



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

POLICIES AND PROCEDURES 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,

Courtney Boren, MS, OTR/L
Occupational Therapy Assistant Program Director
Walters State Community College
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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, a full time Academic Fieldwork Coordinator, a full-time instructor, and support staff. The program is offered at the Greeneville/Greene County Campus and requires 4 semesters of OTA coursework and fieldwork experience to complete in addition to the pre-requisite course 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 accepted its first cohort of students in the fall of 2017. This cohort consisted of 12 students. Currently the program has increased cohort size to 14 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.

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.

Accreditation Information:

The occupational therapy assistant program is accredited 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) ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION ACCREDITATION MANUAL VI.E. Revised December 2017 Section VI - Page 19 652-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.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the AOTA State Licensure webpage.

WSCC Mission:

Through a focus on student success and innovative teaching, Walters State enriches the lives of our students and our community.

OTA Program Mission:

The OTA program supports the mission of Walters State Community College in its goal of through a focus on student success and innovative teaching, Walter State enriches the lives of our students and our community.

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. Thus, the mission of the OTA program is to serve the regional community and beyond with a high standard of excellence producing graduates that meet the needs of their individual communities using occupation to promote health and participation in daily life.

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 GOALS:

In order to achieve the standards, set by the mission, upon successful completion of the OTA program graduates will be able to:

COGNITIVE DOMAIN PROGRAM GOALS

1. Understand the models of healthcare, education, community, and social systems as they relate to the practice of occupational therapy in traditional, non-traditional, and emerging practice areas.
2. Recognize and apply the theoretical frames of reference from which the practice of occupational therapy is derived.
3. Demonstrate fundamental skills in the analysis and synthesis of scholarly literature to guide practice and participation in research activities.
4. Employ logical thinking, critical analysis, problem-solving, and creativity in the occupational therapy process across the lifespan and service delivery models.

PSYCHOMOTOR DOMAIN PROGRAM GOALS

5. Communicate and demonstrate knowledge of occupation and how engaging in occupations can be used to affect human performance and the effects of disease and disability.
6. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as a part of the therapeutic process in both individual and group performance.
7. Analyze tasks and environments to assess their therapeutic qualities and constraints.
8. Implement intervention plans to engage clients in a therapeutic milieu to improve occupational performance.

AFFECTIVE DOMAIN PROGRAM GOALS

9. Use the processes of communication, organization, and collaboration to assist in managing OT services.
10. Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
11. Demonstrate professional behaviors and the OT Code of Ethics when working with clients, families, and other professionals.

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.

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. Assessment measures include but are not limited to: student course evaluation surveys, fieldwork educator surveys, graduate surveys, NBCOT exam results, and employer surveys.

SECTION II Curriculum

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

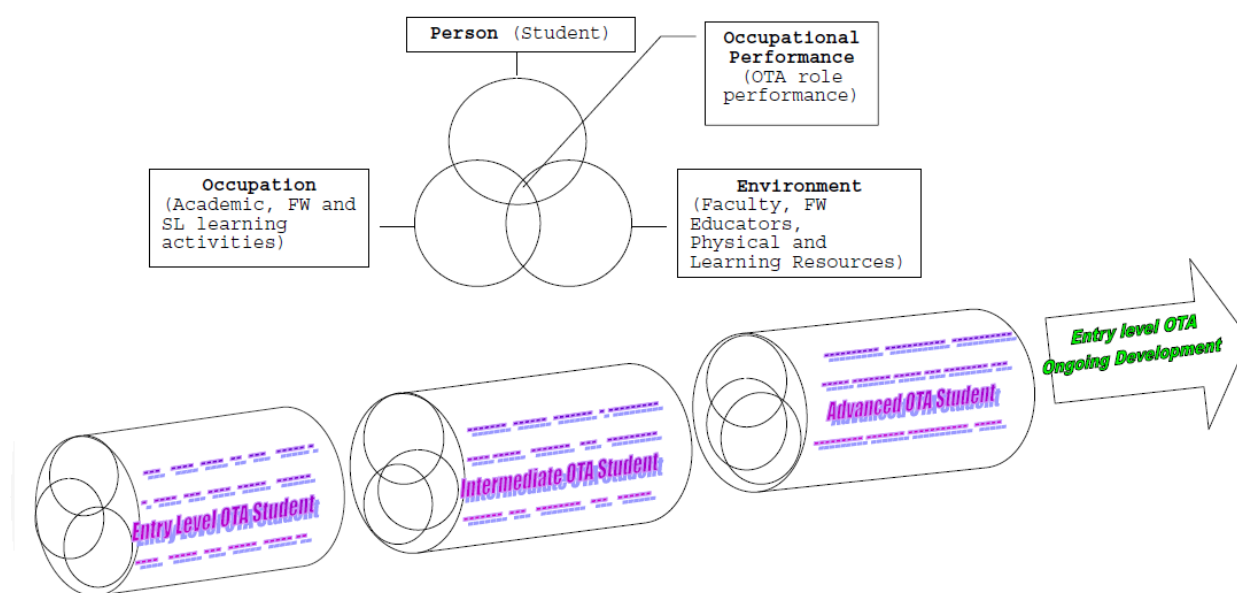
concrete knowledge		abstract knowledge	
factual	conceptual	procedural	metacognitive*
knowledge of terminology knowledge of specific details and elements	knowledge of classifications and categories knowledge of principles and generalizations knowledge of theories, models, and structures	knowledge of subject-specific 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 five curricular threads: Discovering Occupational

