

PANOLA COLLEGE

**OCCUPATIONAL THERAPY
ASSISTANT PROGRAM**

STUDENT POLICY MANUAL

2011-2012

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WELCOME TO NEW STUDENTS

Welcome to the Occupational Therapy Assistant (OTA) Program at Panola College. You have chosen a very exciting and rewarding profession. Our goal is to provide you with the knowledge and skills required to provide quality occupational therapy services.

The purpose of this handbook, in addition to offering a word of welcome, is to share information. This information will better help you understand the occupational therapy assistant program goals, the program's operation, the attitudes of the faculty, policies of the program, and our philosophy of occupational therapy.

It is through cooperation between students and faculty that the common goal of learning is achieved. Competence in the OT profession is developed through diligence and hard work in the clinical environment as well as in the classroom. Your experiences in the upcoming months will be both challenging and rewarding.

If you should need assistance in your course of study, please feel free to contact the OTA department at (903) 694-4000. The office of the occupational therapy department is located in room 152 in the **Health Science Center** across the street from the main campus. Office hours are from 7:30 - 4:30 Monday through Thursday and Friday from 7:30 to noon.

We have very dedicated faculty in the OTA department who welcome your questions by phone or e-mail. Please refer to the OTA Homepage or course syllabi for specific methods for contacting your course instructor(s).

We look forward to sharing our knowledge and experiences with you.

Sincerely,

The Faculty and Staff of the OTA Department

OTA PROGRAM FACULTY AND STAFF

You will have the opportunity to learn from several instructors with diverse backgrounds, as well as guest speakers from clinical sites around the ArkLaTex. Below are the full time and part time staff members that comprise the OTA faculty team.

Cheri Lambert, MS, OTR

Cheri is the director of the OTA program. With much administrative support, she began development of the OTA program in August of 1996. She graduated from LSUMC's OT program in Shreveport, LA in 1988. Her home town is Keatchie, LA and she is a graduate of Logansport High School. She recently completed a Master of Science degree in Clinical Practice Management from Texas Tech University.

Karen Rich, OTR

Karen is from Grand Cane, LA and is a graduate of the LSU Medical Center's OT program in Shreveport, LA. Karen has 11 years of experience practicing OT in a variety of settings such as rehab and sub acute rehab, long term care and outpatient.

Terrie King, MA, LPC, LOT

Terrie is a graduate of Austin Community College's OTA program as well as Texas Women's University's OT program. Terrie completed her Master's degree in Counseling Education from Alamosa State University in Alamosa, CO. Terrie has extensive experience in a variety of settings including private pediatric clinics, school systems, early childhood intervention, community based mental health settings, chemical dependence recovery, inpatient rehab and home health.

Tammy Smith, LOTA

Tammy is the academic fieldwork coordinator (AFWC) for the OTA program. She has 13 years of experience as an LOTA and has worked extensively with both adults and children. She graduated from Northeast Louisiana University in Monroe, LA. with associate degrees in Occupational Therapy Assistant and Business Technology with a minor in accounting.

Mickie Cash

Mickie is the administrative assistant of both the OTA and LVN departments. If you cannot find an occupational therapy instructor to assist you, Mickie can help. Mickie is a vital OTA department team member.

In a sense, all of us work for you, and you are the reason we are here. Each semester you will be given opportunities to let us know what we can do to enhance your educational experiences.

CURRICULUM STANDARDS

Occupational Therapy Assistant Educational programs across the nation must meet the *Standards for an Accredited Educational Program for the Occupational Therapy Assistant* (Adopted Dec. 98, revised 2007) as set forth by The Accreditation Council for Occupational Therapy Education. The *Standards* serve to assure a measure of consistency among programs nationwide. The *Standards* provide the rationale behind various components of the curriculum as well as the learning objectives and organization of the program.

ACCREDITATION STATUS

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 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. In 2002, the OTA Program was accredited for ten years, the longest time span awarded by ACOTE. The OTA program is scheduled for accreditation renewal in 2012.

Upon completion of the OTA Program, graduates will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). Upon passing the exam, the individual will earn the title of "COTA" or Certified Occupational Therapy Assistant. Most states, including Texas, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

PANOLA COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Mission

The Occupational Therapy Assistant Program offers a specialized health care curriculum designed to meet the needs of the people within its service area. It is our desire to prepare competent students who will **serve our community members with commitment and compassion**. The goal of the program is to graduate professionals who are skilled at establishing **therapeutic relationships** and providing OT interventions that are **occupation based, client centered and evidence based**.

Philosophy

Relationship to the Profession

This philosophy reflects the foundations of Occupational Therapy practice based on systems theory, human development, adaptation and the occupational performance model.

Nature of Humanity

Humans inherently adapt both physiologically and behaviorally. They are intrinsically motivated to engage in activity which promotes adaptation to or impact upon their social and physical environments. Through the developmental process, behavior becomes increasingly complex and effective in this interaction with the environment. As an open system, the individual's interaction with and adaptation to the environment influences occupational performance. This is part of a dynamic, mutually influencing life process of which purposeful activity or occupation is a central aspect.

Occupational Therapy Assistant Education

Occupational therapy assistant education at Panola College involves fostering the development of **professional behaviors** and **clinical reasoning skills** necessary for competent, ethical practice. The OTA faculty believe that the **therapeutic relationship** between the OT practitioner and the client is critical to treatment effectiveness. To this end, interpersonal skills such as self awareness, authenticity, and active listening are nurtured throughout the curriculum. Knowledge of human development, function, adaptation and occupation is central to occupational therapy practice. The OTA program promotes the student's ability to integrate information from biological, behavioral and social sciences, the Occupational Therapy Practice Framework and OT frames of reference. Students are then challenged to apply this information using **clinical reasoning skills** to deliver **occupation based, evidence based, and client-centered interventions**.

Approach to Learning and Instruction

In addition to fostering the above essential skills in the educational approach, and in concert with the curriculum design, the underlying instructional theme of this program follows the idea that meaningful occupation enables an individual to positively influence his or her state of wellbeing (Reilly, 1962). This concept of meaningful occupation is also reflected in the OTA instructional process. Based on the philosophy of experiential education (Association for Experiential Education, 2008) each OTA course emphasizes “learning by doing” and faculty provide meaningful, engaging learning activities (occupations) that facilitate a collaborative and interactive approach to the teaching-learning process. The hallmark of the OTA program is the student’s ongoing involvement in experiential and service learning projects throughout the program. Other less traditional methods include understanding personality traits through the application of the True Colors ® process (Miscisin, 2004) and implementation of Jensen’s (2000) learning theories that support the need for movement, introspection, peer feedback and novelty for optimum learning. Students in the OTA program have opportunities to apply these concepts as they participate in innovative collaborative learning projects including initiatives with former OTA program graduates and other allied health students.

Based on the requirements for competent occupation-based OT practice (Law, Baum, and Baptiste, 2002), the OT Code of Ethics (AOTA, 2005) and OT Practice Framework (AOTA, 2002) that guide our profession, and professional behaviors as described by Kaser and Clark (2000), we value and foster the following essential skills in the OTA Program at Panola College:

Exceptional professional skills

- A passionate commitment to serving others well (customer service)
- Demonstration of ethical behaviors and concern for the welfare and dignity of others
- Effective work behaviors which include dependability, cooperation, flexibility, effective communication skills, safety of self and others, and organization
- Self-initiated life long learning to ensure practice competency

Effective therapeutic relationships

- Awareness of self, others and the environment and the interrelationships between each
- Awareness of the impact of culture on their own and others' values, beliefs, and behaviors
- The ability to interpersonally connect with others and establish meaningful relationships
- The powerful impact of the OTA’s planned use of his or her personality as part of the therapeutic process (therapeutic use of self)

Competent OT practice skills

- The impact of meaningful occupations and their transactive or two-way relationship between the person, the person’s performance and the environments in which the person functions
- The ability to clinically reason and problem solve using multiple forms of evidence

- The use of occupations (or interventions that directly support occupations) to help clients achieve their highest level of independence
- Technical competence
- The ability to participate in consensual decision making and collaboration with clients, families and other disciplines
- The importance of the collaborative process between the OTA and OT

References:

American Occupational Therapy Association (2005). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 59, 639-642.

American Occupational Therapy Association. (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 609-639.

Association for Experiential Education. What is experiential education? Retrieved January 12, 2008 from <http://www.aee.org/customer/pages.php?pageid=47>

Jensen, E. (2000). *Brain based learning*. San Diego, CA: The Brain Store®.

Kasar, J., & Clark, E.N. (2000). *Developing professional behaviors*. Thorofare, NJ: Slack, Inc.

Law, M., Baum, C.M., & Baptiste, S. (2002). *Occupation-based practice*. Thorofare, NJ: Slack, Inc.

Miscisin, M. (2004). *Showing our true colors*. Riverside, CA: True Colors, Inc.

Reilly, M. (1962). OT can be one of the great ideas of 20th century medicine. *American Journal of Occupational Therapy*, 26, 1-2.

