OTAP 1220 – OT Documentation w/ Level IA

2 Credits, 1 Lecture Hour, 1 Field Experience

Course introduces concepts and strategies for OT documentation and includes a Level I Fieldwork experience. Fieldwork experience includes opportunities for documentation practice, directed client observation, and participation in delivery of OT services as appropriate for assigned setting.

Prerequisite(s): BIOL 2010/2011, BIOL 2020/2021

Semester Availability: Fall

OTAP 1370 – Challenges to Physical Health

3 Credits, 2 Lecture Hours, 3 Lab Hours

This course examines individuals who are limited in their ability to engage in daily life activities and occupations due to challenges to their physical health. The major medical, orthopedic, and neurological diagnoses will be studied with emphasis on symptoms, physical conditions, and medical and social supports and the impact on occupational engagement related to those diagnoses. OT evaluations and planning of interventions for the physical health population are reviewed, discussed, and practiced.

Prerequisite(s): OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340

Semester Availability: Spring

OTAP 1360 –Challenges to Mental Health

3 Credits, 2 Lecture Hours, 3 Lab Hours

A study of individuals who are limited in their ability to engage in life activities due to challenges to their mental health. Topics include major DSM 5 diagnoses with emphasis on symptoms, behaviors, cultural influences, and medical and social supports related to those diagnoses, OT evaluations and treatment planning for the mental health population are practiced.

Prerequisite(s): OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340

Semester Availability: Spring

OTAP 1380 – AT and Environments

3 Credits, 1 Lecture Hours, 4 Lab Hours

A study of adapting, altering or designing environments that support participation and facilitate engagement in social, family and community activities. All levels of assistive technology will be reviewed and discussed. Topics include but are not limited to home modifications, driving evaluations, communication devices and community mobility. Students will evaluate participation limitations and facilitators for individuals and communities. **Prerequisite(s):** OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340

Semester Availability: Spring

OTAP 1120 – Therapeutic Mediums Lab

1 Credit, 3 Lab Hours

This course will provide practice skill in activity analysis with the therapeutic use of technology, manual arts, media, and activity (occupation). The course addresses awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities. Therapeutic occupations will be approached using occupational therapy terminology from the Practice Framework Domain and Process.

Prerequisite(s): OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340

Semester Availability: Spring

OTAP 1240 – OT Documentation w/ Level IB

2 Credits, 1 Lecture Hour, 1 Field Experience

Course provides an experiential Level I Fieldwork focused on psychosocial aspects of health and wellness with emphasis on clinical observation and documentation. A variety of documentation formats, including but not limited to the electronic medical record, are discussed. **Prerequisite(s):** OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340

Semester Availability: Spring

OTAP 2220 – Practice Management

2 Credits

This course addresses issues related to the delivery of occupational therapy services. Topics include, but are not limited to: professionalism and ethical practice, administration and management, regulatory requirements for practice and patient care, current trends and issues, program planning, marketing, advocacy, quality improvement, reimbursement, and transition from student to practitioner.

Prerequisite(s): OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340, OTAP 1330, OTAP 1355, OTAP 1380, OTAP 1120, OTAP 1240

Semester Availability: Fall

OTAP 2310 – OT Int. and Tx: Mental Health

3 Credits, 2 Lecture Hours, 3 Lab Hours

A study of occupational therapy interventions for individuals and populations with mental health limitations and obstacles to occupational engagement for individuals and populations. Topics include common diagnoses and treatment environments, treatment for areas of occupation. (ADL, IADL, education, work, play, leisure, rest/sleep, and social participation), considering performance skills, performance patterns, client factors and context will be reviewed. Students will be required to develop applications for enabling function and mental health well-being. **Prerequisite(s):** OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340, OTAP 1330, OTAP 1355, OTAP 1380, OTAP 1120, OTAP 1240

Semester Availability: Fall

OTAP 2330 – OT Int. and Tx: Adults

3 Credits, 2 Lecture Hours, 3 Lab Hours

A study of physical health limitations and obstacles to occupational engagement for individuals and populations. Topics include common diagnoses and treatment environments, treatment for areas of occupation. (ADL, IADL, education, work, play, leisure, rest/sleep, and social participation), considering performance skills, performance patterns, client factors and context will be reviewed. Students will be required to develop applications for enabling function and physical well-being. **Prerequisite(s):** OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340, OTAP 1330, OTAP 1355, OTAP 1380, OTAP 1120, OTAP 1240

Semester Availability: Fall

OTAP 2340 – OT Int. and Tx: Geriatrics

3 Credits, 2 Lecture Hours, 3 Lab Hours

A study of physical and mental health limitations and obstacles to occupational engagement for individuals and populations. Topics include common diagnoses and treatment environments, treatment for areas of occupation (ADL, IADL, rest and sleep, education, work, play, leisure, and social participation), considering performance skills, performance patterns, client factors and context will be reviewed. Students will be required to develop applications for enabling function and physical well-being. **Prerequisite(s):** OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340, OTAP 1330, OTAP 1355, OTAP 1380, OTAP 1120, OTAP 1240
Semester Availability: Fall

OTAP 2350 – Pediatric Occupational Therapy

3 Credits, 2 Lecture Hours, 3 Lab Hours

Students will be introduced to commonly treated disorders in children and developmentally disabled individuals. Occupational therapy treatment techniques, rationale and application are presented. Pediatric occupational engagement in self-care, play, and school with consideration of performance skills, performance patterns, client factors and context will be reviewed. Laboratory experience will include entry level treatment skills and simulated treatment practice using purposeful activities (occupation).
Prerequisite(s): OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340, OTAP 1330, OTAP 1355, OTAP 1380, OTAP 1120, OTAP 1240
Semester Availability: Fall

OTAP 2110 – Level I C

1 Credits, 1 Field Experience

This course provides an opportunity for the OTA student to apply academic knowledge of occupational therapy to practice through a Level I Fieldwork experience.

