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Welcome

Congratulations and welcome to the Occupational Therapy Assistant Program at McLennan Community College. You have chosen a very exciting and rewarding profession. The OTA faculty and staff wish you success in the pursuit of your educational and professional goals.

The purpose of the Student Policy Handbook is to acquaint you with the policies and procedures of the Occupational Therapy Assistant Program. This handbook is a supplement to McLennan Community College’s General Catalog found at http://www.mclennan.edu/catalog/ and the McLennan Student Handbook, The Highlander Guide, found at http://www.mclennan.edu/highlander-guide/

We hope you share our enthusiasm and pride of our profession as Occupational Therapy practitioners. We challenge you to embrace all the exciting learning opportunities over this two year journey. We look forward to working with you on your way to success!

Sincerely,

Kim Stanford, MS, OTR

Program Director
Occupational Therapy Assistant Program
CSC Building, Room C116
McLennan Community College
1400 College Drive
Waco, TX 76708
254-299-8154
kstanford@mclennan.edu

All program faculty are licensed by the State of Texas and adhere to the current AOTA Code of Ethics
Contact Information

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www.tota.org

ACOTE
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
1-301-652-6611
www.acoteonline.org
Accreditation

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

ACOTE
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
301.652.6611
www.acoteonline.org

The program agrees to, within 30 days of the event, inform ACOTE of the transfer of program sponsorship or change of the institution's name, inform ACOTE of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation, notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program, and/or inform ACOTE of the resignation of the program director or appointment of a new or interim program director. The program also agrees to submit all required reports and fees as requested by ACOTE plus agree to site visits as scheduled. McLennan Community College will demonstrate honesty and integrity in all interactions with ACOTE.

Equal Educational Opportunity

McLennan Community College provides equal opportunities to all individuals and does not discriminate against any individual regardless of race, color, religion, national or ethnic origin, gender, disability, age, veteran status, genetic information, sexual orientation, gender identity, pregnancy, or other legally protected category in its educational programs, activities, or employment. The following person is designated to handle inquiries regarding nondiscrimination policies: Drew Canham, Vice President of Student Success, 1400 College Drive, 254-299-8645, titleix@mclennan.edu

Title IX

McLennan Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Drew Canham, Vice President of Student Success, 1400 College Drive, 254-299-8645, titleix@mclennan.edu A lack of English language skills will not be a barrier to admission to and participation in career and technical education programs.

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.
McLennan’s Title IX webpage (http://www.mclennan.edu/titleix/) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

**ADA Statement**

In accordance with the requirements of the Americans with Disabilities Act (ADA), and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a) and Section 504 of the Federal Rehabilitation Act of 1973, McLennan’s designated ADA coordinators, Dr. Drew Canham – Vice President, Student Success and Dr. Stephen Benson - Vice President, Finance and Administration shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA.

Any student who may require special arrangements in order to meet course requirements because of a disability should contact Disability Services as soon as possible to make necessary arrangements. Once that process is completed, appropriate verification from Disability Services will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification from Disability Services has been provided. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu
254-299-8122
Room 249D, Completion Center, in the Student Services Center

**Student Support Services**

OTA program faculty are committed to student success. McLennan Student Services offers a variety of supportive resources and programs to help students succeed in meeting their educational goals. If at any point throughout the program a faculty member identifies a potential barrier to student success, she/he will provide the student with a referral as appropriate. Students are also welcome and encouraged to seek out support independently when necessary. Available services include, but are not limited to:

- academic advising
- counseling
- student accessibility services and assistive technology
- international student services
- support programs (distance learning support, childcare services, etc.)
- testing and assessment services

A summary of services can be found at: http://www.mclennan.edu/campus-resource-guide/
Introduction

Program History
McLennan Community College, located in Waco, Texas, provides the majority of the health professions staffing needs for McLennan County. Health Professions is McLennan’s largest division offering programs in Medical Laboratory Technology; Radiologic Technology; Respiratory Care; Surgical Technology; Medical Assistant; Health Information Technology; Paramedicine/EMS; Associate Degree Nursing; Vocational Nursing; Nurse Aide; and Physical Therapist Assistant. An Occupational Therapy Assistant (OTA) program was on the College’s long range plan for development for over five years. In 2010, the school was approached by a local hospital to develop an Occupational Therapy Assistant program to help meet the employer needs for their rehabilitation center. As a result of this interest, McLennan created an Advisory Committee that consisted of Occupational Therapy practitioners and facility administrators from the Waco area. This committee was organized to assist in development of the program and to verify a need for OTAs beyond the hospital’s rehabilitation center needs.

The College conducted a survey of Occupational Therapy agencies within a six-county area. The survey results showed an overwhelming need for Occupational Therapy Assistants within the region. Based on these results, the College contacted the American Occupational Therapy Association (AOTA) to express its intent to develop a program in Occupational Therapy Assistant to be effective spring semester 2015. The College also contacted the Texas Higher Education Coordinating Board (THECB) and area colleges within the region to inform them of the intent to develop. In April, 2014, a program director was employed by McLennan. The Application for Developing Status was filed with the Accreditation Council for Occupational Therapy Education on the 15th of May, 2014. Candidacy status was granted in August, 2014.

The McLennan Community College Occupational Therapy Assistant Program accepted the first cohort of twenty students beginning Spring, 2015. Full Program accreditation was achieved in August, 2016.

Program Information
The Occupational Therapy Assistant program is a two-year associate degree program which begins each spring semester. Students earn an Associate of Applied Science Degree upon successful completion of the program. Students then become eligible to take the national certification examination through the National Board for Certification of Occupational Therapy, Inc. (NBCOT). Graduates of the program who pass the certification examination may apply for state licensure to practice as an Occupational Therapy Assistant and thereby use the designation of OTA.

Students in the OTA program at McLennan Community College are eligible for (and encouraged to obtain) student membership in the Texas Occupational Therapy Association and the American Occupational Therapy Association allowing students access to the benefits of membership.
McLennan Community College Mission

McLennan Community College’s mission is to engage, educate, and enrich its community. The college ensures access to pathways for student success through excellent workforce and transfer programs, student services, and continuing education. These programs promote proficiency in identified student learning outcomes, successful course completion, graduation, employment, and transfer to a senior institution. The college embraces diversity and strengthens its communities through successful educational attainment, strong leadership, sustainability efforts, best practices, community service, and integrity.

Core Values

All choices, decisions, and actions of McLennan Community College and the individuals associated with it arise from, and are consistent with, the following core values:

1. **Excellence** requires a commitment to allocating the time, effort, and resources to ensure superior achievement.
2. **Integrity** earns the public’s trust through principled leadership and achieves the highest levels of honesty and ethical behavior.
3. **Innovation** promotes and affirms the spirit of invention and creativity.
4. **Inclusion** assures educational opportunities are available to the community through open enrollment; multiple delivery methods; and a commitment to meeting the financial, environmental, social, and academic needs of diverse learners.
5. **Collaboration** develops educational, technical, industrial, and cultural partnerships to improve the quality of life in the community.
6. **Stewardship, Sustainability, and Accountability** require an efficient and effective use of human, physical, and financial resources.

Occupational Therapy Assistant Program Mission

In support of the McLennan Community College Mission statement, the OTA program joins McLennan in the endeavor to engage and “strengthen the community” by educating and training competent entry-level occupational therapy assistants who will provide excellent therapy services to diverse populations in various types of healthcare and community settings. The Occupational Therapy Assistant program is dedicated to providing a high quality, dynamic, educational curriculum to prepare highly competent occupational therapy assistants who are skilled at meeting the needs of consumers from diverse backgrounds and rapidly changing service delivery systems.

Occupational Therapy Assistant Program Purpose

The primary purpose of the Occupational Therapy Assistant Program is to prepare students to function as effective entry-level Occupational Therapy Assistants. This purpose is accomplished through a combination of sequential learning activities based upon a sound general educational framework and guided fieldwork experiences. The program seeks to develop occupational therapy assistants who possess foundational skills in occupational therapy interventions, clinical reasoning, and interpersonal communication necessary for the practice of science-driven, evidence-based occupational therapy.
Occupational Therapy Assistant Program Goals

In accordance with the Mission of McLennan Community College and the Occupational Therapy Assistant Program, as well as the Accreditation Standards for an Educational Program for the Occupational Therapy Assistant set forth by the Accreditation Council for Occupational Therapy Education, the McLennan Community College Occupational Therapy Assistant educational program will prepare students to:

1. Demonstrate high level, entry-level knowledge and performance competencies of the occupational therapy assistant that reflect the philosophy of occupational therapy and that are well-grounded in the theoretical principles, technology and standards of practice of occupational therapy.
2. Collaborate with occupational therapists in providing high quality therapy services to diverse populations, across the life span, within the variety of practice contexts, both traditional and emerging practices, in accordance with the standards of practice and credentialing and licensing bodies.
3. Advocate and promote occupational therapy services with respect for each person’s inherent dignity, occupational nature, diversity and right to quality of life.
4. Demonstrate active, responsible therapeutic conduct in accordance with the profession’s educational, legal, and ethical standards of practice.
5. Demonstrate civic engagement and professional responsibility for service to communities and populations that are underserved and would benefit from the philosophy, knowledge, and skills of occupational therapy.
6. Participate in effective service management and the development and marketing of occupational therapy services for diverse populations and settings.
7. Demonstrate effective problem solving and clinical reasoning (critical thinking) skills as valued parts of their professional competency.
8. Assist in developing, designing, adapting and maintaining environments that support consumers’ engagement in occupation.
9. Effectively utilize professional written and oral communication in client, family and team interactions, and meet the standards for reimbursement of services.
10. Demonstrate knowledge of national requirements for certification and state requirements for licensure to practice.
11. Actively and effectively promote the profession of occupational therapy.
12. Actively seek activities that promote personal and professional growth through lifelong learning.
Essential Skills and Requirements

These essential skills and requirements are non-academic capabilities, tasks, and responsibilities that are required by the Occupational Therapy Assistant program at McLennan Community College. These requirements reflect the physical, emotional, and professional demands required of the profession.