Faculty Staff Pledge and Overarching OTA Program Goals

We promise to do our very best to prepare you to work as a COTA. In an effort to make you highly effective with the clients that you serve, we will:

- 1) prepare you to perform at the highest level of professionalism within the classroom and clinic settings.
- 2) prepare you to cultivate effective relationships with peers, faculty and clients.
- 3) prepare you to use clinical reasoning to provide OT interventions which are occupation based, evidence based and client-centered.

OTA Program Objectives

Upon completion of the Occupational Therapy Assisting Program and under the supervision of the occupational therapist the student will be able to:

1. Demonstrate excellent **professional work behaviors** such as dependability, showing empathy towards co-workers and clients, initiation, acceptance of feedback, organization, cooperation with others and adherence to safety requirements
2. Accurately **identify and collect data** to assist in the development of the occupational profile.
3. **Complete screenings and administer selected assessments** in accordance with established guidelines and procedures.
4. Demonstrate basic **knowledge of various OT theories and frames of reference** in relationship to practice.
5. **Assist in the formulation of goals and objectives** consistent with The OT Practice Framework and OT Standards of Practice.
6. Demonstrate **therapeutic use of self** as an OT intervention strategy.
7. **Select and implement preparatory, purposeful and occupation based interventions** which are **evidence based, client centered** and consistent with the established treatment plan.
8. Demonstrate consideration **of the client's factors, contexts, and performance patterns, performance skills and activity demands** when implementing treatment.
9. **Collaborate with therapists, patients, families and other health professionals** during all aspects of the OT process.

10. Demonstrate effective **interpersonal and communication skills** when interacting with patients, families and co-workers.
11. Demonstrate the ability to effectively perform various **technical skills** such as goniometric range of motion measurements, basic manual muscle strength evaluations, patient transfers and mobility, fabrication of adaptive devices, etc.
12. **Document** various aspects of **occupational therapy service provision** in accordance with state laws.
13. **Provide occupational therapy services consistent with The Occupational Therapy Code of Ethics, Standards of Practice, and the laws**, rules and regulations governing occupational therapy practice.
14. **Understand the impact of traditional reimbursement sources** on OT service delivery **and identify alternative funding strategies** to meet consumer needs.
15. Demonstrate the awareness and **professional responsibility** of participation in ongoing educational experiences, active involvement in local and national service and professional organizations, and serving as a mentor and/or fieldwork educator for future OTA students.
16. Understand the **collaborative relationship between the OT and OTA** including educational background, roles and areas of expertise.
17. Design and participate in **service learning** opportunities which support community members' participation and **engagement in healthy occupations** within natural contexts.

PROFESSIONAL ORGANIZATIONS

American Occupational Therapy Association, Inc. (AOTA)

4720 Montgomery Lane
P. O. Box 31220
Bethesda, Maryland 20824-1220
(301) 652-AOTA (2682)
www.aota.org

The American Occupational Therapy Association is the largest and most influential professional organization for occupational therapists in the world. Founded in 1917, it has grown in size and stature since that time, as evidenced by its current membership of over 39,000 occupational therapists and occupational therapy assistants.

The mission of AOTA is to advance the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public. Since AOTA is a voluntary organization, its bylaws and policies are determined by those occupational therapy practitioners who comprise its membership. In addition to an Executive Board of elected and appointed officers, various committees and commissions meet and deliberate throughout the year to determine strategies for achieving the association's goals. For example, AOTA's Centennial Vision for 2017 identified these five directions for the OT profession: (1) fulfilling our potential; (2) articulating our value; (3) linking education, research, and practice; (4) valuing our members; and (5) developing our resources. Members of AOTA are encouraged to participate in organizational activities so that national goals and initiatives can include the efforts and reflect the viewpoints of a broad constituency of occupational therapists, occupational therapy assistants, and students.

Student events are organized through the American Student Committee of the Occupational Therapy Association (ASCOTA). ASCOTA has officers as well as delegates from OT educational programs, and is designed to offer an opportunity for students to become members of the AOTA in advance of graduation and certification. The cost of basic student membership is \$75.00 and includes subscriptions to *The American Journal of Occupational Therapy*. Student members also receive discounts on conference registration and AOTA publications.

AOTA has established a home page on the world wide web. Their address is www.aota.org. More information regarding ASCOTA, as well as a host of student and consumer resources can be found on the web page.

Texas Occupational Therapy Association

Mailing address:	Physical address:
6225 Hwy 290 East	P. O. Box 15576
Austin, TX 78723	Austin, TX 78761-5576

Phone: 512-454-8682
Fax: 512-450-1777
<http://www.tota.org/>

The Texas Occupational Therapy Association (TOTA) is a professional association established for the benefit of professionals and students of occupational therapy. Membership services include public relations, legislative information, practice forums, educational meetings and student services.

One of the oldest and most established state occupational therapy organizations, TOTA is organized into six geographical areas, or districts, including Alamo-South, Great Plains-West, Gulf Coast-East, Trinity North, Capital-Centex, and Rio Grande. This association and its districts also have an executive board and elected officers. An annual conference is conducted yearly at a major city in Texas, and a newsletter, *Revista OT*, is published bimonthly. Membership in TOTA is independent of AOTA membership. Cost for OTA student membership is \$30.00.

National Board For Certification in Occupational Therapy (NBCOT)

800 S. Frederick Avenue - Suite 200
Gaithersburg, MD 20877-4150
(301) 990-7979
Fax (301) 869-8492
<http://www.nbcot.org>

The National Board for Certification in Occupational Therapy (NBCOT) is the independent national credentialing agency that certifies eligible persons as occupational therapists, registered (OTR's) and certified occupational therapy assistants (COTA's). Certification by NBCOT is independent of state licensing requirements. All state regulatory agencies have recognized the use of NBCOT's occupational therapy certification examination as the regulatory standard. The acronyms "OTR" and "COTA" are registered trademarks and may only be used by practitioners certified in good-standing with NBCOT.

The NBCOT offers a certification examination leading to certification of both OTR and COTA candidates. To be certified, an individual must: graduate from an accredited occupational therapy program; successfully complete all occupational therapy fieldwork requirements; and pass the NBCOT certification examination. Students can expect to pay \$595.00 to register for the NBCOT certification exam.

Texas Board of Occupational Therapy Examiners (TBOTE)

333 Guadalupe, Suite 2-510
Austin, Texas 78701-3942
(512) 305-6900
<http://www.ecptote.state.tx.us>

The Texas Board of Occupational Therapy Examiners is the state licensing agency for OT practitioners in the state of Texas. Maintenance of a current state license is required in the state of Texas to provide Occupational Therapy services. Renewal is required every two (2) years with the approval of a designated number of contact hours of continuing education and payment of a renewal fee. A representative from TBOTE will provide current information regarding Texas licensure and supervision requirements prior to graduation. The current cost for a regular OTA license is \$100.00.

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association is an optional, Panola College-sanctioned club for OTA students, OTA declared majors and OTA alumni. The Association primarily promotes community involvement, through community service projects. The membership fees are \$5.00 per each long semester.

CREDENTIALING

Credentialing consists of various forms of recognition that an individual has met prescribed standards to engage in professional practice. There are two types of credentialing that apply to the occupational therapy assistant--certification and licensure. Information on these types of credentialing is provided below.

CERTIFICATION (See NBCOT)

It is important to remember that completion of the program requirements at Panola College will not in itself authorize an individual to practice OT in the State of Texas nor in most other states. In order to practice in the State of Texas you must be initially certified and licensed. In order to become initially certified, an individual must successfully complete an accredited occupational therapy assistant program of study. This entitles one to complete the certification examination for occupational therapy assistants. If the certification examination is successfully passed, the individual can become certified by the National Board for Certification in Occupational Therapy. However, before you can practice OT in Texas, you must obtain a license (see below).

LICENSURE (See TBOTE)

Licensure is the governmental (state) regulation of practice, designed to protect the health and welfare of the citizens of a state against unscrupulous or incompetent practice by persons who have not met prescribed qualifications. In Texas, occupational therapy assistants are required to obtain a license to practice from the Texas Board of Occupational Therapy Examiners prior to practicing. Failure to do so renders both the individual as well as his/her employer (if applicable) liable for misdemeanor charges and fines. The Board maintains certain rules and regulations that govern eligibility for a license, as well as requirements for licensure renewal. Upon successful completion of the certification exam you are eligible to apply for licensure. If you have met all requirements *except* the certification examination, you are eligible to apply for a temporary license. You may practice during this period **only if you are in possession of a temporary license and work under the supervision of a licensed therapist**. For additional information, contact the Texas Board of Occupational Therapy Examiners at 333 Guadalupe, Suite 2-510, Austin, Texas 78701-3942 Tel. (512) 305-6900. The program director and members of the faculty may also assist you with questions regarding both certification and licensure.

Application for Certification and Licensure

During your course of study you will receive the most current information available regarding certification and licensure. It is your responsibility to provide each agency with the appropriate information within the specified time frames. Neither TBOTE nor NBCOT is forgiving or understanding of students who miss deadlines or fail to accurately complete forms.