Prerequisite(s): OTAP 1210, OTAP 1320, OTAP 1220, OTAP 1340, OTAP 1330, OTAP 1355, OTAP 1380, OTAP 1120, OTAP 1240
Semester Availability: Fall

OTAP 2610 – Level II A

6 Credits

First of two eight-week fieldwork experiences (ACOTE requirement) designed to provide the OTA student the opportunity to work in an OT setting, under the supervision of an OTR or COTA. Students will participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting. **Prerequisite(s):** Completion of all General Education and OTAP coursework

Semester Availability: Spring

OTAP 2620 – Level II B

6 Credits

Second of two eight-week fieldwork experiences (ACOTE requirement) designed to provide the OTA student the opportunity to work in an OT setting, under the supervision of an OTR or COTA. Students will participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting.

Prerequisite(s): Completion of all General Education and OTAP coursework

Semester Availability: Spring

DISCIPLINARY WRITTEN WARNING

The following was issued today and is to be made part of the student’s official record:

Name: _____ Date: _____

I have counseled with _____ regarding the following:

- 1. () Unexcused Academic Absence
- 2. () Unexcused Clinical Absence
- 3. () Excessive Excused Absences
- 4. () Sleeping in Class/Clinical
- 5. () Dishonesty
- 6. () Lack of Interest
- 7. () Failure to Obey Orders
- 8. () Poor Personal Appearance in Class/Clinical
- 9. () Lack of Cooperation with Personnel
- 10. () Leaving Without Permission
- 11. () Improper Clinical Uniform
- 12. () Tardiness
- 13. () Inappropriate Conduct
- 14. ()

Other: _____

- 15. () The counseling ended positively with no future problems anticipated.
- 16. () The student acknowledges the gravity of the problem and will attempt to alleviate it.
- 17. () The student understands what must be done to eradicate the problem and will attempt to do so. Further counseling will be given _____.

Student Statement:

Signature: _____

Instructor Signature: _____

WRITTEN REPRIMAND

The following was issued today and is to be made part of the student’s official record:

Name: _____ Date: _____

- 1. () The instructor has previously completed a written warning regarding the same inappropriate action.
- 2. () Due to the severity of the offense a written reprimand is being completed.

I have counseled with _____ regarding the following problem:

- 1. () Violation of Safety Rules
- 2. () Inability to Comply with Clinical Objectives and Policies
- 3. () Carelessness
- 4. () Destruction of Property
- 5. () Unethical/Illegal Behavior
- 6. () Other

Set Forth all Facts in Detail by

Observer: _____

Student

Statement: _____

Instructor

Statement: _____

Signature: _____

Date: _____

NOTIFICATION OF PROBATION

The following was issued today and is to be made a part of the student’s official record:

Name: _____ Effective Date: _____

I have counseled with _____ regarding the following problems listed below, and the above named student is being placed on probation.

- 1. () Violation of Safety Rules
- 2. () Excessive Absences: Academic or Clinical
- 3. () Inability to Comply with /meet Clinical Objectives and Policies
- 4. () Carelessness
- 5. () Destruction of Property
- 6. () Unethical or Illegal Behavior
- 7. () Other: _____

Criteria for reinstatement:

- 1.
- 2.
- 3.
- 4.

Student Statement:

Student Signature: _____

Instructor Statement:

Instructor Signature: _____

Competence Document
Professional Behaviors

Walters State Community College
Occupational Therapy Assistant Program

Professional Behaviors: Does the Individual Exhibit...	YES	NEEDS IMPROVEMENT	NO	N/A
Positive Attitude	5	3	0	5
—Fosters positive communication	5	3	0	5
—Accepts change	5	2	0	5
—Manages stressors in positive and constructive ways				
Flexibility	5	3	0	5
—Can adapt and cope with change	5	2	0	5
—Modifies performance after feedback				
Professional communication skills				
—Practices positive verbal and non-verbal interpersonal communication skills in work interactions	5	3	0	5
—Is concise in verbal and written communication	5	3	0	5
—Handles conflict constructively	5	3	0	5
—Uses assertive communication skills	5	3	0	5
—Written communication demonstrates correct grammar, spelling, punctuation, terminology, etc.				
A willingness to “go the extra mile”				
—Seeks ways to improve	5	3	0	5
—Volunteers for additional responsibilities	5	3	0	5
—Takes on additional responsibilities	5	3	0	5
Respect of others				
—Follows the chain of command	5	3	0	5
—Is supportive of others	5	3	0	5
—Can listen to other viewpoints-whether agree or disagree	5	3	0	5
—Respects diversity	5	2	0	5
—Attentive to guests needs	5	3	0	5
—Is sensitive to others timeframes	5	3	0	5
—Meets deadlines, if unable to meet deadline informs necessary parties and schedules new deadline	5	3	0	5
A “team player” attitude				
—Strives to achieve team goals	5	2	0	5
—Is proactive and anticipates needs of others	5	3	0	5
—Pools resources and works efficiently within a group.	5	3	0	5
—Assists with resolution development after problem is identified	5	3	0	5

<i>Personal responsibility</i>				
—Is aware of strengths and weaknesses	5	3	0	5
—Punctual	5	3	0	5
—Demonstrates initiative	5	3	0	5
—Follows safety precautions	5	3	0	5
—Respects and maintains confidentiality	5	3	0	5
—Demonstrates an awareness of/follows the Code of Ethics	5	3	0	5
<i>Appropriate dress and hygiene</i>				
—Follows program guidelines	5	3	0	5

Yes: The individual exhibits these behaviors a minimum of 90% of the time

Needs Improvement: Exhibits behaviors 50-89% of the time, but needs improvement

No: The individual exhibits these behaviors less than 50% of the time

All “Needs Improvement” and “No” marks should be identified through examples. Copyright 1998

Developed by Donna Whitehouse, MHA, OTR

Chris Ahr, OTR, Debbie Dinzebach, OTR and Jan Duchek, PhD

Each “Needs Improvement” and “No” mark should be documented through examples.