Physical and Mental Requirements

- Sufficient eyesight to read paper or computer generated medical records; read instrument panels and gauges; monitor patients for adverse reactions to treatment; adjust assistive devices; and make visual observations regarding functional abilities such as activities of daily living, home management skills, and social interaction
- Sufficient hearing to communicate with patients, families, and other members of the health care team and to monitor patients by hearing instrument signals and alarms
- Sufficient smell to assess patient status and maintain a safe practice environment
- Sufficient fine touch discrimination to palpate pathologic changes in soft tissue
- Sufficient fine and gross motor coordination to manipulate/operate equipment controls and to perform treatment/assessment techniques including, but not limited to activities of daily living, neuromuscular re-education, goniometry, and manual muscle testing
- Satisfactory physical strength and agility to transport, move or lift patients requiring all levels of assistance and to perform prolonged periods of standing, walking, sitting, bending, crawling, reaching, pushing, and pulling
- Sufficient computer competency with ability to utilize Microsoft Word, Excel, and PowerPoint; the College Learning Management System; basic email; and the internet
- Satisfactory intellectual, emotional, and interpersonal skills to ensure patient safety and to exercise independent judgment and discretion in the performance of assigned responsibilities

Communication Skills

- Satisfactory verbal, reading, and writing skills to effectively and promptly communicate in English
- Satisfactory ability to follow verbal and written instructions in order to correctly and independently perform treatment procedures
- Satisfactory intellectual, emotional, and interpersonal skills to interact with patients, families, and other health care workers
- Satisfactory ability to give demonstrations or presentations to classmates, faculty, other health care workers, or at professional association meetings
- Satisfactory ability to independently prepare papers and reports, as well as take written, computerized, and practical examinations
- Satisfactory ability to ask and respond to formal and informal questions with confidence at an appropriate professional level
- Satisfactory ability to use correct grammar and spelling as well as the appropriate level of formality
**Intellectual Skills**

- Satisfactory ability to demonstrate critical thinking skills to solve problems, make decisions, plan, organize, and follow through
- Satisfactory ability to utilize memory to enhance performance, critical thinking, and planning
- Satisfactory ability to locate information using reference manuals and computer databases
- Satisfactory ability to use appropriate mathematical concepts to determine standardized tests scores and understand research statistics in literature

**Behavior**

The student must:

- Be honest, compassionate, reliable, ethical, and responsible
- Accept and act on constructive criticism, critically evaluate self-performance, recognize and correct mistakes
- Exercise independent judgment and accept responsibility for own work
- Organize and prioritize work, performing multiple tasks within given time constraints and under stressful conditions while maintaining the ability to communicate clearly
- Possess the emotional health necessary to effectively exercise judgment and intellect under stressful conditions
- Be able to provide professional and technical services while under the stress of task related uncertainty, emergency demands, and a distracting environment
- Be flexible and adapt to professional, technical, and academic changes
- Recognize potentially hazardous situations, materials, and equipment and proceed in a manner that will protect the patient, self, and others
- Recognize emergency situations and respond appropriately
- Adapt to performing unpleasant procedures and working the physical illness and traumatic situations
- Support and promote the activities of fellow students and health care professions in order to further a team approach to learning, task completion, problem solving, and patient care

**Professional Conduct and Appearance**

The student must:

- Maintain good health and self-care in order to present a well-groomed, neat appearance
- Maintain patient confidentiality and exercise ethical judgment, dependability, and accountability
- Demonstrate self-respect and respect for others
- Display attitudes of tolerance and integrity
- Display professional attributes, including punctuality, professional demeanor, and cooperation
- Adhere to institutional and program policies and procedures as documented in student handbooks
- Act in a manner that demonstrates awareness that a legal and binding contract exists between the academic program and the clinical site
Philosophy and Curricular Design

Program Philosophy
The McLennan Community College Occupational Therapy Assistant program fully embraces the Philosophical Base of Occupational Therapy stated by the American Occupational Therapy Association (2017):

*Occupations* are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

Program Philosophical View of Human Occupations
The McLennan Occupational Therapy Assistant program believes that the nature of human beings is to be involved in intentional, goal-oriented, engrossing, task-oriented activities throughout their daily life. These activities give meaning, express roles, improve and sustain the daily life and allow the individual to occupy a place in society. The sum of all goal-directed use of time would describe an individual’s habits, routines, roles, and in general, the time spent in occupations.

It is also the nature of human beings to react and interact with various environments, both human and non-human, in the course of performing meaningful occupations. The successful planning, performing, and participation in occupations influence a person’s health, maturation and sense of well-being. The successful outcome of planning, performing, and participation in meaningful occupation may require adaptive change in some aspect of the activity or the environment.

Adaptation involves an ongoing internal process of change. It is a person’s ability to recognize the need for change, modification, or refinement (adaptation) in order to achieve optimal occupational performance. The adaptive response occurs when a person’s typical response does not meet the challenges of an occupation and the person modifies or adjusts behavior to achieve a competent outcome.
When an event occurs either within the individual or the environment that prevents a person from being adaptive, dysfunction may result. When dysfunction occurs, intervention may be required. Occupational therapy uses occupation to promote adaptation and to prevent dysfunction.

**Occupational Therapy Assistant Program Assumptions about How Humans Learn**

The McLennan Community College Occupational Therapy Assistant program believes that:

1. Humans are goal directed agents who actively seek information.
2. Humans learn behaviors and attitudes in social contexts through informal learning.
3. Humans come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence what they notice about the environment and how they organize and interpret it.
4. **Pre-existing knowledge** and experience affect the person’s ability to remember, reason, solve problems and acquire new knowledge.
5. People construct new knowledge and understanding based on what they already know and believe.
6. **Motivation** is essential to learning; establishing relevance is a key element of motivation especially for the adult learner.
7. Changes in prior knowledge or transformational learning occurs as a result of **significant learning experiences** where there is established relevance, high motivation, integration of related concepts and a learning environment that is safe for change. (Fink, 2003)
8. Learning information in the context in which it will be used improves retention and recall. (Bransford, 2000)
9. Useful learning includes knowing when particular information or skills are applied.
10. For deep learning (ability to use, transfer, transform and be transformed by information) **active learning** is needed. (Meyers, 1993)
11. Human learning is modified and influenced by human feedback.
12. **Time for reflection (metacognition)** is needed to create self-awareness that can lead to improved understanding, transfer of learning, and transformation of the learner. (Moon, 2004)
13. Learning that is connected and organized around important concepts is durable and portable to other environments.
14. **Learning with understanding** focuses on the processes of knowing and the learner will be motivated to generalize learning from one context to another.
15. When a person learns the basic principles of learning in a Learner-Centered environment it can facilitate self-sustaining and lifelong learning. (Weimer, 2002)

**References**


The adult learning pyramid (National Training Laboratories; Bethel, Maine) puts forth the concept that Participatory Teaching Methods have the highest collaboration and learning retention while Passive Teaching Methods have lower learning retention: Passive \(\rightarrow\) Lecture 5%, Reading 10%, Audio-Visual 20%, and Demonstration 30%; Participatory \(\rightarrow\) Group Discussion 50%; Practice by Doing 75%; and Teaching Others 90%.

As facilitators of adult learning, the Occupational Therapy Assistant program faculty recognize the importance of active engagement in the learning process and provide participatory formats throughout each course and the program. The faculty promotes responsibility and accountability for one’s own learning in a graded manner. Expectations for academic and professional behavior excellence are established at the onset of the program. Early in the program, students are provided direct and frequent feedback related to academic performance and professional behaviors. As the student progresses through the program, the responsibility of identifying individual learning needs gradually shifts to the individual student with faculty guidance.

**Occupational Therapy Assistant Program Curriculum Design**

The McLennan Community College Occupational Therapy Assistant program’s guiding principle.

*“Action Based Learning leads to Learning Based Action”.*

The curriculum design for the Occupational Therapy Assistant program, along with the assumptions about human learning, form a starting place for program design, planning, implementation, and evaluation.

- The scope of the curriculum is based on the philosophy of occupational therapy as well as the guiding programmatic and institutional missions.
- Scope and content are influenced by the Texas Occupational Therapy Practice Act as governed by the Executive Council of Physical Therapy and Occupational Therapy Examiners and the American Occupational Therapy Association practice standards and guidelines as they relate to the role of the Occupational Therapy Assistant.
- Content is based on current and projected needs of the profession and the role of the Occupational Therapy Assistant.
- Course sequencing is based on the assumptions of how humans learn

The curriculum design of the McLennan Community College Occupational Therapy Assistant Program affirms the uniqueness of each student and appreciates the influential nature of student life experiences and the role these experiences play in shaping student learning. A developmental model is used that progresses the content from simple to complex, allowing each student to build upon previously learned information and furthering life experiences, eventually translating into new learning.

Similarly, content is presented using a lifespan approach, first focusing on “normal” occupational performance and social participation from infancy through productive aging and then by focusing on challenges to (abnormal) occupational performance and social participation due to disease, injury, or lack of opportunity. Final didactic courses act as a bridge to Level II fieldwork, exposing students to problem based scenarios and requiring advanced problem solving and clinical reasoning skills.
The OTA curriculum design is influenced most in every course by the following learning principles (Refer to OTA Program Assumptions about How People Learn):

1) New knowledge is based on pre-existing knowledge, skills, and beliefs
2) Relevant, contextual, active learning in learner-centered and knowledge-centered environments leads to learning with understanding.
3) Increased Motivation leads to increased retention and recall.
4) Learning with Understanding occurs as the student learns to apply skills and learn which situations require which skills.
5) Transferring knowledge and skills from the classroom into the clinic, from one environment to another, requires a confidence in competence which comes from practice, feedback, and reflective learning.
6) Understanding and using this model requires reading, discussion, review, practice, and application.
7) Thinking about how humans learn will help students recognize how their patients/clients will acquire new knowledge, skills, and beliefs to increase participation in their daily occupations.
Pre-existing Knowledge, Skills, and Beliefs lead to Motivation. Learning with understanding transforms when learning is relevant and in context. Responses to meaningful feedback and reflection result in new knowledge, skills, and beliefs.

Thus, it is expected that learning in the Occupational Therapy Assistant program is progressive and cumulative and that the student acquires knowledge, skills, and application reasoning in a predictable manner. Through reflective learning and metacognition (higher-order thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning) the student will know when they are acquiring new knowledge, new skills, and/or integrating new aspects of application.
The developmental instructional process will focus on the gradual development of experience and competence in a practice domain. Methodology will:

- Begin with the student’s existing conceptual knowledge and past experiences
- Engage students with knowledge and skills directly related to professional practice with gradually increasing demands - begin global and move to specific
- Clarify instructional goals to ensure they are meaningful for each individual student
- Provide practical experiences in relevant simulated or real-life contexts to actively engage students
- Present domain knowledge and skills with modeling, guided practice, coaching, cueing, gradually requiring articulation and reflection
- Provide inter-disciplinary and inter-professional educational experiences
- Promote transfer of learning by guiding the student to recognize similarities across learning/practice settings including class, lab/simulation, home, community, or practice environments
- Provide meaningful methods for reflection including discussion, use of on-line forums, and portfolio development

Students are provided with diverse learning opportunities including kinesthetic, visual, and auditory methods of instruction as well as grading criteria for assignments that provide various options for assessment of learning and proving competency. Throughout the curriculum, students are encouraged to work with faculty and fieldwork educators to identify learning strengths and growth areas then develop learning plans to enhance and develop skills.