As of 6/2011, you can expect to pay a minimum of \$595 when applying for the NBCOT certification exam.

Both NBCOT and TBOTE ask background questions that must be answered honestly. Failure to accurately and honestly answer these questions could jeopardize your ability to practice OT.

Questions such as these are asked on the TBOTE application:

Background Questions

Disciplinary Action(required)

Has any professional licensing or disciplinary body in any state, territory, foreign jurisdiction or : denied, limited, restricted, suspended, canceled, or revoked any professional license, certificate o registration granted to you, or imposed a fine or reprimand, or taken any other disciplinary action against you?

Yes

No

If you answered **yes** to the previous question, please provide an explanation of the circumstances

Disciplinary Action Information

Voluntary Surrender of Credentials (required)

Have you ever voluntarily surrendered any such credentials in anticipation of an investigation or disciplinary proceeding, or entered into a consent agreement with respect to licensure?

Yes

No

If you answered **yes** to the previous question, please provide an explanation of the circumstances

Surrender Credentials Information

Criminal Activity (required)

Have you ever been convicted, placed on community supervision whether or not adjudicated guilty sentenced to serve jail or prison time or granted pre-trial diversion, or plead guilty, no contest or contendere to any crime in any state, territory, or country, or received a court order whether or no sentence was imposed, including any pending criminal charges or unresolved arrests whether or 1 appeal (excluding minor Class C traffic violation)? This includes expunged offenses and deferred adjudications with or without a finding of guilt. DUIs and DWIs and PIs must be reported. A one MIP does not need to be disclosed; therefore you may answer, "NO." Multiple MIPs, however, re the answer," Yes."

Yes

No

If you answered **yes** to the previous question, please provide an explanation of the circumstances

Criminal Activity Information

Alcohol or Substance Dependency (required)

In the past five years, have you been diagnosed or treated for alcohol or substance dependency or addiction?

Yes

No

If you answered **yes** to the previous question, please provide an explanation of the circumstances

Alcohol or Substance Dependency Information

Professional Competency (required)

Have you ever used drugs or alcohol to an extent which affected your professional competency?

Yes

No

If you answered **yes** to the previous question, please provide an explanation of the circumstances

Professional Competency Information

Mental

Competency (required)

In the past five years, have you been determined to be mentally incompetent by a court?

Yes

No

If you answered **yes** to the previous question, please provide an explanation of the circumstances

Mental Competency Information

Malpractice (required)

Have you ever been found guilty of, or settled a malpractice claim?

Yes

No

Questions such as these are asked on the NBCOT Certification Exam Application

Section 4: Character Questions

Have you ever...

been charged with or convicted of a felony? (NOTE: Certificants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, plead down, released or sealed) Yes No

had any professional license, registration, or certification denied, revoked, suspended, or subject to probationary conditions by a regulatory authority or certification board? Yes No

been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another? Yes No

ever been suspended and/or expelled from a college or university? Yes No

If you answer "yes" to any of the character questions, you must submit all of the following:

1. A written explanation of the events regarding the incident or question to which you answered "yes"
2. copies of any official documentation related to the incident
3. any additional information or documentation you may wish to include, such as remedial measures taken since the incident

If a student answers "yes" to any of the above questions, it could jeopardize his or her ability to obtain the certification and or licensure required to practice occupational therapy. In such cases, students should contact both NBCOT and TBOTE as soon as possible for an advanced criminal history evaluation.

PROFESSIONAL DEVELOPMENT ASSESSMENT

Professional behaviors are assessed each semester and students are given feedback regarding their performance. The following objective criteria are used to define and evaluate expected professional behaviors.

Professional Development Assessment

Student Name:

Evaluator:

Rating Scale:

4 – exceeds standards – rare rating that must be clearly justified

3 – meets standards

2 – needs improvement, requires a written action plan upon submission (conference optional)

1 – unsatisfactory, below standard and requires a conference with an instructor and a written action plan

1. Work Ethic - including but not limited to:

Score	Criteria
	a. Attendance and punctuality.
	b. Hands in assignments and papers when due.
	c. Follows through with other commitments and responsibilities.
	d. Takes responsibility for keeping classroom and clinic area clean and organized.
	e. Follows the OTA program dress code when engaging in educational tasks.
	f. Submits neat written assignments with correct grammar and spelling.
	Comments:

2. Attitude and enthusiasm - including but not limited to:

Score	Criteria
	a. Uses body postures and gestures that convey attentiveness.
	b. Expresses concerns or frustrations in a solution-focused manner.
	c. Actively engages in classroom and virtual discussions.
	d. Behaviors are consistent with the Program's Code of Ethics
	e. Displays behaviors which are positive, respectful, considerate, polite and tolerant toward others.
	f. Takes initiative by recognizing what needs to be done and responding appropriately.
	g. Volunteers in service programs or organizations (please identify and describe)
	Comments:

3. Time Management - including but not limited to:

Score	Criteria
	a. Uses a planner to effectively meet program requirements
	b. Prepares for class by completing reading assignments and bringing handouts and other educational supplies.
	Comments:

4. Emotional Intelligence - including but not limited to:

Score	Criteria
	a. Invites connection with others through eye contact, affect and body postures.
	b. Demonstrates good manners and social skills.
	c. Recognizes personality traits of self and others and adapts to foster cooperation and group cohesiveness.
	d. Able to regulate emotions to foster positive outcomes.
	e. Responds effectively to the emotions of other people.
	Comments:

5. Communication – including but not limited to:

Score	Criteria
	a. Shares perceptions and opinions with clarity and quality of content (includes word choice, tone, etc.).
	b. Interprets contextual clues to maintain and/or suspend conversation.
	c. Provides honest feedback using the sandwich method.
	Comments:

6. Critical thinking - including but not limited to:

Score	Criteria
	a. Asks open-ended, thoughtful questions.
	b. Analyzes and generates possible solutions using a variety of resources.
	c. Demonstrates the ability to identify or select activities which support occupation based intervention concepts.
	d. Reflects on outcomes and analyzes results.
	Comments:

7. Mentorship - including but not limited to:

Score	Criteria
	a. Able to recognize strengths and areas of growth.
	b. Seeks guidance from those having more experience.
	c. Giving and receiving constructive feedback related to performance (sandwich method)
	d. Modifies performance in response to feedback.
	e. Demonstrates awareness of boundaries related to student roles.
	Comments:

Additional Comments:

Total Score: /128

Grade: %

Student Signature

Instructor Signature

STUDENT ETHICS

Students enrolled into the OTA program are expected to behave in ways that reflect high ethical standards. The OTA program expects students to adhere to the basic guidelines regarding ethical behavior in the classroom as defined in *The Pathfinder*. In addition to those guidelines the OTA program has further clarified ethical expectations as described below.

Students in the OTA program are expected to:

1. Follow the codes of conduct and policies described in this manual and any additional requirements included in OTA course syllabi. "Acting in a manner counter to the principles detailed in any ethical code or student code of conduct that applies to you is unethical behavior." (Sladyk, 2005, p. 531)
2. Use their own knowledge and skill to complete examinations without referring to others' answers, class notes or other references unless specifically permitted by the instructor. Students who fail to comply with this standard can expect to receive a zero on the exam and may be subject to further disciplinary actions.
3. Use their own knowledge to write papers analyze activities or compile research information. They shall not plagiarize, quote or copy other persons' works without giving proper recognition as stated in a standard manual on style. Students who fail to comply with this standard can expect to receive a zero on the exam and may be subject to further disciplinary actions.
4. Assume that each assignment completed in class or outside of class is to be done without consultation of another current or former class member unless specifically and clearly permitted by the instructor. If the student is unsure, it is the student's responsibility to clarify this with the instructor PRIOR to submitting the assignment.
5. Respect instructors and other learners.
 - They may not insult, slur, raise their voice to or degrade instructors*, other College employees, other health professionals or students. (This expectation does not infringe upon a student's right to raise questions and request clarification but does define parameters in which the question or clarification is brought forth.)
 - Students will refrain from engaging in side conversations during class (Sladyk, 2005, p. 531). Students may not allow their cell phone to ring during class (Sladyk, 2005, p. 531).
 - Beginning August of 2011, students shall not smoke on the Panola College campus.
 - Students will honor commitments by being on time for classes, field trips, and fieldwork duties. When students are not on time are absent, they will follow the appropriate procedures. (Refer to attendance and absence notification procedures in this manual and in course syllabi).
6. Respect the limited resources of furniture, fixtures, textbooks, computers, instructional technology, supplies, library books, and journals. Students shall not mutilate, deface, damage or withhold resources for their own use.
7. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse

equipment. It is the student's responsibility to report any damaged resources of any type to the OTA Program Director.

8. Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms dirty, cluttered, littered or in disarray or disorder upon completion of their assignment in each room.
9. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. Students should not expect to receive equal consideration in grading unless such arrangements are made.
10. Comply with and act upon safety procedures when working with peers, patients and equipment whether in class, lab, clinic or the patient's home. Under no circumstance shall a student endanger the safety and welfare of patients, other students, faculty and staff.
11. Comply with all policies and procedures established by the Occupational Therapy Assistant Department and all fieldwork facilities. This includes expectations outlined in each OTA course syllabus. They shall not exempt themselves without specific permission by a faculty member or fieldwork educator.
12. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts). They shall not repeat information outside of the classroom, clinic or facility in which any part of the patient's name appears except initials. They will fully adhere to HIPAA Guidelines for Fieldwork as published by the American Occupational Therapy Association.
13. Respect the confidentiality of information shared in the classroom. All discussions held in the classroom, lab or fieldwork are to be considered confidential in nature. "Due to the nature of OT education, sometimes students and instructors have personal examples that are relevant to class discussions. This information should be respected and not used for gossip." (Sladyk, 2005, p. 531)
14. Work in cooperation with and respect for peers and other health care team members. They shall contribute their fair share of group projects (Sladyk, 2005).
15. Respect the property and property rights of the OTA department and other allied health faculty and staff, all allied health students, fieldwork facility and staff and patients. They shall not remove or borrow property without permission and shall not damage or misuse property while in the Health Science Building, fieldwork facility, clinic or home.
16. Respect other student's projects. Students shall not handle, steal, alter, deface or otherwise harm another student's project, especially in a manner which might cause the student to earn a lower grade.
17. Monitor and maintain current CPR and immunization status as required by the OTA program.
18. Fully comply with instructions regarding fieldwork placements, including but not limited to, contacting the field work educator, completing student data sheets and site requests.

19. Honor commitments made with peers, College faculty, staff, and fieldwork educators. This includes timely notification in advance, when unable to keep a commitment.

20. Function within the role of a student.

* The term instructor also includes clinical (fieldwork) educators

Students are expected to be aware of and comply with these ethics standards. Acting in a manner counter to these standards will result in consequences that reflect the severity of the infraction. Students who fail a class or are withdrawn from the OTA program due to one or more ethics violations will not be allowed to re-apply to the program.

Sladyk, K. (Ed.). (2005). *Ryan's occupational therapy assistant: Principles, practice issues and techniques*. Thorofare, NJ: Slack.

OTA PROGRAM BASIC INFORMATION

The Occupational Therapy Assistant Program consists of five academic semesters and two eight-week Level II Fieldwork experiences. The curriculum ensures a balance of theoretical and technical courses as well as supervised application of skills in area health care facilities. Upon successful completion of the program the student is awarded an Associate of Applied Sciences Degree in Occupational Therapy Assisting Technology.

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 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Upon program completion, graduates will be able 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 the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states, including Texas, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Prior to entering the Occupational Therapy Assistant program, students may take any of the non-OTA courses (any course not having the OTHA prefixes) required. Occupational Therapy Assistant students must earn a grade of "C" or above in all prerequisite and required curriculum courses. Students must maintain an overall grade point average of at least 2.0 in order to graduate from the Occupational Therapy Assistant program.

The OTA program requires a grade of 75 to earn a "C" in any OTA course. If a student earns a grade of D, W, or F in any required curriculum course (OTA or non-OTA), the student will be dropped from the program and must reapply for admittance. A student may be readmitted once, on a space available basis. If readmitted, the student will be required to repeat the course in which the unsatisfactory grade was earned and pass that course with a "C" or better in order to continue. The student will also be required to repeat any co-requisite OTA courses as stipulated in the Catalog.

Program Admission Requirements

Panola College has an "open door" policy which "provides educational and employment opportunities to all on the basis of merit and without discrimination because of race, color, religion, sex, age, national origin, veteran status or disability." Admission to Panola College does not guarantee admission to the OTA program. Refer to the current Panola College catalog for details concerning the OTA program admissions requirements.

For more information on the student selection process, refer to the OTA program Webpages.

Physical Examination/CPR Certification

Students accepted into the program must complete a physical examination by a licensed physician and must show proof of current immunizations. Students must submit the completed physical examination including two copies of proof of immunizations on or before the first day of Principles of OT class. Students are required to maintain current CPR certification throughout the program. All students will attend a CPR class as a part of OTHA 1405, Principles of OT. Students will provide the OTA office with TWO COPIES of all required immunization and CPR documentation.

****Important!!** Students are responsible for maintaining current health records in the OTA department. Students failing to do so will not be allowed to attend OTA classes or fieldwork. Failure to maintain current immunizations and submit health care records is considered an ethical violation and will result in disciplinary action. Non-compliance could result in withdrawal from the OTA Program.

Student Mail Boxes

Each OTA student is responsible for checking his or her mailbox daily. Mailboxes are located inside the OTA classroom (room 136).

Change of Personal Information

It is of utmost importance that the OTA Department be kept informed concerning ALL changes in personal information during the length of the program. This includes changes in e-mail and physical addresses, telephone and cellular phone numbers, marital status, etc. This should be done as soon as possible after a change is made. OTA department personnel will not accept responsibility for information that you do not get if we do not have your current information on file.

WebCT or Canvas

WebCT and Canvas are course management tools that are used college-wide to enhance student learning. Some OTA course are taught in a hybrid format (part face to face, part distance education) and ALL OTA courses are enhanced with either WebCT or Canvas. Students are expected to comply with all course requirements involving the use of WebCT or Canvas. Online instructional materials will be provided in Microsoft Word (or PDF) format and students are required to submit materials in Microsoft Word format. Microsoft Word is available on each computer in both Health Science Center computer labs and the M.P. Baker Library computer lab.

OTA Curriculum

	Hours
First Year, First Semester	
BIOL 2401 Anatomy & Physiology I	4
ENGL 1301 Composition I	3
BCIS 1305 Business Computer Applications	3
PSYC 2301 General Psychology	3
OTHA 1405 Principles of Occupational Therapy	<u>4</u>
Total	17
First Year, Second Semester	
BIOL 2402 Anatomy & Physiology II	4
PSYC 2314 Life Span Growth and Development	3
SPNL 1201 Health Care Spanish	2
SOCI 1301 Introductory Sociology	3
OTHA 1409 Human Structure and Function in OT	<u>4</u>
Total	16
First Year, First Summer	
OTHA 1315 Therapeutic Use of Occupations or Activities I	3
OTHA 1341 Occupational Performance from Birth through Adolescence	3
OTHA 2260 Clinical I	<u>2</u>
Total	8
Second Year, First Semester	
OTHA 2301 Pathophysiology in OT	3
OTHA 1349 Occupational Performance of Adulthood	3
OTHA 2261 Clinical II	2
OTHA 1419 Therapeutic Interventions I	<u>4</u>
Total	12
Second Year, Second Semester	
OTHA 2309 Mental Health in OT	3
OTHA 1260 Clinical III	2
OTHA 2302 Therapeutic Use of Occupations or Activities II	3
OTHA 2235 Health Care Management in OT	2
ARTS 1314 Foundations of Art	<u>3</u>
Total	13
Second Year, First Summer Semester	
OTHA 2266 Practicum I (8 weeks)*	<u>2</u>
Total	2
Third Year, First Semester	
OTHA 2267 Practicum II (8 weeks)*	2
OTHA 1291 Special Topics in OT	<u>2</u>
Total	4
TOTAL HOURS	72

*Capstone learning experience

Revised 2011

OTA Program - Lab and Fee Schedule per Course

(Revised 2007)

	Cred Hours	Lect	Lab	
First Year, First Semester				
OTHA 1405 Principles of Occupational Therapy (Fee includes CPR certification)	4	2	5	Lab fee: \$110
First Year, Second Semester				
OTHA 1409 Human Structure and Function in OT	4	2	4	Lab fee: \$70
First Year, First Summer				
OTHA 1315 Therapeutic Use of Occupations or Activities I	3	2	2	Lab fee: \$100
OTHA 1341 Occup. Perf. from Birth through Adolescence	3	2	2	Lab fee \$90
OTHA 2260 Clinical I	2	0	8	Lab fee:\$75
Second Year, First Semester				
OTHA 2301 Pathophysiology in OT	3	3	0	Fee: \$50
OTHA 1349 Occupational Performance of Adulthood	3	2	2	Lab fee: \$90
OTHA 2261 Clinical II	2	0	8	Lab fee: \$75
OTHA 1419 Therapeutic Interventions I	4	2	4	Lab fee \$100
Second Year, Second Semester				
OTHA 2309 Mental Health in OT	3	2	2	Lab fee: \$90
OTHA 1260 Clinical III	2	0	7	Lab fee: \$75
OTHA 2302 Therapeutic of Occupations or Activities II	3	2	2	Lab fee: \$100
OTHA 2235 Health Care Management in OT	2	2	0	Fee: \$50
Second Year, First Summer Semester				
OTHA 2266 Practicum I (8 weeks)	2	0	20	Clinical fee \$100

Third Year, First Semester

OTHA 2267 Practicum II (8 weeks)	2	0	20	Clinical fee \$100
OTHA 1291 Special Topics in OT (Fee includes NBCOT practice exam registration)	2	2	0	Fee: \$100

Important!!! All OTA students (and other health science students) are assessed a fee of \$24 each semester for liability and accident insurance.