Beings across the Lifespan, Promoting Occupational Performance, Facilitating Adaptation and Creativity, Developing the Professional, and Engaging in Scholarly Pursuits.

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.

In order to facilitate lifelong learning and application of evidence-based practice, OTA students must learn the skills to find and apply research to practice. The scholarship of application is woven throughout all semesters as students sharpen their research skills. The student accomplishes this across the knowledge dimension by locating supporting evidence, formulating research questions, writing research in the form of a literature review, and applying scholarship through service learning. As a result, the student learns the skills to discover, synthesize, and apply evidence-based research in scholarly and clinical pursuits.

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, influences 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 the 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 for one full work week in a physical dysfunction-based setting. 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 semesters 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 one full work week in a practice setting where they focus on the psychosocial needs of the clients, in a mental health or community-based 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, therapeutic taping, CIMT, and an introduction to PAMs. Student occupational performance is demonstrated and assessed as they research, plan, implement, demonstrate, and document interventions for course specific conditions. The final Level I Fieldwork provides student with a week-long experience in a pediatric practice setting. (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 knowledge and understanding of techniques to enhance participation in occupations to the metacognitive dimension. The high impact practice of service learning is an integral part of how students learn these concepts across the knowledge dimension while developing competency in their developing OT skill set. Service learning allows for opportunities of discovery and recognition of occupational challenges in addition to initial development of therapeutic use of self. As students advance from semester two to three, service learning opportunities stretch the student from the conceptual knowledge dimension to the procedural dimension. During this dimension of service learning, students design and implement inter- and intra- professional collaborations throughout the OT process. By scaffolding learning through high impact practice, students gain competency and confidence as they move into the metacognitive knowledge dimension during the level II fieldwork experience.

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. Students are taught to recognize that, while there is a need for appropriate interventions to support occupations 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. In turn, 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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See Appendix

OTA CURRICULUM SCHEDULE (TWO YEAR)
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*.

Engaging in Scholarly Pursuits

In order to facilitate lifelong learning and application of evidence-based practice, OTA students must learn the skills to find and apply research to practice. The scholarship of application is woven throughout all semesters as students sharpen their research skills. The student accomplishes this across the knowledge dimension by locating supporting evidence, formulating research questions, writing research in the form of a literature review, and applying scholarship through service learning. As a result, the student *learns the skills to discover, synthesize, and apply evidence-based research in scholarly and clinical pursuits*.

OTA Program Curricular Threads and Supporting Courses

Discovering Occupational Beings across the Lifespan

- OTAP 1210
- OTAP 1220
- OTAP 1240
- OTAP 1320
- OTAP 1340
- OTAP 1360
- OTAP 1370
- OTAP 1380
- OTAP 2110
- OTAP 2310
- OTAP 2330
- OTAP 2340
- OTAP 2350
- OTAP 2610
- OTAP 2620

Promoting Occupational Performance

- OTAP 1120
- OTAP 1210
- OTAP 1220
- OTAP 1240
- OTAP 1320
- OTAP 1340
- OTAP 1360
- OTAP 1370
- OTAP 1380
- OTAP 2110
- OTAP 2310
- OTAP 2330
- OTAP 2340
- OTAP 2350
- OTAP 2610
- OTAP 2620