**Curricular Threads**

Crossing the Lifespan, Adaptation, Workplace Skills/Professional Development/Lifelong Learning, and Occupational Therapy Practice Skills are conceptual threads that are woven throughout the curriculum.

**Crossing the Lifespan**

Participation in meaningful occupation is discussed throughout the curriculum as an adaptive process essential for health and well-being across the lifespan. The student is exposed to variations in the form, function, and meaning of occupations from birth through death, across diverse cultures, by observing, gathering information, and reflecting on what people do, how they do it, and the inherent meanings to the person or group. The social nature of occupational development becomes better understood when interacting with children, adolescents, adults, and the elderly and the life roles that each age group typically encompasses.
Occupational Therapy Assistant students learn to perform selected assessments of skills and capacities at each life stage with an emphasis on analysis of occupational performance in naturally occurring environments while always considering the transaction among person, task, environment, and all relevant contexts.

**Adaptation**

“Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy. Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.” The Philosophical Base of Occupational Therapy (AOTA, 2017)

Occupational Therapy practitioners believe that human beings have the potential for adaptation throughout the course of their lives when unexpected changes occur. Disruptions in typical progression through life’s stages (which may include but are not limited to traumatic physical events, developmental delay, and/or psychological events) have the potential to cause adverse effects on occupational engagement and balance. Through the use of carefully selected and meaningful occupations, however, there is the capacity for change and adaptation which has the potential to restore balance and purpose to one’s life. By engaging in carefully selected and meaningful occupations within varied contexts, human beings have the potential to adapt to various life events in order to achieve a state of overall health, well-being, and quality of life.

**Workplace Skills/Professional Development/Lifelong Learning**

The focus on becoming an Occupational Therapy Professional is the student’s gradual acquisition of skills for client centered practice and professionalism. The curriculum provides opportunities to clarify personal values, to establish rapport, actively listen, use the teaching/learning process, and to manage difficult emotions and behaviors. Coursework includes communication skills and group dynamics.

The nature of the occupational therapy profession requires that the individual practitioner consistently look towards advances and developments in practice to hone professional skills and techniques to better serve the designated population. Similarly, the curriculum design of the Occupational Therapy Assistant program and McLennan Community College is future-oriented in that it addresses current and emerging areas of practice. Included in the curriculum are concepts identified by the profession at large as important in future practice. These include, but are not limited to, population health issues, aging in place, low vision, driving, home modifications, and assistive technology.
Student and faculty membership in professional organizations are identified as key to staying up-to-date on trends and issues that affect the future of OT practice. Each student is expected to join the national and state occupational therapy associations as part of the process of developing into an occupational therapy professional. Student assignments include regular use of the AOTA website, TOTA website, American Journal of Occupational Therapy, and the OT Practice Journal.

**Occupational Therapy Practice**

During the first semester “Principles of Occupational Therapy” class, the student learns about the history and foundations for Occupational Therapy practice including the ethics, values, and core beliefs of the profession. During this same class, and through the later “Healthcare Management” class, the student learns to discern the social and political context for Occupational Therapy practice in the United States and how various regulations impact practice in medical, social, and educational settings.

Training and practice in techniques and skills required across a variety of settings ensures safe practice and compliance with health precautions and contraindications when working with certain populations. The student gradually assimilates the ability to gather and record client information, and to develop intervention plans in collaboration with the person served, and the occupational therapist, as per the requirements of each practice setting.

Each student participates in fieldwork education throughout the curriculum linking academic studies to the realities and demands of practice.

Through supervised fieldwork education and service learning in authentic settings, each student has multiple opportunities to solve practice related problems, and develop and refine professional and interpersonal skills. Level I fieldwork serves to integrate content from the combined semester coursework and builds upon knowledge and skills honed during prior semester(s). Level II fieldwork education requires 16 weeks of direct application with different populations/practice settings. These experiences serve to reinforce and evaluate the required competencies of an entry-level Occupational Therapy Assistant.

**Fieldwork and Curriculum Design**

The fieldwork program is designed to be integrated into the curriculum design of the program. Learning is a cycle that requires reinforcement of concepts through “hands-on” delivery methods.

Fieldwork sites will be carefully selected based on their ability to address the curricular threads. Fieldwork educators are active participants in this process through participation in advisory committee meetings, fieldwork site visits, opportunities for adjunct teaching and guest lectures, providing feedback via surveys, and through electronic communication. The program actively recruits former students familiar with the curriculum design to serve as fieldwork educators, encouraging promotion of the profession through fieldwork education.
During the Level II placements, the students will be concurrently enrolled in OTHA 2230 Workplace Skills which will be a guided exploration of the fieldwork experience. Discussion boards allowing reflection of the learning experiences will be included.

Including Fieldwork and Prerequisites, the Occupational Therapy Assistant Curriculum can be completed in 2 years and 1 semester.

The McLennan Occupational Therapy Assistant curriculum is designed to meet the requirements of the Texas Higher Education Coordinating Board. As such, many course titles and descriptions are prescribed. Students must complete all courses outlined in the curriculum. General education requirements are an integral part of the program and provide the student with a foundation in the areas of humanities/fine arts, biological science, social/behavioral science, and composition.

**Note on WECM:**
Courses for the Occupational Therapy Assistant program are selected from the course list developed by the Texas Workforce Educational Course Manual (WECM). All programs within each discipline have the same courses from which to choose, thus, allowing each program to select courses best suited to its curriculum design. Titles and course descriptions are the same throughout the state allowing the student smooth transfer from one program to another if necessary. WECM in no way supersedes the ACOTE guidelines for curriculum development. WECM merely provides standard courses and course titles that are interchangeable if and when a student finds it necessary to transfer from one program to another.

**Textbooks**
Textbook purchase is required. Textbooks are selected for classes based on educational and reference purposes. Many texts are used in multiple courses. Please consult with faculty before selling any texts.

**Registration**
To maintain good standing in the program, students are responsible for registering and paying for program courses each semester during the specified college registration eligibility period. These dates are published in the college course schedule online.

**Change of Personal Information**
It is of utmost importance that the students inform program faculty concerning all changes in personal information during the entirety of the program. This should be done in Web Advisor as any change occurs.
## Curriculum Outline/Degree Plan

### A.A.S. Occupational Therapy Assistant

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>Hours</th>
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<tr>
<td>Fall Semester</td>
<td>Lecture</td>
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<tr>
<td>BIOL 2401</td>
<td>Anatomy and Physiology I (within 5 years)</td>
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<tr>
<td>ENGL 1301</td>
<td>Composition I</td>
</tr>
<tr>
<td>PSYC 2301</td>
<td>General Psychology</td>
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<tr>
<td>PSYC 2314</td>
<td>Lifespan Growth &amp; Development</td>
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<td>HPRS 1206</td>
<td>Medical Terminology</td>
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### FIRST YEAR

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<tr>
<td>BIOL 2402</td>
<td>Anatomy &amp; Physiology II (within 5 years)</td>
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<tr>
<td>OTHA 1305</td>
<td>Principles of Occupational Therapy</td>
</tr>
<tr>
<td>OTHA 1341</td>
<td>Occupational Performance Birth - Adolescence</td>
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<td>OTHA 2211</td>
<td>Abnormal Psychology in OT</td>
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### SECOND YEAR

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<td>Therapeutic Interventions</td>
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<tr>
<td>OTHA 1162</td>
<td>Clinical II</td>
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<td>OTHA 2231</td>
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<td>Summer I</td>
<td>OTHA 1253</td>
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<td>OTHA 2235</td>
<td>Healthcare Management</td>
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<tr>
<td>Total Hours</td>
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### Fall Semester

| OTHA 2230 | Workplace Skills for the OTA (via distance education) | 1 | 4 | 0 | 80 | 2 |
| OTHA 2266 | Fieldwork | 0 | 0 | 20 | 320 | 2 |
| OTHA 2267 | Fieldwork | 0 | 0 | 20 | 320 | 2 |
| Total Hours | 60 |

*Italics indicate General Education courses*
Program Length

The Associate of Science Degree in Occupational Therapy Assistant at McLennan Community College includes 22 general education credits (including the pre-professional phase of the OTA curriculum) provided through the McLennan Community College general education programs and 38 professional credits earned through the allied health sciences division of the workforce education programs.

The general education credits earned through the McLennan Community College include foundational content that is further developed and integrated within the professional curriculum and applied during fieldwork education. The 38 professional credits are taken over the course of 6 semesters.

The curriculum design for the Occupational Therapy Assistant Program coupled with the assumptions about human learning form a starting place for program design, planning, implementation, and evaluation. As noted previously, a developmental model is used that progresses the content from simple to complex, allowing each student to build upon previously learned information and furthering life experiences, eventually translating into new learning. It is expected that learning in the Occupational Therapy Assistant Program is progressive and cumulative and that the student acquires knowledge, skills, and application reasoning in a predictable manner.

The content, scope, and sequence of the professional coursework supports the program’s mission with an emphasis on human occupation across the lifespan, adaptation, the process of becoming an OT professional, and evidence-based OT practice applications.

Fieldwork education is integrated into each segment of coursework during the professional program - two Level I clinicals and two Level II clinicals. The final semester is comprised of 16 weeks full-time Level II fieldwork education. No portion of Level I fieldwork is substituted for any part of the Level II fieldwork requirements. The fieldwork program is designed to be integrated fully into the curriculum design of the program. Learning is a cycle that requires reinforcement of concepts through “hands-on” delivery methods.

The length of the OTA Program is comparable to other allied health programs at McLennan Community College and is comparable to Occupational Therapy Assistant Programs in Texas and throughout the nation.