This fee schedule is subject to change. All fees will be assessed according to the most current College catalog.

INSTRUCTIONAL POLICIES

Facilities

Classes will be held in room 136 and 137 in the William C. Smith Health Science Building (HSB). The normal operating hours for the HSB are 8:00 to 5:00, M-F. Any student wishing to use lab equipment anytime other than regular class hours may make arrangements with the OTA Faculty. The OTA office is located in room 151 and the phone number is (903) 694-4000. Any questions or concerns should be directed to staff in this office. The OTA Program contracts with many clinical facilities in the North East Texas and Northwest Louisiana area and beyond.

Instructional Classroom Methods

Course material will be presented in lecture/demonstration/lab format with performance of specific techniques in the laboratory following the lecture. Guest lecturers, service learning opportunities and field trips are incorporated to enhance instruction. A variety of audio-visual materials will be used, including MS PowerPoint, video and slide presentations. Streaming Internet video is also available in both classrooms. All OTA course materials (syllabi, course schedule, reading assignments, handouts, etc.) will be provided via WebCT in MS Word or PDF format. Students will need to access WebCT frequently in order to obtain necessary course materials.

Class Assignments

It is critical that students complete all reading assignments, as outlined in the course schedule or assigned by the instructor, prior to class time. Unless stipulated otherwise in the course syllabus or assignment directions, students will receive a 5 point deduction for each day that an assignment is late. Students failing to return requests for information (CPR cards, health records, insurance, fieldwork information packets, etc.) may receive up to a 5 percentage point deduction from his or her overall course grade for each day that the information is late and may be subject to further disciplinary action. Assignments or other required documentation that is turned in late may be considered an ethics violation (refer to Ethics section in this manual). Electronically submitted assignments must be submitted in MS Word format.

Laboratory

All students must be prepared for laboratory experiences at ALL times. Any student who is not prepared may have up to five percentage points deducted from his/her final average per incidence and may be subject to further disciplinary action. Laboratory dress code will vary depending on course content, ie. palpation lab vs. transfer training. See syllabi for specific dress code requirements. When in doubt, consult the course instructor ahead of time.

Videotaping

To enhance your education process, videotaping may be used in lecture, demonstration and during laboratory. Videotapes of laboratory examinations may be used to assist students in self-evaluation and to insure evaluator effectiveness. Students will be notified in advance of and should be prepared for videotaping during lecture or lab. Your signature on the last page of this Student Policy Manual grants permission for this to occur.

Grade Reporting

Students who are not passing at mid term will be notified electronically via “Campus Connect”. The percentage system for letter grades below will be used for all reporting. Specific grading criteria will be explained in each course syllabus at the beginning of each semester. It is the OTA Program’s Policy to round up to the nearest whole number on each quiz, assignment, exam, etc. and NOT the student’s final score.

90 - 100%	A
80 - 89%	B
75 - 79%	C
60 - 71%	D
Below 60%	F

Refer to **Basic Program Information** for consequences of failing courses.

Special Needs

Panola College offers academic counseling and planning for students with special needs through the office of Disabled Student Services (DSS). To be eligible for special accommodations, the student must meet with the vocational counselor at least 30 days prior to the semester to begin the process. Once needs are established, it is the student’s responsibility to set up a meeting to discuss specific accommodations with the course instructor(s) by the first week of class.

ATTENDANCE POLICY

- I. Attendance is essential for the attainment of course objectives. When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Dean of Instruction that the student be withdrawn from the course. For specific attendance requirements, refer to the current Panola College catalog. For OTA classes that do not fall into the standard format described in the College Catalog, students must not miss more than 11% of the total hourly (in class) requirement for the course.

- II. A student is considered tardy if they come to class late (by any increment) or leave class prior to the published end time, where 25% of the class is missed. For example, in a class that meets once a week from 8:00 to 12:00, a student who arrives one minute late is tardy as well as a student who leaves anytime before 11:00. Two tardies are considered one absence.
 - a. Consequences of tardiness are explained in detail in each course syllabus. When a student is tardy to class (either initially, or when class resumes after a timed break) he or she is expected to quietly enter the classroom and address the tardiness issue with the instructor at the first available break. For tardiness to fieldwork, refer to the Fieldwork Section of this manual.

- III. Make-up work may be required for absences in order to ensure that students acquire information and skills presented during their absence.

- IV. Extended absences due to special circumstances will be handled at the discretion of the Program Director. As stated above, withdrawal procedures may be necessary.

- V. There is no such thing as an excused absence or tardy. All absences and tardies will be counted as described above. If a student is absent due to illness, a physician's excuse may be requested by any instructor.

- VI. In the event of an absence, for any reason, daily work, such as quizzes and lab exercises may not be made up. If a student misses a scheduled exam, the exam may be made up as stipulated in the Examination section of this manual. The instructor may offer the same or different version of the scheduled exam. However, if the student misses an exam and does not notify the instructor in advance, a make up exam will not be given and the student will receive a zero for that exam.

- VII. In the event of a pregnancy or other medical situation where a prolonged absence (more than one week) in OTA courses may be anticipated, the student will meet with the class instructor(s) and the OTA director and formulate a plan for making up work. If the student is unable to resume classroom participation within a two-week period, the student will be required to drop and will be allowed to re-apply to the program according to the re-admission policy as stated in the catalog and "Basic Information" section of this manual. More flexibility is available for students who experience prolonged absences from

Fieldwork courses. Refer to the Physical Limitations Policy section of this manual for more information.

OTA HEALTH SERVICES AND PHYSICAL LIMITATIONS POLICY

Revised 7/2007

Health Services

Students in the OTA program have the same access to health services provided to other students enrolled in the College. Panola College offers no health care facility on campus. If an accident or emergency occurs on campus, aid will be administered in accordance with the *Panola College General Catalog* and *The Pathfinder*. The cost of any professional service is the responsibility of the student. Students are encouraged to have medical insurance coverage from a company of their choice. The Panola College Human Resources Office provides information concerning a sickness and accident insurance policy available to students and their dependents.

A list of area health care providers can be obtained in the OTA office.

Physical Limitations Policy

In the event of an illness, accident, injury, or other medical condition that hinders a student's ability to perform in the classroom or laboratory setting, the Occupational Therapy Assistant program may require a physician's statement authorizing the student to continue participation in academic and/or fieldwork courses. Specific release guidelines may be requested for situations involving back injury, surgery, pregnancy, communicable diseases, etc.

If a student is injured in class, lab or fieldwork, the course instructor must be notified immediately. If the student is injured at fieldwork, the fieldwork educator must be notified immediately and the student may be treated in the hospital emergency room or may go to a private physician. Agency guidelines will be followed for unusual occurrence reporting. Students are responsible for any medical costs incurred.

The student will also notify his/her course instructor of the condition so that appropriate policies may be followed. It is the responsibility of the student to advise the course instructor or fieldwork educator of any activity limitations or changes that occur from this condition that may affect successful completion of the current course objectives. The student will then have his/her physician complete the Limitations & Liability Release Form at the beginning of each semester and/or anytime during the semester as changes occur.

The OTA faculty will consider the limitations or other treatment plan prescribed by the primary care provider and will attempt to accommodate such plans. In the case of pregnancy, Panola College assumes no responsibility for problems that may occur with the fetus, the pregnancy or the delivery.

Panola College OTA Program
Limitations & Liability Release

I, _____, age _____, am a student at

Panola College. I am currently under the care of _____ (primary care provider name and credentials)

for the following condition/injury: _____.

My primary provider has recommended the following limitations: _____

Primary Provider Signature: _____

Printed Primary Provider Name: _____

I am requesting to be allowed to continue in the OTA curriculum with modifications as outlined by my instructor(s) and participate in activities as able.

I HEREBY FREELY, KNOWINGLY, AND VOLUNTARILY ELECT TO PARTICIPATE IN ASPECTS OF THE OTA PROGRAM, AS I AM ABLE. I HEREBY AGREE TO RELEASE, INDEMNIFY AND HOLD HARMLESS PANOLA COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM, ITS FACULTY, STAFF, AGENTS AND EMPLOYEES FROM ANY AND ALL LOSS, DAMAGE, CLAIM, OR LIABILITY ARISING FROM THE SAME, INCLUDING BUT NOT LIMITED TO PERSONAL INJURIES SUSTAINED BY ME OR INFLICTED UPON ANOTHER.

I PERSONALLY ASSUME ALL RISK OF MY VOLUNTARY PARTICIPATION. _____ (initials). I HAVE READ THIS IN ITS ENTIRETY AND I ACKNOWLEDGE THAT IT IS LEGALLY BINDING.