Recommendations for improvement are appreciated. Students will meet with the Coursemaster of the Professional Practice class for areas needing improvement.

Action plans incorporating the suggestions of each fieldwork site will be developed at the school in an effort to address areas identified.

1. Item: _____

Example: _____

Recommendation: _____

2. Item: _____

Example: _____

Recommendation: _____

3. Item: _____

Example: _____

Recommendation: _____

4. Item: _____

Example: _____

Recommendation:_____

5. Item: _____

Example: _____

Recommendation:_____

Comments:

Student Signature

Date

Supervisor Signature

Date

Competence Document Therapeutic Interactions

Walters State Community College
Occupational Therapy Assistant

Program

Therapeutic Interactions: Does the student ...	YES	NEEDS IMPROVEMENT	NO	N/A
-- Use appropriate limit setting and/or facilitation techniques to encourage client success	5	3	0	5
-- Organize the environment to facilitate client success (quiet room, limited distractions, etc.)	5	3	0	5
--Effectively identify client strengths and weaknesses	5	2	0	5
--Effectively engage client in planned activity	5	3	0	5
--Design the therapeutic intervention so that it is organized and thorough	5	3	0	5
--Adapt activity according to the needs of the client	5	2	0	5
--Ensure that the therapeutic interaction concludes with client success	5	3	0	5
--Understand the clients' history and current abilities/limitations?	5	3	0	5
-- Effectively apply information regarding clients' history and current abilities/limitations when working with the client?	5	3	0	5
--Position self (physically) to ensure client safety	5	2	0	5

Yes: The individual exhibits these behaviors a minimum of 90% of the time
Needs Improvement: Exhibits behaviors 50-89% of the time, but needs improvement
No: The individual exhibits these behaviors less than 50% of the time

All "Needs Improvement" and "No" marks should be identified through examples.

1. Item:

Example:

Recommendation:

2. Item:

Example:

Recommendation:

3. Item:

Example:

Recommendation:

Comments:

Student Signature/Date

Supervisor Signature/Date

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Scoring Criteria

Professional Behaviors Competence Document (PBCD):

- **Third Level I: Min Score of 124/155**

Grades: 141-155 = A 123-140 = B
 108- 122 = C

Therapeutic Interactions Competence Document (TICD):

- **Third Level I: Min Score of 40/50**

Grades: 45-50 = A 40-44 = B
 35-39 = C

The minimum acceptable scores for the PBCD and TICD go up each semester. This occurs because we expect student level of competence to increase each semester they are in the program.

The PBCD and TICD are scored separately because they measure different areas of practice. If scores were combined, a weaker score in one area would bring down the total overall score and not truly reflect student abilities and growth areas.

**Occupational Therapy Assistant
Program Level I Fieldwork
Evaluation**

Student Name: _____

Date(s) of Experience: _____

Program: _____

Fieldwork Educator: _____

Scoring:

Part One: Professional Behaviors: / 155

Part Two: Therapeutic Interactions: _____ / 50

The purpose of a Level I Fieldwork experience is to provide an opportunity for exposure to occupational therapy intervention and programming or, in the cases where no OT services are currently being provided, exposure to potential growth areas for OT. We encourage as much “hands on” as possible and appropriate within each experience.

Our two-part evaluation is designed to monitor and evaluate the progress the student makes towards a working health care professional. Opportunities for the student to carry out interventions will vary from site to site. The Walters State Community College Occupational Therapy Assistant Program feels that regardless of the amount of “hands on” opportunities the student has during the experience, the expectation for professional behaviors should be the same. This philosophy is reflected in part-one of our evaluation: the Professional Behaviors Competence Document.

Part One: The Professional Behaviors Competence Document outlines eight major categories of professional behavior. Within each category there are specific behaviors to be rated. A score of “YES” indicates that the behavior is exhibited 90 – 100% of the time. A score of “NEEDS IMPROVEMENT” indicates that the student demonstrates the identified behavior 50 – 89% of the time. If the student demonstrates an identified behavior less than 50% of the time, the score should be marked as “NO”. We recognize that all behaviors may not be observed or demonstrated during a fieldwork experience. In that situation, a score of “N/A” would be marked. If a student receives an “N/A” score, he or she is not penalized as it carries the same numerical weight as a “YES” score.

Part Two: The Therapeutic Interactions Competence Document outlines ten major components of a therapeutic intervention. These essential skills are evaluated using the same scoring scale as the Professional Behaviors Competence Document

For each behavior rated “NEEDS IMPROVEMENT” or “NO” an example should be provided as well as a recommendation for improvement. The evaluation and recommendations should be reviewed with the student at the fieldwork site. These remarks again will be reviewed at the school and, when needed, be followed by a discussion with the student.

Thank you for your participation in our program and your assistance in the educational process of our occupational therapy assistant students.