Curriculum Requirements

Once in the program, all students must complete the sequence of courses as outlined in the OTA degree plan. Co-requisite courses that are listed within the degree plan may be taken early, but may not be taken after the semester in which they are listed. It is the individual responsibility of each student to register for and complete all program courses as outlined in the degree plan. If a student does not successfully pass a co-requisite course with a “C” or better, it is the student’s responsibility to notify the
program director immediately to determine whether he/she can progress in the program. Students should not assume that co-requisite courses taken prior to program admission will count toward the degree plan; students must meet with the program director to obtain department approval for course substitutions and must also obtain official college approval. Failure to follow these procedures may impact a student’s graduation status. **All Level II clinical courses must be completed within twelve months of completion of the didactic portion of the curriculum. Students in the Program have five academic years to complete the curriculum after official enrollment in the first Program course. Exceptional circumstances will be considered on an individual basis.**

**Cost Approximation**

Due to McLennan’s low tuition and central location for commuters, the cost of attendance is relatively low. Tuition is currently $106 / credit (semester) hour for in-county students, $124/ credit (semester) hour for out-of-county students and $181/ credit (semester) hour for out-of-state students. The approximate cost for tuition and fees for the full program is currently $6,980 for in-county, $8,066 for out-of-county, and $11,481 for out-of-state. Additional expenses are incurred for books (approximately $1,500 for OTA books), national certification exam (approximately $620), state licensure fee (approximately $100), and travel expenses (gas, etc.) for clinicals (approximate cost will vary per student). [All costs are subject to change without notice.]

McLennan has many forms of financial aid available for students needing help with school and living expenses and is approved for Veteran’s training.

**Evaluation of Student Performance and Program Progression**

**Grade Reporting**

The following percentage system for letter grade assignment will be utilized for reporting grades:

- A=90-100%
- B=80-89.99%
- C=75-79.99%
- D=65-74.99%
- F=below 64.99%

OTA courses require an average of 75% on written exams as well as a minimum of 75% on EACH skills exam to be given credit in a course. If a student fails a skills exam, that student will be allowed one (1) re-take of the skills exam. If the student fails the skills exam a second time, this will result in failure of a course, and the student will not be able to continue in the program. Failure of two skills practicals **across all OTA courses** in a given semester will result in the student not being able to progress in the program. Specific grade compilation will be explained in the syllabi provided (for each OTA course) at the beginning of each semester.
A student must receive a “C” or above for successful completion of an OTA course or co-requisite course. Any student receiving a “D” or an “F” must withdraw from the OTA program, but may reapply for admission the following year following failure of only one OTA course if there are no documented counseling’s due to professional behavior issues (including such items as attendance, generic professional abilities, etc.). (See re-admission policy for complete details of this process).

Testing Procedures
All student personal belongings (including mobile phones and smart watches) are to be placed under the student’s chair during written exams. No questions will be answered during the exam. Once the exam begins, students will not be allowed to return to the classroom once they leave the classroom.

When utilizing scantrons, it is the student’s responsibility to ensure name, student number and all answers have been marked on the scantron. Questions answered on the exam but not transferred to the scantron will not be graded. It is the student’s responsibility to ensure all questions have been answered on the scantron and that the scantron is completed clearly and precisely within the allotted space. If student fails to comply with this procedure, the grade will be assigned as it was scored on the scantron. No corrections will be made to the scantron by the instructor after it has been electronically scored.

Evaluation Methods
Student learning outcomes will be measured by written exam (basic knowledge/comprehension and higher level/critical thinking), check-off’s (technical and psychomotor skills), skills practicals (technical and psychomotor skills and higher level/critical thinking skills), group discussions and projects (basic knowledge/comprehension, higher level/critical thinking, and professional communication), student presentations (basic knowledge and professional communication), and written reports (basic knowledge/comprehension, higher level/critical thinking, and professional communication).

Program Progression
In order to successfully progress from semester to semester in the Occupational Therapy Assistant Program, the student must, at a minimum:
1. Receive a final (minimal) grade of “C” or above in any OTA or co-requisite course
2. Successfully complete all courses as outlined in the OTA degree plan
3. Satisfactorily meet all course objectives
4. Meet all technical standards
5. Meet attendance requirements
6. Meet professional behavior requirements
Program Completion/Graduation Requirements

1. In order to graduate from the program, a student must successfully complete all OTHA, prerequisite, and co-requisite courses with a “C” or better.
2. Graduation from McLennan requires a minimum overall 2.0 grade point average in the OTA technical curriculum.
3. With successful completion of 60 credit hours in the OTA curriculum, the Associate in Applied Science degree will be awarded.

Certification and Licensure

Graduates of the program are eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Please Note: A felony conviction, or certain misdemeanor convictions, may affect a graduate’s ability to sit for the NBCOT Certification Examination or obtain state licensure. See NBCOT and TBOTE websites for specific eligibility requirements.

http://www.nbcot.org/character-review-process

http://www.ptot.texas.gov/idl/D2303250-74FF-D517-7D90-0606BA107068

OTA Program Policies and Procedures

Health Policy

Students will be required to have on file with the OTA Program Director proof of immunization against the following prior to beginning the clinical phase of the program:

- Hepatitis B
- Varicella (Chicken pox)
- Measles
- Mumps
- Rubella
- Diphtheria/tetanus

Students will also be required to have a two-step tuberculosis skin test (or chest x-ray) for entry into the program and a tuberculosis skin test and an influenza vaccination annually. Cost of immunizations and x-rays are the responsibility of the student.
Students are required to have the physical and mental skills necessary to meet the standards of the workplace and within the clinical setting. Reasonable accommodation will be made for students with documented disabilities who have been accepted into the program. However, it is the student’s responsibility to notify the OTA program director and the Student Services office that such disability exists. The purpose of such accommodation is to allow the student to meet the educational standards and should not be perceived as lowering of educational standards. Refer to the Essential Skills and Requirements section.

**Drug Policy (McLennan Allied Health Division Policy)**

**Introduction**
The Joint Commission requires verification of competency of all individuals who have direct contact with patients or employees; this includes students participating in clinical rotations in the facility. Competency extends beyond technical skills to include screening for drug use.

**Screening Requirements**
Drug screens must be completed within the thirty (30) days prior to a student's initial entry into the clinical assignment portion of their respective Health Professions program. For some programs, clinical assignments begin immediately when classes begin for the semester. For other programs, clinical assignments are scheduled for later in the program. Verification of a negative drug screen must be received prior to the first clinical day in the student's program. The results will be acceptable for all clinical rotations during the student's enrollment in the program unless there is a break during that student's enrollment. A break in enrollment (leaving the program) is defined as nonattendance for a portion of a semester or more. Attendance must be verifiable through the College. *(The OTA Program requires a drug screen prior to beginning the second year of the Program.)*

The Substance Abuse Panel 10 (SAP 10) tests for marijuana, cocaine, phencyclidine, opiates, methamphetamine, methadone, amphetamines, barbiturates, benzodiazepines and tricyclic antidepressant.

**Costs for Drug Screening**
Cost of the initial drug screen will be the responsibility of any students entering a Health Professions Program at McLennan Community College. Students will use the testing agency designated by the College. The student will be responsible for scheduling his or her own testing time at the agency and will be required to follow all procedures required by that agency for accurate testing. The student will be responsible for ensuring that the results of all testing be sent by the agency directly to the director of the allied health program in which they are admitted or enrolled.

**Disqualifications from Clinical Affiliation Participation**
A student will not be allowed to participate in clinical affiliations if he or she is found to have a positive drug screen on the Substance Abuse Panel 10 (SAP 10). If the student feels that the positive result is in error, he or she will be able to request a Medical Review through the testing agency and pay an
additional fee for that service. The testing agency will have its Medical Review Officer assess the screen and follow through with an appropriate investigation. The student will be responsible for the cost of the medical review. A student will not be allowed to participate in clinical activity (removed from program) in any McLennan Allied Health program for twelve (12) months following a verified positive drug screen. The student will then be required to undergo an additional drug screen which must be negative, prior to a clinical assignment, per the stated policy above.

"For Cause" Screening (Zero Tolerance)
At any time during classroom, lab, or clinical portions of a health science program, the student is suspected of being under the influence of drugs or alcohol, the program faculty or clinical facility personnel may require the student to be tested for drugs and/or alcohol. If the clinical facility has the capability of doing the screen on site, the facility may use that service. The student is responsible for any cost of the screening. If a student must be dismissed from the clinical facility during a clinical assignment to undergo testing and/or for inappropriate behavior due to possible drug or alcohol influence, the student will be responsible for providing contact information for someone to provide transportation for the student to be taken away from the site and, as necessary, to the college-designated testing agency. Failure by the student to comply with these policies is grounds for dismissal from the health professions program in which the student is enrolled. A positive drug or alcohol test is also grounds for dismissal from the program in which the student is enrolled.

Impaired Student Policy (McLennan Health Professions Division Policy)

According to the Health Professions Division policy, students attending clinical while under the influence of any substance affecting their ability to respond in a reasonable and acceptable manner is considered inappropriate behavior, unsafe practice and is grounds for removal from the clinical environment.

Faculty who suspect any student of attending clinical while under the influence of any substance affecting the student’s ability should abide by the following procedure:
1. If the clinical environment is on McLennan Community College campus:
   a. Faculty or designated professional is required to stay with student throughout the following process.
   b. If student needs medical evaluation, student will be referred to the Emergency Department of a local hospital and family/friend will be notified of their visit to the emergency room and asked to pick them up following exam. Student will be responsible for charges incurred.
   c. Have another professional witness student behavior.
   d. Student should not be allowed to void prior to urine specimen collection.
   e. Student may not return to the clinical experience for the remainder of the scheduled clinical day.
   f. Notify Campus Police at 8911 or (254) 299-8911 of the current situation.
   g. Notify A&D Testing at (254)399-8378 to provide an on-site screening.
      i. A&D Testing will perform a Rapid Screen and Alcohol Breath Analyzer
      ii. If the Rapid Screen is positive, A&D Testing will then confirm the results with a lab 12 panel drug screen.
iii. A&D Testing will send McLennan Allied Health Division an invoice for the services performed.

h. For positive results
i. Student will be advised to contact the Clinical Coordinator and Program Director, by next business day, to schedule an appointment for review of occurrence.
ii. Student will call family/friend to pick them up immediately from the clinical environment. 
   Note: Student will be advised that they may not drive themselves.
iii. Clinical hours missed will count as an absence.
iv. Students will not be allowed to participate in clinical affiliations for 12 months following a verified positive drug screen. Student must follow readmission procedures of program.
   Students are not guaranteed re-entry into program.

i. For negative results
i. Student will call family/friend to pick them up immediately from the clinical environment. 
   Note: Student will not be advised that they can drive themselves.
ii. Clinical hours missed will count as an absence.
iii. Student will be counseled by clinical coordinator and program director regarding impaired behavior and subsequent occurrences.

j. Notify Clinical Coordinator of occurrence.