Dated this _____ (day) _____ (month) _____ (year)

Student Signature

WITNESS:

Name: _____

Address: _____

DRESS CODE POLICY

Proper attire is required for all classroom and laboratory sessions. Close toed shoes and non-revealing, comfortable clothing that you can move freely in is required. Specific attire may be required at fieldwork sites. Bare feet, clogs, flip flops, sandals, cutoffs, crop tops, tank tops, and undershirts are not considered acceptable attire for students enrolled in the Panola College OTA Program. Bare midriff shirts (stomach may not be exposed) or low cut shirts or shorts are not acceptable. Shorts are permitted but, when standing in an upright position, shoulders relaxed, must be longer than the student's longest finger. Clothing that is revealing or provocative is inappropriate for the classroom, lab or clinic. If you squat, bend over or raise your arms above your head and skin is visible, you are inappropriately dressed.

When an instructor requests that a student dress in a certain fashion for lab or special event, failure to comply will result in a consequence. For this reason, it is advised that students keep extra clothing items on hand.

When working with clients you must maintain personal health such that there is no risk to yourself or the patient. Personal cleanliness and hygiene are essential for acceptable interpersonal activities such as those engaged in by OTAs.

1. Lab coats may be required in specific facilities. Facility specific information on appropriate attire will be provided before each affiliation.
2. Fieldwork sites may require that identification badges be worn. Plastic, transparent identification badge sleeves for your Panola College identification cards may be purchased at the bookstore.
3. Jewelry should be worn with caution. Single pierced earrings consisting of a post or small loops are permitted. **NO DANGLES OR LARGE LOOP EARRINGS MAY BE WORN.** No bracelets or necklaces that may interfere with patient treatment are permitted. No extraneous piercings will be permitted.
5. Tattoos must not be visible.
6. Hair must be clean. Only simple hair accessories are permitted. Students with long hair styles must tie hair back and pin it up so that it does not interfere with treatment.
7. Fingernails must be clean and filed smoothly. The fingernails should not extend beyond the finger tips. No nail polish.
8. Mustaches/beards must be neatly trimmed.
9. Men who wish to wear ties, should consider "clip on" ties for safety.
10. To reduce the risk of contamination, consider the elimination of sweaters or light jackets in the clinic setting. Lab coats may be worn over uniforms if warranted/required.
11. **NO PERFUME**, lotion or other similar item of any type of quantity is permitted. What is pleasant to many may be noxious to some. A patient should **NEVER** be able to detect any obvious smell as you approach them--not from perfume, powder, body spray, lotions, body odor, or cigarette odor. The smell of cigarettes on a student will **ABSOLUTELY NOT** be permitted.

Students are expected to be aware of these standards. Acting in a manner counter to these standards will result in consequences that reflect the severity of the infraction.

EXAM POLICIES

Make-up exams

As stipulated in each course syllabus, students should notify the instructor in advance if unable to take a scheduled examination. If not, an unexcused absence will result and the student will receive a zero for the exam. A make up will not be given in this circumstance.

The type of make-up exam given is at the discretion of the faculty and may be essay, short answer, open book, multiple choice, oral or any combination of test formats. In the spirit of fairness, the student should make every effort to make up the exam as soon as possible. Exams not made up within one week of the scheduled date, may be given a grade of zero at the discretion of the instructor

Test/exam review

Learning theorists have proven that students retain and learn more when given immediate feedback regarding performance. Faculty members will assign high priority to the timely return of assignments, quizzes and exams. Faculty may review exams with students and address all questions relative to the exam such that the entire class may benefit. Students may be required to put specific concerns about exams and grading in writing and make an appointment with the faculty member for further discussion. For optimal transference of learning, final exams should be reviewed during the last week of class when possible.

Testing Procedures

We, as a faculty, do not employ examination procedures because we think students are inclined to cheat. In fact, we expect that OTA students will not cheat. It is our intention to facilitate a class atmosphere that encourages and facilitates academic honesty. In order to do this we adhere to the following procedure when administering written exams:

1. Faculty will number each exam.
2. Each desk, computer or testing area will be assigned a number.
3. Each student will be asked to place all materials on the floor or away from the testing area.
4. Each student may bring several pens/pencils to the testing area.
5. Once the instructor hands out the first exam, no talking is permitted.
6. During the examination period, students are permitted to go to the restroom one at a time.
7. If a student has a question regarding the examination, the instructor may address the question. If this is the case, the rest of the class is allowed to hear the question and answer that the instructor provides. Only questions regarding test question clarity will be addressed by the faculty.
8. For exams given via computer, faculty will assign seats randomly and place an unused computer space between each student when possible.
9. Exams given by computer that cannot be “de-accessed” individually will require that the entire class remain in the testing classroom for the entire testing period.

*Students may remain seated as preferred during quizzes unless otherwise requested by instructor.

Testing Procedure for Lab or Skills Examinations

The OTA faculty members recognize that students learn from observing the lab or skills examinations of other students. During a skills examination, observing students are to follow the instructions of the student being tested if they are asked to participate in any way. Observing/participating students are not to act independently. Under no circumstances should observing/participating students give verbal or non-verbal cues to the student being tested. These actions will be considered as dishonest and unethical and could result in a zero for the observer or other consequences as described in the Disciplinary Action section of this manual.

FIELDWORK POLICIES

Fieldwork (clinical and practicums) is an important part of the education process for becoming an occupational therapy assistant, and represents that part of the program during which you will learn clinical skills through directed observation or experiential learning (Level I Fieldwork or clinicals); or, when you will apply your understanding of theory and techniques through extended, supervised and evaluated performance (Level II Fieldwork or practicums). In either case, these experiences will mostly occur away from the Panola College campus. This section of the handbook describes those policies and procedures, which govern the fieldwork portion of your educational program. Please be aware that non-compliance with regulations or failure to execute the responsibilities in this section may jeopardize your standing in the program or affect your eligibility to practice after graduation.

Fieldwork Completion

As stated in the College Catalog, Level I Fieldwork (clinical) placements begin and end in concert with the corresponding academic courses. Assignments related to fieldwork experiences may be given in any academic course taken concurrently with a practicum or clinical. It is goal of the OTA program to integrate practicum experiences and co-requisite coursework.

Level II fieldwork rotations (practicums) are capstone experiences, designed to help students integrate information learned in didactic courses. To ensure a positive learning experience for both student and fieldwork educator, Level II Fieldwork experiences (OTHA 2266 and 2267) must be completed within 18 months of the completion of the 5th semester.

Fieldwork Placement Policy

While the program director and other faculty members have input into student placements, the Academic Fieldwork Coordinator (AFWC) is responsible for finalizing all clinical assignments. Fieldwork placements are designed to expose the student to as many areas of occupational therapy practice as possible and, thereby, facilitate the attainment of the essential skills needed for the practice of occupational therapy.

Students are given an opportunity to provide input regarding areas of interest before assignments are made. However, the program cannot grant assurances that students will be placed in specific or preferred sites. Students should be prepared to incur expenses for transportation, travel, food and uniforms (if appropriate) during required fieldwork assignments. Every effort will be made to place students within a reasonable driving distance from his or her residence. Students residing in distant, rural areas can expect longer commutes.

Fieldwork placements are reserved many months (and in some cases, up to a year) in advance of a scheduled fieldwork experience. The AFWC will assign all eligible students to specific facilities for Level I and Level II Fieldwork experiences. It is very difficult to re-schedule student fieldwork placements once assignments have been made. For this reason, the decisions regarding fieldwork placements are final.

The Program cannot assume liability for timely rescheduling of fieldwork placements canceled by the student or the clinical site. However, the program recognizes and accepts its ethical obligation in those situations where the facility or program has canceled a scheduled placement, or when extenuating circumstances have precluded the student's participation in the experience. Students who choose not to attend an assigned fieldwork site will earn an "F" for that clinical rotation and may be allowed to repeat the course (depending prior academic performance). Extenuating circumstances for consideration may be submitted to the Program Director in writing.

CPR Certification and Immunization Policy

Students not having current CPR and immunizations will not be allowed to participate in fieldwork.

Collaboration between OTA Program and Fieldwork Site

The Academic fieldwork coordinator contacts both Level I and Level II Fieldwork instructors supervising a student at midterm to check on the student's progress. At least twelve Level II Fieldwork site visits per year are conducted by the AFWC. Contact between the AFWC and the student and/or fieldwork educator increases if problems arise. This is explained in detail below in the FIELDWORK PROBLEMS OR CONCERNS section.

Fieldwork Evaluation:

Level I Fieldwork

Student performance in Level I Fieldwork is evaluated by the fieldwork educator assigned at the site and by OTA faculty through completion of assignments from co-requisite courses. The fieldwork educator will use the Level I Student Evaluation Form to assess student performance. This form evaluates basic professional behaviors of the student rather than specific, technical skills. The student is responsible for submitting this finalized, scored, document to the corresponding course instructor on the designated date.

The student will also complete and share with the fieldwork educator a Student Evaluation of Level I Fieldwork. It is the student's responsibility to return a signed copy of this form to the corresponding course instructor on the designated date to receive a grade for that class.