Scoring Criteria

Professional Behaviors Competence Document (PBCD):

- **Third Level I: Min Score of 124/155**

Grades: 141-155 = A 123-140 = B
 108- 122 = C

Therapeutic Interactions Competence Document (TICD):

- **Third Level I: Min Score of 40/50**

Grades: 45-50 = A 40-44 = B
 35-39 = C

The minimum acceptable scores for the PBCD and TICD go up each semester. This occurs because we expect student level of competence to increase each semester they are in the program.

The PBCD and TICD are scored separately because they measure different areas of practice. If scores were combined, a weaker score in one area would bring down the total overall score and not truly reflect student abilities and growth areas.

Competence Document: Professional Behaviors

Walters State Community College

Occupational Therapy Assistant Program

Advising Worksheet

Student Name: _____

Professional Behaviors: Does the Individual Exhibit...	YES	NEEDS IMPROVEMENT	NO	N/A
Positive Attitude	5	3	0	5
—Fosters positive communication	5	3	0	5
—Accepts change	5	2	0	5
—Manages stressors in positive and constructive ways				
Flexibility	5	3	0	5
—Can adapt and cope with change	5	2	0	5
—Modifies performance after feedback				
Professional communication skills				
—Practices positive verbal and non-verbal interpersonal communication skills in work interactions	5	3	0	5
—Is concise in verbal and written communication	5	3	0	5
—Handles conflict constructively	5	3	0	5
—Uses assertive communication skills	5	3	0	5
—Written communication demonstrates correct grammar, spelling, punctuation, terminology, etc.				
A willingness to “go the extra mile”				
—Seeks ways to improve	5	3	0	5
—Volunteers for additional responsibilities	5	3	0	5
—Takes on additional responsibilities	5	3	0	5
Respect of others				
—Follows the chain of command	5	3	0	5
—Is supportive of others	5	3	0	5
—Can listen to other viewpoints-whether agree or disagree	5	3	0	5
—Respects diversity	5	2	0	5
—Attentive to guests needs	5	3	0	5
—Is sensitive to others timeframes	5	3	0	5
—Meets deadlines, if unable to meet deadline informs necessary parties and schedules new deadline	5	3	0	5
A “team player” attitude				
—Strives to achieve team goals	5	2	0	5
—Is proactive and anticipates needs of others	5	3	0	5
—Pools resources and works efficiently within a group.	5	3	0	5

—Assists with resolution development after problem is identified	5	3	0	5
<i>Personal responsibility</i>				
—Is aware of strengths and weaknesses	5	3	0	5
—Punctual	5	3	0	5
—Demonstrates initiative	5	3	0	5
—Follows safety precautions	5	3	0	5
—Respects and maintains confidentiality	5	3	0	5
—Demonstrates an awareness of/follows the Code of Ethics	5	3	0	5
<i>Appropriate dress and hygiene</i>				
—Follows program guidelines	5	3	0	5

Yes: The individual exhibits these behaviors a minimum of 90% of the time

Needs Improvement: Exhibits behaviors 50-89% of the time, but needs improvement

No: The individual exhibits these behaviors less than 50% of the time

All “Needs Improvement” and “No” marks should be identified through examples.

3. Item: _____

Example: _____

Recommendation: _____

4. Item: _____

Example: _____

Recommendation: _____

4. Item: _____

Example: _____

Recommendation: _____

4. Item: _____

Example: _____

Recommendation: _____

Student Signature

Date

Advisor Signature

Date

Occupational Therapy Code of Ethics and Ethics Standards (2010)

PREAMBLE

The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2010) (“Code and Ethics Standards”) is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community.

Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. “Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life” (AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) was tailored to address the most prevalent ethical concerns of the profession in education, research, and practice. The concerns of stakeholders including the public, consumers, students, colleagues, employers, research participants, researchers, educators, and practitioners were addressed in the creation of this document. A review of issues raised in ethics cases, member questions related to ethics, and content of other professional codes of ethics were utilized to ensure that the revised document is applicable to occupational therapists, occupational therapy assistants, and students in all roles.

The historical foundation of this Code and Ethics Standards is based on ethical reasoning surrounding practice and professional issues, as well as on empathic reflection regarding these interactions with others (see e.g., AOTA, 2005, 2006). This reflection resulted in the establishment of principles that guide ethical action, which goes beyond rote following of rules or application of principles. Rather, ethical action is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage.

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the Core Values and Attitudes of Occupational Therapy Practice (AOTA, 1993): altruism, equality, freedom, justice, dignity, truth, and prudence. Altruism is the individual’s ability to place the needs of others before their own. Equality refers to the desire to promote fairness in interactions with others. The concept of freedom and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (justice). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and dignity of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (truth). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (prudence). These seven core values provide a foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

The specific purposes of the Occupational Therapy Code of Ethics and Ethics Standards (2010) are to

1. Identify and describe the principles supported by the occupational therapy profession.
2. Educate the general public and members regarding established principles to which occupational therapy personnel are accountable.
3. Socialize occupational therapy personnel to expected standards of conduct.
4. Assist occupational therapy personnel in recognition and resolution of ethical dilemmas.

The Occupational Therapy Code of Ethics and Ethics Standards (2010) define the set of principles that apply to occupational therapy personnel at all levels:

DEFINITIONS

- Recipient of service: Individuals or groups receiving occupational therapy.
- Student: A person who is enrolled in an accredited occupational therapy education program.
- Research participant: A prospective participant or one who has agreed to participate in an approved research project.
- Employee: A person who is hired by a business (facility or organization) to provide occupational therapy services.
- Colleague: A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.
- Public: The community of people at large.

BENEFICENCE

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term beneficence connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2009). Forms of beneficence typically include altruism, love, and humanity. Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.