2. If the clinical environment is not on McLennan Community College campus

   a. Faculty or designated professional is required to stay with student throughout the following process.

   b. If student needs medical evaluation, student will be referred to the Emergency Department and 
      family/friend will be notified of their visit to the emergency room and asked to pick them up 
      following exam. Student will be responsible for charges incurred.

   c. Have another professional witness student behavior.

   d. Student should not be allowed to void prior to specimen collection.

   e. Notify the facility’s security department regarding the student.

   f. Notify A&D Testing at (254)399-8378 to provide an on-site screening.
      i. A&D Testing will perform a Rapid Screen and Alcohol Breath Analyzer
      ii. If the Rapid Screen is positive, A&D Testing will then confirm the results with lab 12 panel drug 
          screen.
      iii. A&D Testing will send McLennan Allied Health Division an invoice for the services performed.

   g. For positive results
      i. Student will be advised to contact Clinical Coordinator and Program Director, by next business 
         day, to schedule an appointment for review of occurrence.
      ii. Student will call family/friend to pick them up immediately from the clinical environment. 
          Note: Student will not be advised that they can drive themselves.
      iii. Clinical hours missed will count as an absence.
      iv. Students will not be allowed to participate in clinical affiliations for 12 months following a 
          verified positive drug screen. Student must follow readmission procedures of program.
          Students are not guaranteed re-entry into program.
h. For negative results
   i. Student will call family/friend to pick them up immediately from the clinical environment.
      Note: Student will be advised that they may not drive themselves.
   ii. Clinical hours missed will count as an absence.
   iii. Student will be counseled by clinical coordinator and program director regarding impaired
        behavior and subsequent occurrences.
   iv. Notify Clinical Coordinator of occurrence.

Transfer Policy

From Another OTA Program
It is the policy of the Health Professions Programs at McLennan Community College to not accept transfer
students from another Health Professions Program.

Any student who has previously been admitted to another OT or OTA program will be considered along
with all other applicants in a pool. The applicant must submit:
   a. A McLennan Community College application
   b. An OTA program application (due October 30 each year)
   c. Transcripts from all other institutions attended
   d. A letter of recommendation from the previous OT or OTA program director stating that the
      student is in good standing and would be eligible for re-admission into that program.

The student must also meet McLennan OTA program admission criteria. Again, requests for admission
into the McLennan OTA program will be reviewed and scored along with all other applicants.

A student who has been previously enrolled in an OT or OTA Program will take all of the courses for the
Program even if the student was successful in other OTHA courses. Each semesters’ OTHA courses are
concurrent courses. At no time may a student take only one/select courses.

The program does not accept previous work experience as a substitute for coursework.

For Non-OTA Courses
All academic courses to be transferred into the degree plan from another institution must be evaluated
and approved by the Registrar’s office of McLennan. Any student who wishes to discuss transfer credit
for the prerequisite/corequisite courses should contact the OTA program director.

Please note: McLennan Community College policy states that at least 25% of the hours in the degree
plan (18 for OTA degree plan) must be completed in residency at McLennan Community College in order
to be granted a degree from our institution.
**Student Advisement/Conferences Policy**

Once enrolled in the OTA program, academic and fieldwork advisement is periodically conducted with program faculty and scheduled at times convenient for both student and faculty. Should a concern regarding student progress arise, program faculty will request that the student attend an advisement meeting to discuss available student options and supportive resources/services as appropriate. Additionally, a student may request an academic advisement appointment with program faculty at any point to discuss his/her program progress and progress toward completion of the degree plan. The faculty member receiving the student request will direct the student to the most appropriate individual to address his/her concerns. Fieldwork advisement will occur on an as needed basis between the student, fieldwork educator (clinical instructor), and the fieldwork coordinator (FWC) should questions, issues, or concerns arise during the fieldwork experience.

If it is determined that the student is in jeopardy of failing or leaving the program, the student and all faculty involved will determine a plan of action to try and retain the student in the program. Solutions may include, but are not limited to: tutoring, assigning a mentor, meeting with success coaches, locating other resources to assist with study habits, learning style assessment, and stress and/or time management strategies. Student Conference Forms are utilized, and the student may make comments and sign the form. The form is then placed in the student’s file. Student signature on the conference form does not indicate that the student agrees with statements made on the form, only that the student has had an opportunity to read the form and to make comments.

**Attendance and Assignments Policy**

Attendance is essential for the attainment of course objectives in both classroom and clinical instruction.

Any student who is absent from class or lab due to personal physical illness, serious illness or death of an immediate family member will be required to present documentation of the illness or death in order to make up any missed work. It is the student’s responsibility to attain the information that is missed due to his/her absence.

Regardless of the reason for a particular absence, each absence will count toward the stated limitations. (See McLennan’s attendance policy). See course syllabi for additional information.

Attendance is essential for attainment of course objectives and skills competencies. A student who is not present at the scheduled start time of class is considered tardy (this includes start of day as well as return from breaks and return from lunch). A student who misses more than 50% of a class period, whether it is due to late arrival or early departure, will be counted as absent. **Three (3) tardies will constitute one absence.** At the instructor’s discretion, the door may be locked at the beginning of class with the late student being denied entry.

- Two (2) absences: verbal warning
- Three (3) absences: written warning
- Four (4) absences or one no call/no show: program probation
- Five (5) absences or two no call/no show’s: withdrawal from program
Additionally, the third absence, and each additional absence, will result in a reduction of the final course grade by two points.

Absences from lab will also be handled following the above policy; however, hours missed from lecture and lab will not be combined to penalize the student.

Make-up work may be allowed/required, at the discretion of the instructor, for absences in order to ensure that student acquires information and skills presented during their absence. **Students must notify the instructor in advance via e-mail or phone message whenever tardiness or absence is unavoidable. Failure to notify the instructor will result in program probation.**

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless prior written approval is given by the faculty for an excused reason (i.e., death in the family, etc.).

*It is the responsibility of the student to come to class having read the assigned material and ready to participate in discussion and activities.* This will provide a more positive learning experience for the student. It is also the responsibility of the student to turn in assignments on time.

Assignments are due at the beginning of the class day or as stated in each assignment in D2L. Late assignments will not be accepted unless it is due to a documented excused absence (i.e., death in family, illness with note from MD, acts of God, etc). **Minor illnesses do not constitute excused absences.**

The following are not acceptable forms of assignments:

- assignments in other than “Word” or pdf format
- hard copy of assignments that were to be uploaded
- illegible assignments
- emailed assignments that were to be uploaded
- jpg. or other digital formatting
- assignments sent through text message
- handwritten assignments in other than blue or black ink
- assignments with unprofessional presentation including being incomplete
- assignments with extensive grammatical errors will not be graded and will receive a “zero”
- assignments that use identifying information of a subject/supervisor/facility (must use initials only) will receive a “zero”.

In-class assignments, including but not limited to quizzes, presentations, and lab activities, missed due to an absence, late arrival, or leaving class early will be awarded an automatic “zero” and cannot be made up. Arriving to class after the morning quiz or exam has started will result in an automatic grade of “zero”.

There will be **no** make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only (i.e., death in family, illness with note from MD, acts of God, etc). **Minor illnesses do not constitute excused absences.** When make-up exams are granted, they will be scheduled at the instructor’s convenience. Absence or tardiness for a make-up exam will result in a grade of “zero”. In general, work “re-do’s” will not be allowed. If, at the discretion of the instructor, a re-do is permitted, a maximum grade of 75% will be given.
Time/hours missed on clinical/fieldwork placement must be made up/rescheduled at the convenience of the facility.

**Scholastic and Program Probation**
Please see the McLennan General Catalog (available at [http://www.mclennan.edu/catalog/](http://www.mclennan.edu/catalog/)) for detailed information on “Scholastic Probation and Suspension.” Within the OTA program, a student whose scholastic or professional performance is weak or unsatisfactory will meet with the individual instructor(s) and/or the OTA Program Director to discuss areas of concern, and a Student Conference Form will be completed. If the student’s scholastic or professional performance does not improve he/she may be put on program probation and specific criteria will be set for continuation in the program. If the student is unable to meet the criteria, or if performance does not improve, he/she will be withdrawn from the program. In all instances, the student will be provided with individual counseling and assistance.

Probation may be implemented for, but is not limited to, the following:
- Unsatisfactory scholastic or clinical performance
- Unsatisfactory classroom or clinical attendance and punctuality
- Inability to maintain physical and mental health necessary to function in the program
- Unethical, unprofessional behavior, and/or unsafe classroom/lab or clinical practice
- Refusal to participate with a procedure
- Unsafe or unprofessional clinical practice that compromises student, patient, or staff safety
- Behavior which compromises classroom/lab experiences or clinical affiliations
- Failure to comply with all terms outlined in the conference report

Students are allowed no more than two probationary periods throughout the course of the program for academic and/or professional issues. Need for a third probationary period will result in withdrawal from the program.

**Withdrawing From a Course**
Before withdrawing from a course or from the College, the student should first speak with the instructor of the course. The student must also notify the OTA Program Director prior to withdrawing because withdrawing from certain courses may prevent the student from progressing in the program.

Students may initiate a withdrawal through the Office of Admissions/Registrar. A student who ceases to attend classes but does not officially withdraw from classes may receive a grade of “F”. (See Class Attendance Policy and College Grading System – General Catalog.)

Students should carefully review the official academic calendar and pay special attention to the last date during the semester/term when they drop a course and receive a “W”. After that date, they may receive an “F” if they are not passing the course. There is a date late in the semester after which no course may be dropped by a student without receiving a letter grade.
Re-Admission to the OTA Program Policy

Any student who is unsuccessful in an academic or clinical course (grade below 75%) is no longer able to progress in the OTA program. If the student was unsuccessful in only one course and has no documented counselorings due to professional behavior issues (including such items as attendance, generic professional abilities, etc.), the student is able to apply for readmission to the OTA program at any time. If readmitted into the OTA program (which is not guaranteed), the student will be required to complete all program courses regardless of successful completion the first time. Readmission is granted only once. If the student was unsuccessful in two or more courses (or one course plus has one or more documented professional behavior counselorings) the student is no longer eligible to apply for readmission to the OTA program.

A student who voluntarily withdraws from the program for personal reasons is able to request reinstatement if the student has an 80% or better in all OTA classes, both completed and in progress, at the time of withdrawal and has no documented counselorings due to professional behavior issues.

Reinstatement is granted on a case by case basis and only if there is space available in the program.