Facilitating Adaptation and Creativity

- OTAP 1120

- OTAP 1320
- OTAP 1380
- OTAP 2110
- OTAP 2310
- OTAP 2330
- OTAP 2340
- OTAP 2350
- OTAP 2610
- OTAP 2620

Developing the Professional

- OTAP 1120
- OTAP 1210
- OTAP 1220
- OTAP 1240
- OTAP 1320
- OTAP 1340
- OTAP 1360
- OTAP 1370
- OTAP 1380
- OTAP 2110
- OTAP 2220
- OTAP 2310
- OTAP 2330
- OTAP 2340
- OTAP 2350
- OTAP 2610
- OTAP 2620

Engaging in Scholarly Pursuits

- OTAP 1210
- OTAP 1120
- OTAP 1320
- OTAP 1340
- OTAP 1360
- OTAP 1370
- OTAP 2310
- OTAP 2340

Fieldwork within the Curriculum

Application of Knowledge and Skills

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 where individuals or groups in an optimum occupational performance as well as those whose occupational performance is challenged can be found. Fieldwork placements will provide opportunities for students to utilize both the PEO approach and the Occupational Therapy Practice Framework to expand the development of professional and ethical behaviors as well as plan and implement OT services under the supervision of an occupational therapy practitioner. To ensure that fieldwork educators and sites are effectively able to carry out WSCC OTA program curriculum, mission and vision, fieldwork site visits, frequent communication with fieldwork educators, and opportunities for consistent access will be required.

The OTA program will have a continuing system for reviewing the effectiveness of its educational program, faculty performance, and student achievement. Faculty effectiveness and performance in the assigned teaching responsibilities will be reviewed by instructor and course feedback forms submitted by students upon completion of each semester as well as surveys from fieldwork coordinators upon completion of fieldwork, and program graduates following graduation. A qualitative and quantitative study will be conducted to provide information regarding student's graduation rate, performance and pass rate on The National Board for Certification in Occupational Therapy, job placement, job satisfaction, and employer satisfaction rate based on employee performance.

During each building semester, the corresponding Level I Fieldwork experience will aid the student in furthering his/her 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.

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.

During the first semester, students will complete their fieldwork experience with lecture and documentation coursework. Fieldwork Level I A 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, Human Movement for Occupation, and Medical Terminology (if not previously completed). 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 Fieldwork Level I A 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 for which OTA's look. These challenges highlight the person and environment aspects of the PEO curriculum design. Co-requisites of Fieldwork Level I B include Challenges to Physical Health, Challenges to Mental Health, AT and Environments, and Therapeutic Mediums Lab. This one-week experience focuses on the psychosocial aspects of health and wellness. The academic fieldwork coordinator will emphasize placements within community and emerging practice settings during this fieldwork component. The curriculum, likewise, pairs Fieldwork Level I B 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 academic knowledge of OT to practice over the course of a full-time working week. The last semester demonstrates how the OTA may improve occupational performance with coursework focusing on intervention and treatment. The scope of this semester pulls together all aspects of the PEO framework. The academic fieldwork 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.

Fieldwork Level II

The curriculum culminates with 16 weeks of Level II Fieldwork education. This fieldwork experience provides the opportunity to apply skills and knowledge developed during the OTA program and marks the transition between student and entry-level practitioner. Fieldwork sites are selected to align with the profession and program's philosophy, and the program's curriculum design. The OTPF is used across fieldwork settings as an organizing structure, focusing students on occupational performance and participation. Fieldwork education is integrated into the total curriculum through the semester structure. The program emphasizes safe and ethical practice, and a firm understanding of the scope of practice of the OTA. Upon completion of Fieldwork Level II, students will participate in a 1-day professional seminar that supports the student's transition from Level II Fieldwork into OTA practice. Topics reviewed will include the process of preparing for and taking the NBCOT examination and obtaining state licensure.

The opportunity to practice techniques and apply skills is upgraded throughout the coursework beginning with participation in OTAP 1220-OT Documentation with Level I Fieldwork A. This initial fieldwork experience consists of students primarily observing patients and practicing basic skills. OTAP 1240-Documentation with Level I Fieldwork B offers students the opportunity for a more hands-on experience in a variety of practice settings. OTAP 2110 Level I Fieldwork C provides students with an opportunity to participate in a more intense Level I Fieldwork by allowing them to practice more specific techniques which have been presented in all OTA courses. OTAP 2610 Level II Fieldwork A and OTAP 2620 Level II Fieldwork B conclude the program and are the final opportunities for students to integrate and apply knowledge acquired throughout the WSCC OTA

Program Curriculum.