Students participating in Level I fieldwork are also required to complete an Educational Time Log that accounts for each of the 128 required hours of Level I Fieldwork. It is the student's responsibility to ensure the accuracy of the time log entries, obtain required signatures and keep a running total of fieldwork hours completed. Inaccurate or incomplete time logs will be considered an ethical violation and may result in disciplinary action and/or course grade reductions.

If, for any non-health related reason, the student is removed, withdrawn, or fails to complete the hourly requirement of the Level I Fieldwork rotation, this will result in an "F" for the course.

Level II Fieldwork

Student performance and grade in Level II Fieldwork is assessed by the fieldwork educator assigned at the site of the affiliation and the course instructor as stipulated in the course syllabi. Grading is guided by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (FWPE). The evaluation form allows for an objective assessment of the student's skills as performed at the clinical site. The fieldwork educator meets with the student to discuss progress at the midpoint of each affiliation and again upon completion of a final written evaluation at the end of the experience. At the midpoint of the rotation, the student will fax a copy of the Midterm Performance Overall Rating form to the course instructor. At the end of the rotation, **it is the student's responsibility to deliver the signed, completed original FWPE form to the academic course instructor by the established deadline. For each day that the FWPE is late, there will be up to a five point deduction from the student's overall score.**

The student will complete and share with their fieldwork educator a Student Evaluation of Level II Fieldwork Instruction form at the end of each rotation. At the end of the rotation, **it is the student's responsibility to deliver the signed, completed original Student Evaluation of Level II Fieldwork Instruction form to the academic course instructor by the established deadline. For each day that the form is late, there will be a five point deduction from the student's overall score.**

If, for any non-health related reason, the student is removed, withdrawn, or fails to complete the hourly requirement of the Level II Fieldwork rotation, this will result in an "F" for the course.

Fieldwork Problems or Concerns

Fieldwork concerns may be identified at any point by the fieldwork educator or the student or by the AFWC. Students may contact the AFWC at any time if he or she has a concern. However, the student will be encouraged to resolve issues as independently and professionally as possible. If unresolved concerns remain, the fieldwork educator, AFWC, student and course instructor will discuss problem areas and strategies for success. In such cases, the AFWC will remain in weekly contact with the fieldwork educator, the course instructor and/or

the student until the issues are resolved. The OTA Program Director may be asked to participate in meetings or discussions at any time during this process. All conference minutes and information related to student performance are maintained in the student's file in the OTA department office.

Professional Risks

Interactions with clients in the health care system carry inherent risks to both the client and the health care provider, including, but not limited to communicable diseases. In the first OTA course and regularly throughout the curriculum, students will be given information regarding known risks for various diseases and the universal precautions required to prevent the spread of infection.

All students will be expected to provide appropriate care to all clients assigned to them in any health care setting as a learning experience. These assignments may include clients with medical diagnoses of tuberculosis, hepatitis A or B or C or HIV.

Fieldwork Attendance Policy

If a student is tardy (arrives to late or departs early) or is absent on the scheduled days of fieldwork, he/she **MUST** notify the OTA Program Faculty **AND** the fieldwork educator by telephone prior to the assigned reporting time. Each failure to follow this policy will result in point reductions from the student's grade and will be considered a "strike" (see Disciplinary Action section of this manual). If the student fails to follow this procedure a third time, he/she will be withdrawn from the OTA program. All absences from clinical experience **must** be made up at a time convenient to the clinic as agreed upon by the student, the fieldwork educator, and the OTA Program Faculty.

Recurrent tardiness at fieldwork will not be permitted. Each fieldwork tardy will result in a "strike" (see Disciplinary Action section) therefore the third tardy will result in failure of the fieldwork course.

Fieldwork Assignments

Students should be prepared for additional assignments to that may be required by the fieldwork educator at the facility. Assignments are designed to enhance your learning experience and should be treated as such. ALL assignments must be completed in a timely manner to successfully complete the clinical affiliation. The minimum hourly requirement for all fieldworks are as follows: Level I (clinical) = 128 hours each and Level II (practicums) = 320 hours each.

Confidentiality

It is unethical to share information with other individuals regarding patients / clients, facilities, fieldwork educators, or classmates outside of the classroom. Violation of this ethic may result in expulsion from the OTA Program. For additional information, refer to the Ethics section of this manual.

During clinical placement, the student must attend to patient/peer safety at all times. Failure to do so, either by negligence or lack of awareness, results in the same outcome: patient injury and/or potential for injury/harm. Failure of a student to strictly adhere to safety guidelines may result in removal of the student from the fieldwork training site resulting in an “F” for the course.

STUDENT COMMUNICATIONS

(mobile phones, telephone messages and e-mail)

Cellular phones and Similar Devices

In an effort to promote an environment conducive to learning and testing, the following policies will be enforced:

Students are not allowed to use cellular phones, personal data assistants or other potentially distracting devices in the HSB hallways, classroom, testing and/or review areas or **clinical fieldwork sites (if the fieldwork site has a more restrictive policy, then it must be followed)**. If a student has an emergency situation he or she must obtain the course or fieldwork educator's permission to use the cellular phone. Because of the disruptive nature of cell phones, the student and instructor must agree on what constitutes an "emergency situation" for an exception to be granted. Students must set such devices so that they do not disrupt the classroom or clinic, i.e. off or in silent mode.

Devices used for medical purposes must not be audible and **MUST** be placed on the person as inconspicuous as possible so as not to distract or draw attention to the object.

NOTE: ***Exceptions may be made on an individual basis for students who have special needs, if meeting ADA guidelines.***

Telephone Usage for Personal Matters

The phone in the secretary's office is for administrative use only.

Telephone Messages via OTA Office

In the case of an emergency, your family may contact the OTA office at 903-694-4000 and speak with a department staff. The staff may screen the call to determine if the message is of an emergency nature. If the student is on campus in class, the message will be delivered immediately. The student is responsible for notifying the family, day care, etc. when he or she will be away from campus. Students are encouraged to have a back-up system for emergencies. The information provided on the student information index card will be used to locate you or your next of kin in the event of an emergency. If a family member needs to drop items off for a student, they may be left with Mrs. Cash or Mrs. Cole. Family members are not allowed to access classrooms or interrupt classes.

CONFERENCE/ACADEMIC ADVISING PROCEDURES

Student conferences may be held each semester and/or at scheduled times convenient for both student and faculty. At any time, students may request to meet with any faculty member or the Program Director to discuss academic issues or other issues that impact the student's success in the Program. If a student's academic or professional performance is weak or unsatisfactory, she/he will be required to meet with the OTA Program Director and/or faculty to discuss areas of concern. Topics of discussion might include the student's classroom/lab performance, fieldwork issues, or professional behaviors. Concerns regarding future or present fieldwork placements are directed to the academic fieldwork coordinator.

The Professional Development Assessment Rating Scale and/or Conference Forms may be used to document conference details. Students may be asked to give written feedback or generate an action plan. In any case, they will be required to sign* the conference or professional development form. In most cases, students are provided with a copy of the form and the original is placed in their file.

DISCIPLINARY ACTION

When students make poor choices, especially those that violate policies described in this manual, it is the OTA faculty's responsibility to meet with the student individually to provide feedback and help the student learn from the situation. In each case, a "Disciplinary Action Form" will be completed.

Poor choices that involve minor infractions will result in a "foul" or warning. More serious infractions that include but are not limited to failure to respond to previous feedback, behaviors that effect or could potentially affect the safety of others, dishonesty, and others, will result in a "strike". Fouls and strikes are cumulative throughout the program. Every third foul converts to a strike, even if unrelated. Upon earning three strikes (or nine fouls) the student will be withdrawn from the OTA program, resulting in "F" in all OTHA courses that semester.

Below are more examples of the lesser, "foul" offense. This is not an all inclusive list.

- Failure to address tardiness with the instructor as soon as is feasible
- Smoking in non-designated areas
- Cell phones ringing in class
- Inappropriate dress or nail length
- Using offensive voice tone or language
- Unauthorized use of supplies or equipment
- Failure to follow procedures regarding tardiness
- Non-adherence to direct requests (contacting fieldwork educators, completing immunizations) that affect educational programming

Below are some examples of behaviors that warrant a "strike". This is not an all inclusive list.

- Repeated “foul” offenses or foul offenses that result in unusually negative consequences
- Non-adherence to direct requests (contacting fieldwork educators, completing immunizations) that affect educational programming
- Behavior that threatens the safety of others (hitting, throwing objects, etc.)
- Threatening coercing or intimidating others
- Failure to follow notification procedures when absent (depending on results)
- Breaches in confidentiality that affect clients or peers

There are some behaviors that may result in immediate withdrawal from the program, without going through a 3 step process. Examples may include, but are not limited to, extreme cases of “strike” offenses, offenses involving substance abuse, patient abuse, or patient/fieldwork site abandonment (leaving a clinical site or designated area without authorization).