Request for reinstatement procedure:

a. Student must submit in writing to the OTA Program Director, their intent to be reinstated into the program. The written request must include, at minimum, the steps the student has taken in order to ensure their success in the program, should reinstatement be granted.

b. The OTA Program Director will take the student’s written request to the health professions admissions committee for consideration. Each request will be handled on a case by case basis.

c. The student will then receive a letter from the admissions committee stating if the student was granted reinstatement along with any requirements/remediation deemed necessary by the admissions committee.

   i. If reinstatement is granted, the student will have to prove competency in OTA courses already completed by the end of the semester in which the student is reinstated in order to continue in the program. This may include passing written and skills exams (with a minimum grade of 75% for each) as determined by the OTA faculty and admissions committee.

   ii. It is the responsibility of the student to prepare for, and schedule, competency testing with the instructor and/or program director. Students who are readmitted to the OTA program after successfully completing a clinical course may or may not have to prove competency in previously completed OTA courses, per the discretion of the OTA Program Director.

   iii. Potential remediation recommendations could include: re-taking courses previously completed, auditing courses previously completed, acquiring more observation hours in an OTA clinical setting, independent student research, and/or meeting with success coaches. (This list is an example and is not all inclusive).

d. The Admissions Committee of the OTA program will make the final decision regarding readmission applications based on: space availability and previous student record and potential for academic and clinical success, if applicable.

Communication Policy

External communication with students outside the classroom is executed primarily via email. Each student, therefore, is to submit a McLennan email account address and ensure any change to that
address, through the course of the year, is submitted in writing. All email communication between faculty and students will take place through McLennan’s student email system only; faculty will not respond to students who send emails from personal mail accounts. Faculty will make every attempt to respond to e-mail within 2-3 business days. It is the student’s responsibility to check and respond to email communication in a timely manner.

Please note: Faculty will also not respond to email communications that are not written in appropriate business professional style including correct spelling and grammar.

Classroom and Lab Safety Policy
McLennan’s safety policies for weather, fire, and other emergencies will be addressed at the beginning of each semester with the students. A copy of McLennan’s emergency plan can be found on the McLennan website.


Students are encouraged to sign up for MCC myAlert. MCC myAlert is an emergency notification service that gives McLennan Community College the ability to communicate health and safety emergency information quickly by email and text message. By enrolling in MCC myAlert, MCC can quickly pass on safety-related information, regardless of student’s location.

Evacuation
Below is a floor plan of the Community Service Center’s C Wing with exits labeled. The majority of the OTA classroom and lab work will take place in room C107. If evacuation is required, use the nearest accessible exit and meet in the back of the parking lot at the front of the building.

![Floor Plan](image)

Inclement Weather
In the event of inclement weather, check for school closings on myAlert and/or the College web site. Do not attempt to come to class in anticipation of, or during, ice storms, tornado warnings, or severe thunder storms.

Equipment and Supplies
Basic OTA classroom and lab safety regulations are posted in the lab/classroom areas. Safety regulations regarding the use of equipment and supplies are presented as they are needed to meet learning
objectives. It is imperative that students adhere to these standards in order to maintain a safe environment in the classroom and lab area. Students are to only practice those techniques that have been presented in lecture and/or lab. Students wishing to use lab equipment at any time other than regular or open lab hours must make arrangements with an OTA faculty member to provide supervision.

Students are responsible for maintaining safe and clean classroom and lab environments. This includes, but is not limited to, returning all equipment and supplies to their designated spaces, returning classroom desks and chairs appropriately, wiping down lab mats/classroom desks as necessary, reporting any unsafe or damaged equipment to the instructor immediately, utilizing resources and supplies in an efficient manner, utilizing all college property in a respectful manner, and assisting in the maintenance of an environment conducive for learning.

Students are to notify the instructor immediately of any safety hazards identified. This includes, but is not limited to: frayed electrical cords, loose nuts or connectors, cracked or broken equipment, missing parts, expired perishables, or water leaks.

**Infection Prevention**

Students are expected to comply with good hygiene practices related to regular hand washing. Each lab has a sink area for compliance. Additionally, gel hand sanitizer is available in the lab. Students must pass the hand hygiene lab skills practical in the first semester.

Students are expected to follow standard precautions relative to body fluids including the appropriate use of personal protective equipment. Students must pass the standard precautions/personal protective equipment lab skills practical in the first semester.

All equipment is to be wiped down with germicidal wipes between uses.

**General Classroom/Lab Policy**

**Open Labs**

The OTA program provides opportunities for students to study and practice outside scheduled classroom/laboratory times. The times are scheduled as requested every semester and on availability of qualified staff. Qualified personnel must be available to answer questions and/or provide assistance. An attempt is made to schedule times when the majority of students may take advantage of this opportunity. Students must coordinate with OTA faculty for open-lab times. Students have access to evaluations and treatment methods during scheduled class/lab times, open labs as directed by faculty, and open labs as requested by students.

**Human Subjects – Non-Research**

Each student will be asked to allow faculty and other students to apply commonly accepted occupational therapy techniques to his/her body during role-playing scenarios and/or lab experiences. All students will be instructed in proper technique for the protection of a patient’s modesty and dignity. All
techniques will be applied with faculty supervision. Only currently enrolled students may participate in laboratory activities.

**Confidentiality of Exams and Assignments**

All exams are the property of the program and will not be released to the students. All exams and designated assignments will be kept in confidential files in the Program Director or Faculty offices. Students may access exams and other assignments as needed for review through any program faculty member during designated office hours. Review must occur within the site designated by the faculty member. During any exam reviews, an instructor’s presence is required. All grades are confidential and should not be shared or discussed with peers. All grade questions should be discussed with the instructor or Program Director.

While reviewing the exams, the student is free to make notes related to the topics addressed on the exam. The student may consult with faculty regarding material covered or methods of study to learn the information. Students may not make direct copies or photos of the exam questions in any manner. Failure to comply with this policy may result in disciplinary action which may include program withdrawal. Any exam removed from the departmental files will result in the grade being changed to a "0". Violations may result in disciplinary action up to withdrawal from program due to scholastic dishonesty.

**Technology Devices**

*Personal Computer/Electronics Use:* Computer use is expected throughout the Program. The MCC library has computer availability for after class hours if necessary. Access to library search engines is required and will be a part of the student’s required class participation.

Students are not to use laptop computers, smart phones, iwatches.smart watches, or other electronic devices in the classroom unless prompted by the instructor. These devices are to remain stored in the student’s backpack during class.

*Students are not to post any classroom materials on any internet or social media site without the express written consent of the faculty.*

A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

*Video & Tape Recordings:* Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.
Beepers, cellular telephones, text, and personal telephone calls. Students are NOT to receive or place telephone calls/beeper calls/texts during class. Beepers, smart watches, and cellular telephones are to be turned off or set to vibrate before entering the classroom and stored in backpack during class. Messages may be left with the Health Professions executive secretary at 299-8568. Messages for a student during an emergency will be delivered immediately. At the discretion of the instructor, students may be asked to leave cell phones and electronic devices in a box during class.

Additional Items:

- **Verbal, non-verbal, and written communications** are to be polite and respectful at all times.
- **Food** is not allowed in class.
- **Children** are not allowed in class.
- **Sleeping** is not allowed in class.
- **Drinks** with screw-on lids are permitted if the student leaves the lid in place.
- **Smoking, vaping, using tobacco**, using simulated tobacco or similar products are not allowed in class.
- **Alcohol and drugs are not allowed** in the classroom and students should not attend class under the influence of them nor with the smell of any of them.

Any of the above will result in being asked to leave the classroom and receiving an absence for the day at a minimum but could result in being written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

**Appearance and Grooming**

As a student and future professional, personal health must be maintained such that there is no risk to self, peers, or patients. Personal cleanliness and hygiene are essential for acceptable interpersonal activities such as those engaged in by health care personnel. The OTA faculty will counsel students in these areas when necessary. These guidelines apply to campus classroom and lab as well as clinical settings.

1. Jewelry that is acceptable: wedding bands/rings; watch; small chain necklace; small stud earrings (no more than two per ear). Jewelry that is NOT acceptable: rings other than listed above; bracelets; bulky necklaces; dangle or loop earrings; pierced earrings worn anywhere other than the ear; i.e., facial, nose, tongue, etc. piercings are not allowed.
2. Hair must be clean and off the shoulders. Only simple hair accessories are permitted. Students with long hairstyles must be able to tie hair back or pin it up so it does not fall loosely over shoulders and face.
3. Fingernails must be clean and filed smoothly. The fingernails must not extend beyond the fingertips. Only single-colored nail polish is acceptable.
4. Personal hygiene should include daily bathing as well as the use of deodorants and mouthwashes as needed. No fragrances or perfumes are to be worn. Offensive body odors will not be tolerated, including the lingering smell of tobacco on clothing, hands, or breath.
5. Moustaches/beards must be neatly trimmed.
6. Classroom attire is business casual. Clean, neat shirts, and pants or skirts, jeans, scrubs or Capri pants are acceptable. Knee length shorts are the only acceptable type of shorts permitted. Pants and jeans are to cover the hips and buttocks completely even while bending. Shirts and blouses are to cover the chest and midriff completely even while bending. Shoes are to be closed toe, sturdy, non-skid soles, and able to provide stability.
7. Hats and caps are not allowed in the classroom or clinic.
8. Students must be prepared to dress as required for certain laboratory experiences. Laboratory attire will consist of shorts and a plain t-shirt for men and shorts, plain t-shirt, and sports bra/halter top or 2 piece swim suit top for women. Shorts must have an elastic waistband (i.e. gym shorts). Shorts should not be excessively short and must be loose enough to allow for palpation of hip musculature. Sport bras/ halter tops or swimsuit tops must have back closures to allow exposure for palpation of vertebrae, shoulder girdle, and associated structures.

9. OTA Program scrubs will be worn in the CDC labs, Simulation Building labs, and at other times as directed by the course instructor.

10. Clinic attire will be the OTA Program scrubs and shoes that are closed toe, sturdy, and with non-skid soles unless otherwise directed by the clinical site.

11. MCC CLINICAL NAME TAGS MUST BE WORN AT ALL TIMES IN THE CLINICAL SETTING

12. Tattoos must be covered.

If a student attends class in unacceptable dress, he/she may be asked to return home to change into appropriate attire before being admitted to class. This will result in an absence being counted.

Student Records

All student records must be retained in compliance with the College policies. Once the storage time has been reached, the original documents are destroyed in compliance with the College policies. Students can review these secured records by making an appointment with the Program Director.

It is the responsibility of the student to maintain his/her own copies of any record submitted to the OTA program which includes, but is not limited to, transcripts, immunizations records, CPR certification, etc. The OTA department will not make copies of these documents.

Academic Dishonesty

The Center for Academic Integrity defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious consequences. For further information about student rights, responsibilities, and academic integrity definitions, please consult the General Conduct Policy in the Highlander Guide.