- B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
- C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
- D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
- E. Provide occupational therapy services that are within each practitioner's level of competence and scope of practice (e.g., qualifications, experience, the law).
- F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
- G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.
- I. Refer to other health care specialists solely on the basis of the needs of the client.
- J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor's subject area of expertise and level of competence.
- K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.
- L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.
- M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.
- N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession's body of knowledge.

NONMALEFICENCE

Principle 2. Occupational therapy personnel shall intentionally refrain from actions that cause harm.

Nonmaleficence imparts an obligation to refrain from harming others (Beauchamp & Childress, 2009). The principle of nonmaleficence is grounded in the practitioner's responsibility to refrain from causing harm, inflicting injury, or wronging others. While beneficence requires action to incur benefit, nonmaleficence requires non-action to avoid harm (Beauchamp & Childress, 2009).

Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This principle often is examined under the context of due care. If the standard of due care outweighs the benefit of treatment, then refraining from treatment provision would be ethically indicated (Beauchamp & Childress, 2009).

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.**
- B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment.**
- C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity.**
- D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer.**
- E. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.**
- F. Avoid any undue influences, such as alcohol or drugs, that may compromise the provision of occupational therapy services, education, or research.**
- G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.**
- H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.**
- I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.**
- J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one's own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.**
- K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.**
- L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.**

AUTONOMY AND CONFIDENTIALITY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination.

The principle of autonomy and confidentiality expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care and to protect the client's confidential information. Often autonomy is referred to as the self-determination principle. However, respect for autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a "person's right to hold views, to make choices, and to take actions based on personal values and beliefs" (Beauchamp & Childress, 2009, p. 103). Autonomy has become a prominent principle in health care ethics; the right to make a determination regarding care decisions that directly impact the

life of the service recipient should reside with that individual. The principle of autonomy and confidentiality also applies to students in an educational program, to participants in research studies, and to the public who seek information about occupational therapy services.

Occupational therapy personnel shall

A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.

B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.

C. Respect the recipient of service's right to refuse occupational therapy services temporarily or permanently without negative consequences.

D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution. E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.

F. Respect research participant's right to withdraw from a research study without consequences.

G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, including compliance with HIPAA regulations.

I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).

J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.

SOCIAL JUSTICE

Principle 4. Occupational therapy personnel shall provide services in a fair and equitable manner.

Social justice, also called distributive justice, refers to the fair, equitable, and appropriate distribution of resources. The principle of social justice refers broadly to the distribution of all rights and responsibilities in society (Beauchamp & Childress, 2009). In general, the principle of social justice supports the concept of achieving justice in every aspect of society rather than merely the administration of law. The general idea is that individuals and groups should receive fair treatment and an impartial share of the benefits of society. Occupational therapy personnel have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). While opinions differ

regarding the most ethical approach to addressing distribution of health care resources and reduction of health disparities, the issue of social justice continues to focus on limiting the impact of social inequality on health outcomes.

Occupational therapy personnel shall

- A. Uphold the profession's altruistic responsibilities to help ensure the common good.
- B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.
- C. Make every effort to promote activities that benefit the health status of the community.
- D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.
- E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.
- F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.
- G. Consider offering pro bono ("for the good") or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

Principle 5. Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure "fair treatment" (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While the law and ethics are not synonymous terms, occupational therapy personnel have an ethical responsibility to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.

Occupational therapy personnel shall

- A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.
- B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.

- C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.
- D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.
- E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.
- F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.
- G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
- H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.
- K. Use funds for intended purposes, and avoid misappropriation of funds.
- L. Take reasonable steps to ensure that employers are aware of occupational therapy's ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.
- M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.
- N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.
- O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.
- P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

VERACITY

Principle 6. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The principle of veracity in health care refers to comprehensive, accurate, and objective transmission of information and includes fostering the client's understanding of such information (Beauchamp & Childress, 2009). Veracity is based on respect owed to others. In communicating with others,

occupational therapy personnel implicitly promise to speak truthfully and not deceive the listener. By entering into a relationship in care or research, the recipient of service or research participant enters into a contract that includes a right to truthful information (Beauchamp & Childress, 2009). In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided. Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle also requires thoughtful analysis of how full disclosure of information may impact outcomes.

Occupational therapy personnel shall

A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.

D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

E. Accept responsibility for any action that reduces the public's trust in occupational therapy.

F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.

G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

I. Give credit and recognition when using the work of others in written, oral, or electronic media.

J. Not plagiarize the work of others.

FIDELITY

Principle 7. Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

The principle of fidelity comes from the Latin root *fidelis* meaning loyal. Fidelity refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client's reasonable expectations (Purtillo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

Occupational therapy personnel shall

- A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.**
- B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.**
- C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.**
- D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.**
- E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. 9 F. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.**
- G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.**
- H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.**

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Adopted by the Representative Assembly 2010CApr17.

Note. This document replaces the following rescinded Ethics documents 2010CApril18: the Occupational Therapy Code of Ethics (2005) (American Journal of Occupational Therapy, 59, 639–642); the Guidelines to the Occupational Therapy Code of Ethics (American Journal of Occupational Therapy, 60, 652–658); and the Core Values and Attitudes of Occupational Therapy Practice (American Journal of Occupational Therapy, 47, 1085–1086).

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AOTA Student Resources

FACEBOOK

<https://www.facebook.com/AmericanOccupationalTherapyAssociationAOTA>

TWITTER

[@AOTAEvents](#); [@AOTAInc](#); [@AOTAIncPR](#)

YOU TUBE

<https://www.youtube.com/user/AOTAInc>

INSTAGRAM

[@aotainc](#)

PINTEREST

<http://www.pinterest.com/aotainc>

LINKEDIN

<http://www.linkedin.com/company/aota>

ADVOCACY & POLICY Information and resources on federal and state legislative issues.