Before a student is withdrawn or dropped from the Program for disciplinary reasons, a multidisciplinary review committee comprised of 2 OTA faculty/staff and 3 non OTA faculty/staff will review the facts of the case as presented by both student and OTA faculty. The student may write a letter and speak briefly to the committee, answering any questions that they may have. The committee will make a recommendation in writing to the OTA Program Director. The OTA Program director will make the final decision regarding the student’s withdrawal.

* The student's signature does not necessarily indicate that the student agrees with the statements made on the form(s), only that the issues stated on the form were discussed with the student and the student had an opportunity to review the form(s) and make comments.

OTA STUDENT CONFERENCE

(for non-foul, non-strike offenses)

STUDENT'S NAME: _____

DATE/TIME: _____ **MEMBERS PRESENT:** _____

REASON FOR CONTACT: _____

RELEVANT FACTORS:

RECOMMENDATIONS:

STUDENT COMMENTS:

STUDENT'S SIGNATURE

INSTRUCTOR'S SIGNATURE

OTA DISCIPLINARY ACTION FORM

STUDENT: _____ **DATE:** _____

LOCATION OF CONFERENCE _____

REASON FOR CONTACT: _____

RELATED CODE OF ETHICS VIOLATION: _____

INDICATE INFRACTION CONSEQUENCE: **FOUL** **STRIKE**

STUDENT

INSTRUCTOR

This section to be completed by the Program Director and a copy provided to the student.

To date and including this incident, this student has _____ fouls and _____ strikes.

Comments:

PROGRAM DIRECTOR DATE

Panola College Health Sciences Substance Abuse Policy

Any student enrolled in a Health Science program will be tested for drugs when there is a reasonable suspicion that the student is under the influence of alcohol and/or illegal drugs, i.e. drugs which are controlled substances under federal law, which are not being used under the supervision of a licensed health care professional (as prescribed), or otherwise in accordance with the law. The student will be subject to disciplinary guidelines as indicated in the Student Handbook for Panola College and/or the department.

Procedure:

1. Students will be asked to submit to drug screening by their program Director in the following circumstances:
 - a. Observable indication of actual use or impairment such as slurred speech, lack of coordination, incoherence, marijuana or alcohol odors
 - b. Possession of drugs, apparent paraphernalia or alcoholic beverages.
 - c. Detailed, factual and persistent reports of misuse by multiple colleagues.
 - d. Abnormal or erratic behaviors such as sudden outburst, mood swings, hostility or unusual anxiety that suggests possible drug use or alcohol misuse.
 - e. Involvement in suspicious accidents.
 - f. Apparent lapses in judgment or memory
 - g. Unusual lethargy.
2. Faculty and students will adhere to the following testing guidelines:
 - a. The student will sign consent to undergo drug screening upon admission.
 - b. The instructor(s) will document student's behavior and confer with program Director (see attached documentation form). If a program Director is the faculty member concerned about the student's behavior or if the program Director is unavailable, the conference will be with the Dean of Instruction or Dean's designee.
 - c. A request for a drug screen will be initiated.
 - d. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program
 - e. The program Director will arrange for transportation of the student directly to a designated testing center accompanied by a Health Sciences representative.
 - f. After the drug screen specimen has been obtained the student will be transported back to the point of origin or home.
3. The student is excluded from all clinical/field and/or classroom and lab activities pending results of the drug screen.
4. Drug screen findings will normally be interpreted by the designated testing center as soon as possible.
5. Positive results will be sent to the Dean of Instruction where they will be kept in a confidential, locked file. Records may be released only to the student or the decision maker in a lawsuit, grievance or other legal proceeding against the College or its agents arising out of a positive drug test.
6. The College will bear the cost of the initial drug screen. If the drug screen is positive, the cost of testing will be billed to the student.
7. Student may have positive drug screen detailed and verified by a second testing center at cost to the student. Student should be advised that this second testing is somewhat expensive (possibly in excess of \$200).
8. During the review process by the Dean of Instruction and the program Director, the student will have the opportunity to:
 - a. Explain the cause of the positive drug screen
 - b. Provide the name of the physician authorizing any prescription medications.
9. The Dean or Director will contact the attending physician for verification. If verification is obtained, the student will be monitored to assure medication use is appropriate.
 - a. Any evidence of impairment (inability to function in the role defined by the program) due to prescribed medications will result in probation. The student, in collaboration with his/her physician and the program Director will develop a plan for reducing the impairment. Failure to develop or follow the plan will result in dismissal from the program.

- b. Any evidence of impairment due to misuse of prescribed medication will be documented and result in dismissal from the program.
- 10. The student may appeal the recommendation using the student Grievance Procedure in the Student Handbook (*Pathfinder*, online).
- 11. If drug screen is positive and unexplained/unverified, the student will be:
 - a. Dismissed from the program (see readmission below)
 - b. Reported to the state licensing agency, if applicable
- 12. A student who tests positive will be provided a list of community resources for treatment.
- 13. If the drug screen is negative, the student will be immediately reinstated by the program Director and will be provided opportunity to make up assignments. The student will be subject to all other objectives related to safe behavior and care of clients.

SAMPLE

Consent for Drug Screening

I, _____, recognize that the use and abuse of alcohol, drugs or substances can create an unsafe clinical working environment for others and myself. I agree to provide a blood, urine and/or breath sample to the drug-testing laboratory designated by Panola College. I also permit the testing laboratory to release the results of the drug-screening test to designated Panola College authorities.

Student

Date

Instructor

Date

Substance Abuse Recovery – Student Applicant or Readmission

Panola College believes that persons identified as having substance abuse problems can benefit from therapeutic counseling regarding substance withdrawal and rehabilitation from a reliable source. No recovering student shall be denied learning opportunities purely on the basis of history of substance abuse. A student applicant with a positive pre-admission test result or with a prior history of substance abuse (whether or not they have previously been dismissed from a health science program) will be required to do the following before entering:

- A. Demonstrate at least two years of abstinence immediately prior to application.
- B. Provide letters of reference from all employers within the last two years.
- C. Provide a report of participation and current status from an acceptable treatment or support source(s).
- D. Sign an agreement to participate in monitoring by random drug screening consistent with the policy of Panola College Health Sciences Division and the clinical agency where assigned for client care. Testing will be paid for by the student.
- E. For ADN candidates only: Obtain information regarding a declaratory order from the Board of Nurse Examiners prior to taking the licensure exam.
- F. For VN and OTA candidates: Faculty will provide directions for contacting licensure/certification boards.

Substance Abuse Documentation Form

Observable and Suspicious Behaviors*

Student Name: _____ Date: _____

Absenteeism

- Frequent Monday or Friday absences: _____
- Multiple unauthorized absences from class or clinical: _____
- Excessive tardiness: _____
- Improbable excuses for absence: _____
- Leaving school or the clinical agency early: _____
- Prolonged breaks: _____
- Frequent trips to the bathroom: _____
- Illness on the job or in the classroom: _____

Unexpected Events – Especially resulting in injury or damages

- Falling asleep in class or clinical: _____
- Frequent or unexplained accidents: _____
- Any fall or faint or loss of equilibrium or consciousness, which suggests impairment: _____

Confusion and difficulty concentrating

- Difficulty remembering details or directions: _____
- Jobs/projects/assignments taking excessive time: _____
- Increasing difficulty with complex assignments: _____
- General difficulty with recall: _____

Lowered efficiency

- Mistakes of judgment: _____
- Wasting materials: _____
- Blaming or making excuses for poor performance: _____
- Deterioration of ability to make sound decisions: _____
- Spasmodic work patterns or academic performance: _____

Poor relationships with peers

- Avoidance of others: _____
- Hostile/irritable attitude: _____
- Reacts rather than responds to others: _____
- Overreacts to criticism or corrections: _____
- Unreasonable resentments: _____
- Unpredictable, rapid mood swings: _____
- Borrowing money from peers: _____

Physical Signs

- Alcoholic or suspicious breath odors/frequent use of mints/mouthwash: _____
- Diaphoresis: _____
- Dilated pupils: _____
- Abnormal pulse/respirations/BP: _____

Person(s) documenting above behaviors: _____

This list provides examples and is not exhaustive.

Austin Community College. Substance Abuse Policy. Online:
<http://www2.austincc.edu/adnfac/adnfhb.htm> Retrieved: August 15, 2002.

Texarkana College, Health Occupations Division, Substance Abuse Policy (No dates given)

Trinity Valley Community College, Health Occupations Division; Policy for Students with Chemical Dependency Problems, From Handbook, Reviewed 03/00.

Tyler Junior College, Standard for Drug Screening and Background Checks.

Texas Peer Assistance Program for Nurses; Participant and Employer Handbook, Series 09/99

CONFIRMATION OF STUDENT'S UNDERSTANDING AND AGREEMENT

This is to certify that I have read and understand the information found in the Panola College Occupational Therapy Assistant Student Policy Manual Fall 2010 - Fall 2011 Edition. I agree to abide by all rules, regulations and guidelines contained herein.

I also understand that failure to abide by these rules and regulations may serve as grounds for withdrawal from the OTA Program.

Student Signature

Student Printed Name

Date