Appendix

Curriculum Course Sequence

Course Descriptions

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.

MAINTENANCE OF STUDENT RECORDS

All student records are maintained in one divided file folder. These folders maintain records related to enrollment, achievement, advising, disciplinary actions and fieldwork. Pertinent and current student files folders are maintained in a locked filing cabinet in the AFWC's office in accordance with FERPA regulations. Once students are no longer enrolled (withdrawn, dismissed, or graduated), files are moved to storage within a locked file room in the Health Programs Suite on the Niswonger Campus. Files are maintained for five years before being destroyed. The registrar maintains the academic file including grades and credits for courses 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 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).

TUITION AND FEES

Tuition and fees are approved by June 30th of each year by the Tennessee Board of Regents. Students can review all tuition and fees costs on the [WSCC Student Services Cashier's Office website](#).

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.

WSCC OTA Bullying Policy

The WSCC OTA program has a zero-tolerance policy on bullying. Bullying can take many forms including but not limited to socially isolating, intimidating, manipulating, and being disrespectful to one's peers. If a student reports bullying behaviors the following actions will be taken. The reporting student will write up the incident(s) to be kept on record. The party in question will be counselled over the allegation with OTA faculty, a written warning will be given, and a written plan of action will be made. A continuation of bullying behaviors will result in grounds for dismissal.

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.

General Admission Requirements

Any student desiring to pursue an associate degree in Occupational Therapy Assistant 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 no later than the end of the spring semester of the year the student elects to participate in the fall semester OTA class selection process. 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 must have been completed within the last ten years.
6. General education requirements are BIOL 2020 and 2021, ENGL 1010, PSYC 2130, COMM 2025, and HUMANITIES/FINE ARTS ELECTIVE. These courses may be taken after acceptance into the program; however, PSYC 2130 and BIOL 2020 and 2021 must be completed by the end of the first semester of the program. Successfully complete general education requirements for graduation before the beginning of the final semester of 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
9. The final ranking for admission will not be completed until final spring grades are posted regardless of the stated application date.

PROGRAM PROGRESSION & RETENTION POLICY

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 whose plan does not follow the traditional two-year plan due to course failure or excused withdrawal may be asked to demonstrate clinical competencies and/or mastery of content and/or enroll in an independent study for forward progression in the program.

OTA Program Progression Policy

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

General Education Course Requirements

- BIOL 2010/2011 Anatomy and Physiology I must be completed before beginning the OTA Program.
- PSYC 1030 Lifespan Psychology and BIOL 2020/2021 Anatomy and Physiology II 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

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.

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

93-100	A
85-92	B
75-84	C
74 and below	F

Competency Policy

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 lower 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 averaged with their grade from the first attempt and recorded as the competency grade. 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 and receive a “F” for their final grade.

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.

All competencies and reattempts will be recorded. Competency reattempts will be scheduled 1 week after the first attempt unless otherwise stated by course instructor.

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".

Objective Assessment Policy

Objective assessment of student learning is integral in meeting the academic standards set by ACOTE as well as measuring a student's understanding and application of the material. In order for students to be adequately prepared for the NBCOT, students must demonstrate a minimum achievement on all objective assessments. Objective assessments include quizzes, tests, and exams during the didactic portion of the program.

Students must maintain an average of 75 or higher on all objective assessments to demonstrate content mastery. The student must achieve a 75% average before other coursework points will be added to the overall course grade. Students must achieve a course grade of 75% or higher to matriculate to the next semester.

Level II Fieldwork

Students have a maximum of 18 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.

Level II Fieldwork Students have a maximum of 18 months to complete the Fieldwork Level II (internship) portion of their OTA education. The 18-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.

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 OTAP 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.

Suspension and Dismissal

If a student is unable to meet their criteria for reinstatement as outlined on the Notification of Probation Form, the student will receive a Notice of Suspension. Once Notice of Suspension is given, the student may no longer return to class and will follow stated college Withdrawal Policies. Students suspended from the OTA Program will not be eligible for readmission.