<http://www.aota.org/en/Advocacy-Policy.aspx>

- **Advocacy Tips and Tools:** <http://www.aota.org/en/Advocacy-Policy/Congressional-Affairs/Take-Action.aspx>

- **American Occupational Therapy Political Action Committee (AOTPAC) for Students:**

<http://www.aota.org/advocacy-policy/aotpac.aspx>

(click on AOTPAC for Students)

- **Hill Day:** <http://www.aota.org/en/Conference-Events/Hill-Day.aspx>

STUDENT CENTENNIAL COMMITMENT Pledge to stay an active AOTA member after graduation, through transition to professional practice,

and through the 100th anniversary of occupational therapy in 2017. Receive discounted student and new practitioner rates.

<http://www.aota.org/SCC>

CONFERENCES Information on Annual Conference, Specialty Conferences, and AOTA/NBCOT National Student Conclave.

<http://www.aota.org/Conference-Events.aspx>

BOARDROOM TO CLASSROOM Teleconference between students and the AOTA Board of Directors to increase knowledge about professional

issues and opportunities.

<http://www.aota.org/en/AboutAOTA/Get-Involved/ASD.aspx> (click on Boardroom to Classroom)

THE OT STUDENT PULSE Monthly e-newsletter written for students, by students.

<http://www.aota.org/Education-Careers/Students/Pulse.aspx>

EVIDENCE-BASED PRACTICE Resources on how to apply evidence to everyday practice.

<http://www.aota.org/Practice/Researchers.aspx>

- **Evidence Exchange: Student and faculty opportunities to complete Critically Appraised Papers (CAPs)**

to be featured by AOTA. <http://www.aota.org/en/Practice/Researchers/Evidence-Exchange.aspx>

- **Journal Club Toolkit: Resources for planning and implementing a journal club.**

<http://www.aota.org/Practice/Researchers/Journal-Club-Toolkit.aspx>

- **Research Opportunities Tables: Tables outline priority research areas and can be used when choosing a research topic.**

<http://www.aota.org/en/Practice/Researchers/Research-Opportunities-Tables.aspx>

For more information, visit <http://www.aota.org/Education-Careers/Students.aspx>

VOLUNTEER OPPORTUNITIES AND RESOURCES

- **Student Occupational Therapy Association (SOTA) Handbook: Tips on how to develop and strengthen your SOTA**

<http://www.aota.org/Education-Careers/Students/sotas.aspx>

- **Assembly of Student Delegates: <http://www.aota.org/en/AboutAOTA/Get-Involved/ASD.aspx>**

- **Coordinated Online Opportunities for Leadership (COOL) Database and Volunteer Leadership Committees:**

<http://www.aota.org/AboutAOTA/Get-Involved/Leadership.aspx>

- **Emerging Leaders Development Program:** <http://www.aota.org/en/Education-Careers/Advance-Career/ELDP.aspx>
- **Fieldwork Opportunities at AOTA:** <http://www.aota.org/en/Education-Careers/Fieldwork/AOTA-Fieldwork.aspx>

MULTICULTURAL INTEREST GROUPS Independent groups supporting the profession's goal to increase diversity and inclusion.

<http://www.aota.org/Practice/Manage/Multicultural.aspx>

NBCOT® EXAM STUDY TOOLS

- **AOTA's NBCOT® Exam Prep:** Prepare for the NBCOT® OTR® and COTA® examinations with AOTA's study guides and practice tests.

<http://nbcotexamprep.aota.org>

- **AOTA's NBCOT® Exam Prep Info Center:** Facebook group to ask questions and share study tips. Note: practice questions are copyrighted

and cannot be shared. <https://www.facebook.com/groups/aotaexamprep>

OT CONNECTIONS An occupational therapy social network for students, educators, and clinicians to share resources, ask questions, and

connect with others.

- **New Practitioners Group:**

http://otconnections.aota.org/more_groups/public_groups/new_practitioners/default.aspx

- **AOTA Member Forums (SIS and other specific topics):**

http://otconnections.aota.org/sis_forums/default.aspx

- **Students Forum:** http://otconnections.aota.org/public_forums/f/107.aspx

JOB SEARCH RESOURCES

OT Job Link: Interactive career center with access to employers and tools to help update your resume, brush up on interviewing skills, and

more. <http://www.otjoblink.org>

PROMOTING THE PROFESSION Resources to help you promote the value of the occupational therapy profession.

<http://www.aota.org/en/Practice/Manage/Promote.aspx>

PRACTICE RESOURCES

<http://www.aota.org/Practice.aspx>

- **American Journal of Occupational Therapy:** Peer-reviewed journal on research, practice, and health care issues.

<http://ajot.aotapress.net>

- **OT Practice:** Magazine, which features comprehensive and relevant articles on practice issues and trends.

<http://www.aota.org/en/Publications-News/OTP.aspx>

- **Tip Sheets:** Designed to help clients cope with a variety of health conditions and explain how occupational therapy can help.

<http://www.aota.org/About-Occupational-Therapy/Patients-Clients.aspx>

- **Fact Sheets:** Designed to explain the role and scope of occupational therapy in various practice areas to other professionals.

<http://www.aota.org/About-Occupational-Therapy/Professionals.aspx>

SPECIAL INTEREST SECTIONS (SISs) Provide networking opportunities and practice resources in an area of interest.