McLennan’s OTA program does not tolerate academic dishonesty of any kind. Students are expected to refrain from academic dishonesty. This includes any conduct aimed at misrepresentation with respect to a student’s academic performance. Examples of academic dishonesty include: cheating or collaborating on written exams; possession, at any time, of current or previous test materials without the instructor’s written permission; plagiarism; collaborating with others if contrary to stated guidelines for assignment or skill; providing students who have not completed skills practicals with information related to the exam; and intentionally assisting another student in any dishonest action. Violations of this policy will be brought to the attention of the student by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student, and a verbal warning will be issued if warranted. If
there is clear evidence that a violation has taken place, the instructor may impose a sanction ranging from a written warning to expulsion from the course with a failing grade.

Violations of this policy will be brought to the attention of the student by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student, and a verbal warning will be issued if warranted. If there is clear evidence that a violation has taken place, the instructor may impose a sanction ranging from a written warning to failure of the course. Failure of a course for any reason will result in the student not being able to continue in the OTA program.

If the student does not feel that the issue is satisfactorily resolved, the student should contact the OTA Program Director to discuss the matter. If the matter cannot be resolved at that level, the student may then contact the Dean of Health Professions. If the issue is not satisfactorily resolved at the end of this process, the student may initiate a formal grievance procedure. The Student Grievance Procedure is outlined in the Highlander Guide: McLennan Student Handbook or the McLennan website at: www.mclennan.edu/publications/policies/G-XIII.pdf

Student Ethics
Students in the OTA program are expected to:

1. Use their own knowledge and skill to complete examinations.
2. Use their own knowledge to write papers or compile research presentations. If a quote or portion of another person’s work is issued, proper recognition must be given.
3. Respect the opinion of instructors and other learners. Students will refrain from making statements that insult, slur, or degrade instructors, other health professionals, or students. (This ethics statement does not infringe upon a student’s right to raise questions and request clarification, but does modify the manner in which the question is presented.)
4. Respect the limited resources of textbooks, library books, reprints, and journals.
5. Assist in maintaining equipment in good working order. Students will refrain from misusing equipment.
6. Assist in maintaining class and laboratory rooms in good order. Students are expected to clean up after themselves when they have finished working in a particular area of the department.
7. Respect other student’s projects. Handling, stealing, altering, defacing, or otherwise harming another student’s work, especially in a manner which might cause the project to receive a lower grade, will not be tolerated.
8. Observe all policies and procedures established by the OTA program and all clinical facilities.
9. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts, etc.) Information in which any part of the patient’s name (or any identifying aspect of the patient) shall not be repeated outside the classroom, clinic, or facility.
10. Work in cooperation with and demonstrate respect for other health care team members.
11. Protect the property and property rights of the program, clinic and patient. Students will not remove or borrow property without permission and shall not damage or misuse property.
12. Perform only those therapeutic procedures in which they are competent and for which they have been successfully educated. Students must always consult with the clinical instructor if in doubt regarding a procedure or treatment.

**Generic Abilities & Professional Behaviors:**

Students are expected to maintain a professional classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity. Likewise, all communications with the instructor are to be professional. (E-mails that are discourteous, use improper grammar, and/or simulate a text message will not be responded to).

Students in the Occupational Therapy Assistant program have willingly applied for and entered into a professional degree program. Implicit in professional degree programs is the need to develop the student’s professional behaviors as well as minimum basic entry level competencies. The tool utilized in the OTA Program is the Generic Abilities form. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors.

If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies. The faculty member, and if deemed necessary the program director, will then discuss with the student a plan of action to assist the student in development in the areas that have been deemed deficient.

Any student who persists with the same deficiencies with no improvement in professional behavior over three (3) different episodes may be dismissed from the program based upon lack of progress in professional behavior.

It will also be at the faculty member’s discretion to take two (2) points from the student’s final grade for each documented episode related to unprofessional behavior.

A short description of the Generic Abilities follows and specific forms for assessment are included in each course syllabi.
Generic Abilities

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at the University of Wisconsin at Madison in 1991-1992. The ten abilities and definitions developed are:

<table>
<thead>
<tr>
<th>Generic Ability</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Commitment to learning</td>
<td>The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.</td>
</tr>
<tr>
<td>2 Interpersonal skills</td>
<td>The ability to interact effectively with patient, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.</td>
</tr>
<tr>
<td>3 Communication skills</td>
<td>The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.</td>
</tr>
<tr>
<td>4 Effective use of time and resources</td>
<td>The ability to obtain the maximum benefit from a minimum investment of time and resources.</td>
</tr>
<tr>
<td>5 Use of constructive feedback</td>
<td>The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.</td>
</tr>
<tr>
<td>6 Problem-solving</td>
<td>The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
</tr>
<tr>
<td>7 Professionalism</td>
<td>The ability to exhibit appropriate professional conduct and to represent the profession effectively.</td>
</tr>
<tr>
<td>8 Responsibility</td>
<td>The ability to fulfill commitments and to be accountable for actions and outcomes.</td>
</tr>
<tr>
<td>9 Critical thinking</td>
<td>The ability to question logically; to identify, generate and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.</td>
</tr>
<tr>
<td>10 Stress management</td>
<td>The ability to identify sources of stress and to develop effective coping behaviors.</td>
</tr>
</tbody>
</table>


Plagiarism

The following guidelines have been established by McLennan Community College to help students avoid plagiarism and are included below for ease of student accessibility to the information.

**McLennan Community College**

**Guidelines for Avoiding Plagiarism**

Plagiarism is the intentional- or unintentional- use of someone else’s work without adequate documentation. Whenever writers want to include another’s ideas, key terms or copied text into their own papers or presentations, they must always use that borrowed information accurately and ethically.

Documentation, an agreed upon style of providing credit to others’ work, is necessary in order to avoid plagiarism. Plagiarism is a serious offense in college-level writing, for it is intellectually dishonest, robbing authors of their property.
All documentation styles include internal citations, a works cited list, and quotation marks around copied terms and information.

To consider: As we would never borrow one of our neighbor’s possessions without asking permission, we should never use someone’s words or ideas without permission. Correctly documenting someone else’s material permits us legal use of words and ideas not belonging to us.

It should be obvious that buying papers, using someone else’s papers and similar activities are plagiarism at its worst.

Each instructor will determine penalties for plagiarized work.

Document when:

- You use someone’s ideas from any traditional or web source
- You copy sentences and phrases from a source
- You copy a key term from a source
- You use information from an interview or survey
- You copy pictures, charts, and diagrams from sources
- You use information you did not originate

Use of Plagiarism Detection Service

Brightspace Turnitin Integration

1. McLennan Community College faculty members may adopt the plagiarism detection services offered by Brightspace Turnitin, but they are not required to do so.
2. Faculty members choosing to adopt this plagiarism detection service offered by the Service shall:
   a. Treat all students equally
   b. Require submission of either all student papers or no student paper, for any particular assignment
   c. Inform students which assignments will require submission to the Service
3. In the event a student commits an act of plagiarism, faculty members are strongly encouraged to submit the name of the offending student to the Discipline Coordinator. This action is recommended without regard to other consequences a faculty member may choose to employ. It is imperative that the Discipline Coordinator be given the information so that the college can identify serial offenders.
4. Instructors are encouraged to place the following statement in their syllabus:

   * Click Here for the MCC Academic Integrity Statement
   (www.mclennan.edu/academic-integrity)
   The link above will provide you with information about academic integrity, dishonesty, and cheating.
In addition, in this class, students are subject to the minimum following discipline:

**First Offense:** failing grade on the assignment

**Second Offense:** failing grade in the course

The student may be withdrawn from the Program based on the severity of the offense.

### Complaint/Grievance Procedure

Faculty will provide academic and clinical counseling throughout the program as necessary. Concerns regarding academic and/or clinical advising or instruction should be first addressed to the faculty member in question within five (5) working days from the time of occurrence. If the student feels that a problem has not been resolved, then the student should present the issue to the program director. If no resolution is reached at this level, in accordance with the McLennan Student Grievance Procedure, the student may discuss the issue with the Dean of Health Professions. If resolution is still not reached, then the Vice President of Instruction is contacted. A formal grievance may be initiated by submitting a request in writing to the President of the College to have the issue considered by a formal grievance committee. This procedure is outlined in the Highlander Guide, available at [www.mclennan.edu](http://www.mclennan.edu).

For information regarding the due process policies of the College, please refer to the Highlander’s Guide. The same organizational structures must be followed, which means that the student is expected to first start by discussing the issue with the specific faculty involved.

### Time Line for Program Complaints/Grievances

<table>
<thead>
<tr>
<th>Maximum time in days</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Student advises faculty of issue in an informal meeting.</td>
</tr>
<tr>
<td>14</td>
<td>Faculty meets with student to provide written feedback and strategies for resolution.</td>
</tr>
<tr>
<td>30</td>
<td>Student meets with program director if feedback and strategies do not resolve the grievance.</td>
</tr>
<tr>
<td>45</td>
<td>If the issue has not been resolved, the student should address the grievance to the Dean of Health Professions</td>
</tr>
</tbody>
</table>
THE CLINICAL EDUCATION PROCESS

This section of the Handbook describes those policies and procedures that govern the clinical portion of the OTA educational program. Non-compliance with regulations or failure to execute the responsibilities in this section will jeopardize the student’s standing in the program.

The clinical education program is multifaceted. It offers the student a chance to be exposed to a variety of health care settings in order for the student to fully understand the scope of the profession and the health care needs of the community.

The clinical education program is an integral part of the academic program and:
1. Exposes the student to clinical practice at various stages of his/her academic experience
2. Provides the student an opportunity to integrate acquired classroom knowledge with clinical practice in a supervised setting
3. Fosters an environment for the student to develop effective communication skills with patients/clients and other occupational therapy practitioners and health care professionals
4. Serves as a mechanism for feedback that allows the Occupational Therapy Assistant faculty to review the effectiveness of the academic program

Responsibilities

Responsibilities of the OTA Program Faculty
One member of the Occupational Therapy Assistant faculty is primarily responsible for coordinating the clinical component of the program, and is referred to as the Fieldwork Coordinator (FWC). This coordinator works directly with academic instructors, fieldwork educators (clinical instructors), and students to provide learning experiences that develop the student’s clinical competence.

The FWC is responsible for the following:
1. Act as coordinator of the clinical component of the program
2. Maintain up-to-date affiliation agreements with all clinical sites by reviewing agreements on an annual basis
3. Actively seek potential clinical sites and determine suitability based on program and ACOTE guidelines for clinical facilities
4. Maintain open lines of communication and interaction with clinical coordinators and clinical instructors
5. Coordinate and schedule individual clinical experiences for the students and communicate this information to the clinics
6. Familiarize clinical instructors and student with the Fieldwork Performance Evaluation
7. Perform on-site or telephone visits regularly for each student during each clinical affiliation to assess progression and address any concerns of the student and/or the clinical instructor
8. Organize and/or arrange in-services and/or credentialing opportunities for clinical instructors
9. Develop problem-solving strategies as necessary to include:
   a. Early identification of a problem
   b. Exploration of possible solutions

**Responsibilities of Level II Fieldwork Clinical Instructors**

One occupational therapist or occupational therapy assistant at each facility is responsible for coordinating the learning experiences of students assigned to the facility.