As outlined in the OTA Student Handbook, the following reasons may warrant dismissal without an initial suspension include bullying, academic dishonesty, substance abuse, threatening behavior, and absenteeism.

Evaluation of Student Progress and Academic Standing Policy

Faculty will complete Faculty Feedback for each course (at intervals of 2 weeks, 6 weeks and 12 weeks), indicating projected success in OTA courses and any noted concerns per college policy. Following midterm, OTA faculty will complete Academic Student Progress Reports proving the student with a summation of student's progress and academic standing. The report will be provided to students for personal review and discussion during their professional behaviors advising session. This policy is to ensure students and program officials have timely updates regarding student's progress and academic standing. At risk students will be notified for immediate advising concerning forward progression in the program.

OTA Program Advising Policy

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

Students will have an individual advising session with their faculty advisor 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. During semester 4, the AFWC provides ongoing advising through weekly communication to support the student's successful completion of the fieldwork experience. Prior to graduation, students will participate in professional development advising in order to prepare to enter the workforce.

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 during semester 1 and 2 using a Professionalism – Professional Behaviors Checklist included in this manual. Faculty and students to follow policy and procedure and any actions that need to be taken as outlined in the document. The AFWC to advise all semester 3 students using the Faculty Evaluation of Student Readiness for Fieldwork in the Profession of Occupational Therapy.

Grievance and Grade Appeal Policies

Student Complaint

The OTA program follows the Student Complaints Policy as published in the college Policy and Procedure Manual for processing student grievances under Policy 04:30:00.

Grade Appeal

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 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.

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 14 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 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 does not verbally inform 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 OTA Program and WSCC, he/she should follow the proper procedures for withdrawing as outlined in the [WSCC Catalog](#).

Refunds of Tuition and Fees

Refunds occur when a student drops a course or courses during a refund period which results in an adjusted cost associated with the course(s) dropped. Fees which may be adjusted are in-state, out of state, technology access fee, and international education fee. Students may review the [Institutional Refund Policies](#) on the Walters State website as well as in the [WSCC Policies and Procedures Manual](#).

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 a failing grade and choose not to continue with the next cohort 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. This student would be outside the 3-year timeline of completing the didactic course work thus requiring retaking all completed coursework.
- 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 (including the previous failure) 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 evidenced 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.

- If a student withdrew from the program due to medical reasons, a physician must provide documentation that the student can perform all essential functions and technical standards as required by the program.

Attendance Policy and Procedure

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 contact the instructor
- Lock doors at 5 minutes after scheduled start of class
- Allow late students to enter the class only at the break time

Excused Absence

- Student sick: Doctors note required
- Student's 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
- If a student cannot pass campus COVID screening protocol, the student must be cleared to return by a medical professional or obtain a COVID test with a negative result.

Unexcused Absence

- Anything not listed under excused absence

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 in one class = Instructor to lower final grade by 10%, greater than three (3) unexcused absences in one class will result in course failure with a grade of an "F"
- A total of 5 absences (excused, unexcused or combination) for all OTA classes = student must meet with OTA Advisor and Program Director to discuss strategies for program completion.

- Greater than five (5) unexcused absences or a combination of tardies and absences that equal a total of greater than five (5) unexcused absences for all OTA classes = program dismissal

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 Presentations

- 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) or is absent for an unexcused reason, 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. If the absent group member has an unexcused absence, they will receive a "0" for the assignment.

Exam/Test/Quiz Attendance

A student that is more than 5 minutes late for a scheduled test will not be permitted to sit for the exam and will receive a grade of "0". Exceptions to this are at the instructor's discretion with prompt and appropriate communication by the student prior to the start of the test. Students that miss an exam for an excused absence are responsible for making up their exam outside of class hours on their first available day to return to class. If a student misses an at-home test that is available for more than a 24-hour period for the scheduled course, there will be no opportunities for making up the test regardless of excuse type. If the student misses an at-home test that is only available for 24 hours or less due to an excused absence, the student should be in contact with the

instructor prior to the close of the exam to have the exam reopened at the first available date the student can return to class. There will be no opportunities to retake any type of exam/test/quiz for an unexcused absence.