<http://www.aota.org/en/Practice/Manage/SIS.aspx>

- **Quarterly Newsletters:** <http://www.aota.org/en/Publications-News/SISQuarterly.aspx>
- **SIS Internship Program:**

<http://www.aota.org/Practice/Manage/SIS/Announce/SIS-Student-Internship-Program.aspx>

OCCUPATIONAL THERAPY ASSISTANT PROGRAM**LECTURE NOTE TAKING ADVICE**

(Adapted from *Teaching at Its Best* by Linda B. Nilson)

1. **Feel free to tape record lectures unless otherwise specified but you will learn better by taking notes actively during class. Besides re-listening to a taped lecture is time consuming.**
2. **Maintain a separate notebook for each class. Identify each lecture by the date and topic. Attach hand-outs securely with the appropriate lecture notes.**
3. **Review the reading assignment PRIOR to the lecture.**
4. **Come to class prepared with all of your note taking needs including the specified textbook.**
5. **Sit where you can see and hear well. Consider things that may be distracting to you.**
6. **Arrive early to class in order to be prepared physically and mentally. Be prepared to listen until the instructor is officially finished.**
7. **Star or highlight confusing information for questions later.**
8. **Write legibly. Avoid cramming too much information on to one page. Leave space for your additional notes later.**
9. **Note key phrases during the lecture that show transition. "The following," "the most important," and "on the other hand" are examples of these.**
10. **Note key cues for important points such as deliberate repetition, pausing, writing on the board, a specific slide display, etc.**
11. **Note the instructor's body language and voice tones. These may indicate importance of the lecture content.**
12. **Take notes in an outline form. Do not write in complete sentences! Drop all unnecessary words and only note words that are essential to your understanding of the information.**
13. **Draw pictures and diagrams.**
14. **Write fast. Use your own form of short hand, abbreviations, and symbols to increase the speed of your note taking.**
15. **Highlight or emphasize in some way key words or points during the lecture.**

16. **Don't hesitate to politely ask the instructor to repeat a point or to slow down if he or she is moving too quickly. Chances are someone else will be glad you did! Leave spaces for missed information. Avoid contradicting the instructor if needed until a private time.**
17. **Use pauses, lighter moments, or breaks to re-read your notes and add in left out information.**
18. **Stay focused on the lecture. Try to listen as well as write.**
19. **Avoid private conversations during the lecture. This is distracting and disturbing to your fellow classmates and the instructor.**
20. **Compare your notes with a fellow student. As you compare discuss your personal thoughts and perspectives.**
21. **The worth and validity of the lecture information may not be adequately reflected by the instructor's lecture style. We all have bad days from time to time.**
22. **Review, edit, clarify, and elaborate (with the use of the text and collaboration with your classmates) your notes within 24 hours of the lecture, a week later, and again often relation to the pertinent exam.**
23. **Think long-term learning in relation to this course. Your future career and personal aspirations may be highly dependent upon what you gain from this course. Keep that in focus and try to find ways to remember the material that you are learning.**
24. **Remember that your instructor is your best resource in this course. Ask questions and seek insight as needed. Strive to have a good rapport with the instructor. It is a relationship that is doubly conducive.**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM**TEXTBOOK ANNOTATION HINTS****What is Annotation?**

Annotation is summing up information in a text or article by writing brief key points in the margins. It is an active reading strategy that improves comprehension and is the beginning of the learning and remembering processes. It requires that the student take time to understand what he or she is reading and then put it into his or her own words.

Students who annotate their texts read to make meaning rather than read just to complete the assignment. Annotation helps the students to think about what they are reading because they know they have to put it in their own words. Though annotation takes more time than the passive activity of highlighting, students actually spend less time studying because they are actually learning the material while they are annotating.

There are many benefits for annotating.

- Provides a purpose for reading
- Improves comprehension
- Offers an immediate test of understanding
- Increases concentration
- Seldom necessitates a reread of the material
- Creates a study tool

Some possible annotation codes include:

R = Author repeats information in this part of the text

C = This part is confusing

S = I am surprised by this

U = I don't understand what the author means

D = Sentence defines an important word

! = This part brings on strong positive or negative feelings for me

RAQ = This part raises additional questions for me

Annotating a Text

1. Read everything at least twice.

The first time, read quickly to get a sense of what the text is about. Look for important ideas or content divisions. Think about the author’s motivation and intended audience. The second time, read carefully. Mark concepts, definitions, examples, details or lists that you think are:

- **inconsistent,**
- **interesting, or**
- **important.**

Mark anything that is unfamiliar and keep going.

2. Begin to annotate. Pick up a pen, pencil, or post-it notes.

- **Sum up important ideas in your own words**
- **Note relationships between concepts (cause & effect, comparison, contrast)**
- **Add your own examples**
- **Circle confusing or unknown words or phrases to look up later**
- **Note passages that you don’t understand with a ?**
- **Write questions you have for your instructor or to investigate later**
- **Note passages that seem inconsistent**
- **Note passages that generate a strong positive or negative response**
- **Mark repetitions or any other signals**
- **Mark potential test questions with a TQ**

Devise and refine a marking system that works for you.

Think about the connections between lectures, the text, and other texts that you have read.

CONSENT TO DRUG/ALCOHOL TESTING**STATEMENT OF ACKNOWLEDGEMENT AND UNDERSTANDING****RELEASE LIABILITY**

I, _____, am enrolled in the OTA Program at Walters State Community College. I acknowledge receipt and understanding of the institutional policy with regard to drug and alcohol testing, and the potential disciplinary sanctions which may be imposed for violation of such policy as stated in the WSCC Catalog and the OTA Student Handbook.