Virtual Attendance

A student may attend class virtually for excused absences or COVID-19 quarantine. This requires the student to be in communication with the instructor of the course in a timely manner prior to the start of class. Upon the instructor's discretion, the student may attend virtually with camera on engaged in class or the class may be recorded. A student in quarantine must attend class virtually with the camera on as to be engaged in the learning experience. If the student is not ill, courses will not be recorded. If a student misses class for an unexcused reason, the student may not attend virtually and the course will not be recorded.

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.

SAFETY POLICIES AND PROCEDURES

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.4.4 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

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:

<https://ws.edu/student-services/student-support/>

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.

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.

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 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 an 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 PRACTICE

GRADUATION

Students must complete all requirements for the degree sought and file a graduation application in the Admissions and Records Office. The [Graduation and Degree Requirements](#) are outlined in the WSCC Student Handbook and Catalog.

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 Application form](#)
- [Complete the Follow-up Survey and Alumni Forms](#)
- [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 Student Services homepage](#).

Please refer to the Academic Calendar regarding graduation date.

CERTIFICATE PREPARATION AND EXAMINATION

The associate-degree-level occupational therapy assistant program is accredited 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.

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>

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:

Student Occupational Therapy Association

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

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.

TENNESSEE BOARD OF OCCUPATIONAL THERAPY

615-741-3807

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665 Mainstream Drive, 2nd Floor

Nashville, TN 37243

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.

Get in touch with the NBCOT team:

Phone: (301) 990-7979

Email: info@nbcot.org

SECTION V Appendix

OTA Curriculum

First Year

Fall Term (11 semester credit hours)

- 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 (12 semester credit hours)

- 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.)

Second 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 Mvmnt 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. () Unprofessional Behavior
7. () Other: _____

Criteria for reinstatement:

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

Student Statement:

Student Signature: _____

Instructor Statement:

Instructor Signature: _____

Professionalism - Professional Development Checklist

"Professionals conduct themselves with dignity, based on adequate preparation, a sense of fairness, confidentiality, and respect for others. Good judgment is the foundation of professional growth." (Grossman, 1992)

Professional growth is a unique process that integrates several kinds of learning:

- (1) Acquisition of theoretical concepts and ideas;
- (2) Application of these concepts to practical situations, leading to the formation of sound judgment; &
- (3) Development of certain attitudes or behaviors deemed appropriate for the professional person.

The path one takes to achieve professional development is self-directed. Professionals must identify their learning needs, formulate learning goals, and identify opportunities and resources for learning.

The Occupational Therapy Assistant Program at WSCC believes that becoming a professional is a developmental process that begins with self-inquiry. During the first fall and spring semesters students will be given a **Professional Development Checklist** to complete. This checklist will be used by the student and OTA faculty to discuss their professional development over time and strategies for improving those areas needing further development.

Professional Development Checklist Procedure:

Fall semester:

Beginning in the fall semester students will be given a **Professional Development Checklist (PDC)** and will be required to complete the following tasks:

- Complete a self-evaluation at the beginning of the semester.
- Obtain the faculty's evaluation of the student at midterm.
- Schedule an appointment with your OTA faculty advisor before the end of the semester to review both evaluations and compare / contrast their perceptions.
- Return the signed evaluations to the OTA faculty advisory.

In order to provide ongoing feedback students will repeat the PDC procedure again beginning in the spring semester.

The results of the faculty's feedback on the form will be reviewed and discussed with you in individual meetings with your faculty advisor. During your advisement your professional development plan will be re-evaluated for any needed adjustments. The student and advisor will formulate a professional development plan focusing on those professional skills that the student needs to further develop.

Professional Development Form Ratings:

- 0 = Unsatisfactory:** The student does not demonstrate the required level of professional skill. The student's behavior is predicted to interfere with the successful completion of fieldwork experiences and/or development of professional relationships with clients and team members.
- 1 = Needs Improvement:** The student, while beginning to demonstrate the required level of professional skill, needs improvement in either quality or quantity.
- 2 = Satisfactory:** The student demonstrates the required level of professional skill.

Scoring procedures: A total of 9 areas are scored: Honesty/integrity; Dependability/responsibility; Response to feedback/supervision; Judgment/clinical reasoning; Ability to work as team member; Organizational ability; Communication; Professional Presentation; Self Directedness.

Instructors will put their feedback within the context of suggestions for professional growth. For example:

1. *Student is encouraged to work on developing (listening) skills to enable him/her to be a more effective group member.*
2. *Student is encouraged to continue to work on (initiation in group experiences).*
3. *Student is encouraged to recognize/become aware of own (non-verbal reactions) and to explore methods of professionally stating opinions and concerns.*
4. *Student should work on (time management skills) to enable him/her to meet deadlines.*

Review Process:

Each student will meet with their faculty advisor to review his or her **Professional Development Form**. Strategies for improving those areas identified as needing improvement will be discussed and documented with the faculty member.

It is your responsibility to contact your faculty advisor to establish a meeting time. This contact must be made before the semester is complete.

If the scores from any category fall in "Unsatisfactory" the student will need to meet with the OTA Program Director to discuss their professional development plan. The records of students with scores of "Unsatisfactory" in the same category for two semesters will be brought before the occupational therapy assistant faculty for review and possible probation or dismissal from the program. The results of this review will be shared with the student during a meeting with the OTA Program Director. A summary of this discussion will be sent to the student and a copy will be placed in the student's file.

Grossman, J. (1992). Commentary: Professionalism in occupational therapy, Occupational Therapy Practice, 3(3): 7-10.

Kolb, D. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.



Occupational Therapy Assistant Program
Professional Behaviors Checklist

Student: _____ Semester / Year: _____

The following ratings reflect the course instructor's perspective of the student's attributes which might be associated with professionalism. Ratings are based on observations of the student in the classroom. Markings of unsatisfactory require comment. Explanation is encouraged in any case.

- 0 = Unsatisfactory:** The student does not demonstrate the required level of professional skill. The student's behavior is predicted to interfere with the ability to establish satisfactory therapeutic relationships with patients or effective working relationships with co-workers.
- 1 = Needs Improvement:** The student, while beginning to demonstrate the required level of professional skill, needs improvement in either quality or quantity.
- 2 = Satisfactory:** The student demonstrates the required level of professional skill.

HONESTY / INTEGRITY	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> • adheres to code of ethics • admits and corrects mistakes • maintains confidentiality • represents the facts/situation in an accurate manner 	
RESPONSE TO FEEDBACK/SUPERVISION	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> • respectful to instructor • chooses appropriate times to approach instructor • proactively identifies problem and possible plan • discusses problem and ideas with instructor • accepts feedback in a positive manner • modifies performance in response to feedback 	
ABILITY TO WORK AS TEAM MEMBER	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> • aware of others verbal/nonverbal reactions • responsive and respectful to the needs of others • allows others to express their opinions • remains open minded to different perspectives • tactful in giving others suggestions/feedback • participates as part of team when doing group projects 	
COMMUNICATION	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> • actively participates in discussions • initiates thoughtful/relevant questions • summarizes verbal or written message clearly and concisely • recognizes impact of non-verbal communication • communicates ideas and opinions clearly and concisely 	

Occupational Therapy Assistant Program
Professional Behaviors Checklist continued

INITIATIVE / MOTIVATION	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> independently seeks out learning experiences takes initiative to direct own learning assumes responsibility for learning uses adequate and appropriate resources to achieve goal 	
DEPENDABILITY / RESPONSIBILITY	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> attends all scheduled sessions is on time for class/scheduled meetings hands in assignments/papers when due complies with program/course expectations fulfills commitments and responsibilities maintains a safe environment in class/lab acknowledges and takes responsibility for own behavior and actions 	
JUDGMENT / CLINICAL REASONING	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> uses an inquiring or questioning approach in class analyzes options prior to making a judgment develops rationale to support choice demonstrates awareness of possible bias makes sound decisions based upon factual information gives alternative solutions to complex issues/situations 	
ORGANIZATIONAL ABILITY	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> has all materials ready for class manages time/materials to meet program requirements uses organizational skills to contribute to the development of others 	
PROFESSIONAL PRESENTATION	2 1 0
Behavioral Descriptors	COMMENTS
<ul style="list-style-type: none"> wears neat, clean clothing appropriate to setting projects professional images to peers, clients, supervisors displays a positive attitude towards becoming a professional maintains professional boundaries 	

Additional Comments:

I have met with an assigned faculty member to discuss the results of this Professional Development Form and strategies for improvement in those areas I would like to further develop. (The student may attach comments on an additional sheet if desired.)

Signature of Student / Date

Signature of Assigned Faculty / Date

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.**

Study Tips: TEXTBOOK ANNOTATION

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.