I understand the purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff, and property. Accordingly, I understand that prior to participation in the fieldwork experience; I will be required to undergo drug/alcohol testing of my blood or urine. I further understand that I am also subject to testing based on reasonable suspicion that I am using or am under the influence of drugs or alcohol.

I acknowledge and understand the intention to test for drugs and/or alcohol and agree to be bound by this policy. I hereby consent to such testing and understand that refusal to submit to testing or a positive result of the testing will affect my ability to participate in a fieldwork experience, and will also result in disciplinary action up to and including dismissal from WSCC.

My signature below indicates that:

1. I consent to drug/alcohol testing as required by Fieldwork Affiliates/facilities or as directed by the Office of Student Affairs.
2. I authorize the release of all information and records, including drug/alcohol testing results to the Office of Student Affairs, and the OTA Program Director.
3. I understand that I am subject to the terms of the general regulations on student conduct and disciplinary sanctions of WSCC as well as federal, state, and local laws regarding drugs and alcohol.
4. I hereby release and agree to hold harmless WSCC and the Tennessee board of Regents, their officers, employees, and agents from any and all action, claim, demand, damages, or costs arising from such test(s), in connection with, but not limited to, the testing procedure, analysis, the accuracy of the analysis, and the disclosure of the results.

My signature indicates that I have read and understand this consent and release, and that I have signed it voluntarily in consideration of enrollment in the WSCC OTA Program.

Student's Signature

Date

RELEASE OF LIABILITY

Please review and sign the following consent, then return it to the Director for review. There are two sections, one containing guidelines regarding how you receive mock treatments/interventions and one for expectations about how you will be treating others. If you have any cultural, religious, or other individual differences that need attention or adjustments to the following, please seek advice from faculty for possible adjustments as soon as possible. Guests or other laboratory subjects should be directed to the program director for the proper consent form.

Your Treatment

I, _____, agree to be treated by my instructors, guest lecturers, or classmates during any or all lab and mock treatment sessions for the duration of my stay in the program. I understand that all efforts to provide modesty and safe conditions for me and that if I feel or think that I am uncomfortable with any draping, manner of touch, or treatment that I will carefully confront my classmate about this. If I still do not sense that the issue is resolved by this action, I will speak to my instructor or director about it. I will follow the dress code for lab, as explained in the student notebook. I will give notice to faculty of any allergies such as latex, nylon fibers, or asthmatic conditions to the director prior to the lab session.

Treatment of Others

I, _____, will endeavor to follow the AOTA Code of Ethics, along with the posted lab rules. I agree to drape my classmates, guests, or instructors in a way that protects the modesty and safety of all "patients" treated. I will practice considerate and respectful non-verbal and verbal communication during all classroom and lab activities. I will promptly report any malfunctioning equipment to faculty as soon as the unit is noticed to be causing problems.

Printed Name

Signature

Date

Faculty Reviewer

Date

STATEMENT OF ACKNOWLEDGEMENT AND UNDERSTANDING

My signature below affirms that:

- I have read and understand all policies and guidelines set forth in the WSCC OTA Program Student Handbook. I agree to abide by all program policies and guidelines as well as course syllabi mandates, clinical affiliate policies, and any other applicable regulations. I understand that my failure to comply with any of these policies or regulations may result probation and possible dismissal from the program. I have been provided with opportunity to discuss and ask questions about the handbook.
- I will maintain a copy of the handbook as a guide for the program and include revisions and updates as provided.
- I may seek further clarification regarding the handbook from the faculty throughout enrollment in the program.

 Signature _____
 Date
 Student Name (please Print) _____

Release of Information:

I give the program director or any faculty member of the OTA Program who is familiar with my occupational therapy education record the following permission:

- To release references to health care agencies and institutions of higher learning, only as they pertain to my performance as an occupational therapy assistant student.
- To release my name and address to prospective employers of occupational therapy assistants.

 Signature _____
 Date

Written Work Sample

I give permission to the OTA Program for my work to be anonymously used for teaching, learning, evaluation and accreditation purposes.

 Signature _____
 Date

 Faculty Witness (for the above 3 areas) _____
 Date

WALTERS STATE COMMUNITY COLLEGE
STATEMENT OF UNDERSTANDING: HIPAA and SOCIAL MEDIA

Being health care professionals, you now need to consider the following social network guidelines to ensure you are not unintentionally noncompliant with HIPAA regulations.

1. When speaking with your peers while in the program, you must also recognize you cannot share any specific patient information on Facebook, Twitter, etc..

2. It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even in you avoid PHI. The consequences for violations, as you know, are severe. For more information: <http://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx>

3. Names of supervisors, comments, and /or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.

4. Students should not put posts or photos on social networks about lab or fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators, and staff etc...)

5. Stating where you are on FW is up to you, but there are problems with you being identified. Consider if you want privacy from client, patients, and staff.

6. Use your official WSCC e-mail or a personal e-mail that is tasteful and confidential for all professional correspondence.

7. Do not ask faculty or field supervisors to “friend” you while you are in the program. This puts faculty and yourself in an awkward situation with personal information about each other. If you mutually decided to do this after the program, this is your personal choice.

8. If there is any question or you are unsure of something regarding social networking, call your direct FW educator or Academic Fieldwork Coordinator for advice.

9. If you are attached to your cell phone and have to look at it constantly, it is advised you leave your cell phone in your car or in the office so you are not tempted to pull it out while you are with a patient, caregivers, your FWED, etc.

10. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider googling your name to discover what is in cyberspace that others can see about you.

I _____ have read and agree to follow the above Social
Networking Policy on _____ (date).