In order to serve as a Fieldwork Educator for Level II fieldwork students, the following requirements must be met:

- Occupational therapists must hold at least a baccalaureate degree from an accredited program of Occupational Therapy, hold a current and active Texas license, and have a minimum of one year clinical experience
- Occupational therapy assistants must hold at least an Associate of Applied Science degree from an accredited program for Occupational Therapy Assistant, hold a current and active Texas license, have a minimum of one year clinical experience, and be practicing under the supervision of an occupational therapist as required by law

Fieldwork educators are responsible for the following:
1. Become familiar with the student assessment tool utilized in the clinical setting
2. Provide proper supervision for the student
3. Perform on-going assessment of student performance, competency, and safety in clinical practice and arrange periodic conferences with student to provide feedback on how he/she is performing
4. Encourage the student to evaluate his/her own performance
5. Provide a written assessment of student performance to the OTA faculty completing the appropriate forms
6. Develop problem-solving strategies as necessary including:
   a. Early identification of and communication of any problems with student performance
   b. Determine effective solution(s) to problems
   c. Determine the need for additional information or assistance from the AFWC to solve problems
   d. Overall determination that problem(s) cannot be solved in available time or with available resources

**Responsibilities of Student**

Each student is responsible for providing input to the OTA faculty and the clinical instructors to help provide learning experiences that will most benefit him/her. Students are responsible for the following:
1. Become familiar with the assessment tool utilized in the clinical setting
2. Provide input to the FWC before clinical affiliation assignments are finalized
3. Actively seek learning opportunities to develop skills and competencies within the clinical setting
4. Provide self-assessment of his/her performance including strengths and areas that need improvement
5. Identify problems early and communicate the problem to clinical instructors and/or FWC
6. Complete a clinical evaluation form at the end of each affiliation

Students are expected to display initiative in treating patients, assisting therapists with treatments, cleaning patient treatment areas, seeking information from therapists and/or available textbooks and discussing the affiliation with the clinical instructor.

*Note: A Student Is Required To Have Passed All Prior OTA Coursework In Order To Qualify For Placement On Clinical Affiliation.*

**Critical Safety Skills**

Demonstrating mastery of specific *critical safety skills* during clinical rotations is necessary in order to pass each clinical affiliation. Competency with *critical safety skills* indicates that a student carries out intervention per the plan of care in a manner that minimizes risk to the patient, self and others. Examples of essential critical safety skills include but are not limited to:

- Ability to follow and appropriately carry out the Plan of Care established by the OT.
- Safe implementation of the Plan of Care based upon patient diagnosis, status, and response to intervention without placing the patient in jeopardy of harm or injury.
- Demonstration of knowledge regarding contraindication and precautions for specific patient diagnosis relative to the occupational therapy interventions within the Plan of Care (i.e. following hip precautions when implementing interventions for a patient after a total hip replacement; etc.).
- Ability to correctly identify physiological measures (BP, HR, blood glucose levels, etc.) outside the parameters that allow for safe therapeutic intervention and provide proper response and notification of the OT/MD/nurse.
- Ensures safety of self and others by using proper hand washing technique, following standard precautions and don/doff personal protective equipment without contaminating materials, patient, or self to prevent spread of infection.
- Uses acceptable techniques for safe handling of patients with proper body mechanics, guarding, and level of assistance and employs standard safety precautions such as: locking a wheelchair prior to transferring a patient, appropriate use of a gait belt with transfers, washing hands prior to and after each patient contact, recognizing environmental hazards of safe mobility, transfers, or other therapeutic intervention.
- Establishes and maintains a safe working environment (i.e. monitoring of lines and tubes and other medical equipment, checks occupational therapy equipment and assistive devices for maintenance and/or disrepair, eliminates work place hazards).
- Requests assistance when necessary (i.e. from the fieldwork educator, utilizes and monitors support personnel).
- Ability to recognize patient responses during therapeutic intervention that may indicate a life threatening condition (shortness of breath, chest pain, sudden dizziness, sudden dysarthria, change in mental status, etc.) and provide proper response and notification to OT/MD/nurse.
- Demonstrates knowledge of facility safety policies and procedures.

The fieldwork educator will continually assess the student’s competency in safety and will notify the AFWC if there are any issues or concerns regarding a student’s capability of practicing in a safe manner. If safety concerns are not resolved in an acceptable timeframe, the student will be removed from the clinical site and not allowed to progress in the program.

Clinical Regulations and Guidelines

BLS Certification
Students must have documentation of current American Heart Association Healthcare Provider Basic Life Support certification (infant, child, and adult) on file with the FWC and the Program Director prior to beginning the clinical phase of the program. The BLS certification MUST be current throughout the entire length of the Program. Students with an expired certification will not be allowed to treat patients and will be removed from the clinical affiliation until re-certification is obtained. The student is responsible for making up all time missed in the clinical. At minimum, this may delay the student’s graduation; at maximum the student may not be allowed to progress in the program.

Immunizations
Students must have documentation of current immunizations and/or titers demonstrating immunity. All students must complete the Hepatitis B series. Immunizations and/or titers are at the student’s expense.

Background Checks
Each student must complete a background check prior to program entry (at the student’s expense) and again prior to beginning the second year of the Program (at the Program’s expense). An additional criminal history check is required prior to completing lab experiences in the McLennan Child Development Center for OTHA 1341. Additional criminal history checks are required by some facilities prior to clinical placement.

Drug Screens
Drug screens are required prior to beginning both the first year (at the student’s expense) and the second year of the Program (at the Program’s expense). Students may also be tested for cause.
Clinical Assignments
Assignments for each affiliation will be made approximately one month prior to that affiliation. The student must contact the facility prior to the beginning of the affiliation to make sure they are prepared for the first day of clinical. The OTA program will not grant assurances that students will be placed in specific sites. Transportation arrangements, lodging, required attire, and other costs are the student’s responsibility.

Student placements are reserved months in advance and take place in facilities that have a written and signed affiliation agreement in place. The Fieldwork Coordinator assigns all eligible students to specific facilities for each clinical affiliation. It is very difficult to find alternative student placements once assignments have been made. Because of the difficulty and lead-time necessary for scheduling fieldwork placements, the program cannot assume liability for timely rescheduling of fieldwork placements canceled by the student or the fieldwork 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. The OTA Program Director shall determine whether or not circumstances can be viewed as extenuating for purposes of clinical rescheduling. **Students who choose not to take the assigned fieldwork site will be asked to withdraw from the program.**

Students **will not** attempt to contact clinical facilities to discuss placement opportunities or attempt to change placements with other students once an assignment has been given. Clinical agreements with facilities stipulate that program faculty must initiate contact with fieldwork sites. If a student is familiar with a facility that is not on the program list, he/she should provide the Fieldwork Coordinator with the pertinent information and request that contact be initiated. Fieldwork sites must meet the OTA Program standards and be willing to establish a legal educational agreement with McLennan.

Any student who is unable to perform expected duties during the clinical affiliation, due to physical condition or other reason, will report this to the FWC prior to reporting to the clinical site, or during the clinical affiliation if issues arise at that time. The FWC and the Program Director will discuss the issue(s) with the student and determine whether the student may continue with the affiliation or whether the student will need to schedule the clinical time for a later date contingent upon resolution of the issue(s). If a student is unable to participate at the scheduled time of an affiliation, he/she will be assigned to another affiliation site at the time an availability arises at the discretion of the FWC.

Clinical Placement Policy
Placement is intended to expose the student to as many areas of occupational therapy practice as possible in order to facilitate the development of basic skills needed for an entry-level, licensed OTA. Clinical assignments for each student will include psychosocial, pediatric, and physical disability clients. **Due to the difficulty of placement and reduced number of clinical sites in the Waco area, the student**
will be required to travel for at least one or more of the clinical affiliations. Travel is defined as greater than one (1) hour from the immediate Waco area. This rule is in place to insure that all students are able to be placed at a clinical site and that all students are able to complete the scheduled rotations in a timely manner.

The clinical schedule is determined by the facility in collaboration with the Fieldwork Coordinator. Students should be prepared to work the same schedule as their clinical instructor including weekends and holidays. **Students may not rearrange their schedules without prior consent of their clinical instructor and the Fieldwork Coordinator.**

Students will not be assigned to facilities where they are presently employed, or have entered into an agreement of employment, unless the placement is in a different department with a different supervisor. Students are given an opportunity to provide input about placement before the assignments are finalized; however, the final decision is made by the FWC.

No portion of Level I fieldwork is substituted for any part of the Level II fieldwork requirements. Students are required to complete two Level II fieldwork experiences (OTHA 2266 and OTHA 2267). Each of these experiences requires a completion of 8 weeks, full-time (or 16 weeks part-time).

Level II fieldwork can be completed in a minimum of one setting if it is reflective of more than one practice area (such as acute care, skilled nursing, and outpatient) in which the student may participate. Level II fieldwork will be completed in a maximum of three different settings. The majority of students will complete Level II fieldwork in two settings.

**Clinical Attendance**

Due to the significant nature of clinical time for the student, all clinical hours missed due to absence must be made up at a time convenient to the clinic and agreed upon by the clinical instructor, fieldwork coordinator, and the student. More than two (2) absences may be taken as evidence that the student does not intend to participate sufficiently to assure likelihood of success. With two or more absences, the student will be required to conference with the FWC. **Anytime a student must be absent from the clinical site, he/she is required to notify the facility and the FWC.** In general, the student is responsible for making up all time missed in the clinical. At minimum this may delay the student’s graduation; at maximum the student may not be allowed to progress in the program due to absenteeism.

**Patient Care**

Students are required to meet the workforce standard of providing care to any and all patients assigned to their care by the clinical instructor.

**Clinical Dress Policy**

Students are required to wear a photo ID nametag that identifies the individual as a McLennan student OTA. Some facilities may require photo IDs provided by the facility. The nametag should be worn at all times (upper body on the left; clearly visible) while the student is on clinical assignment but may not be worn at any time other than assigned clinical affiliations.
Students should dress in the OTA Program scrubs unless otherwise directed by the facility. Shoes must be a solid color, leather athletic shoe, and socks or hose must be worn. Long hair must be pulled back from the face, and jewelry should be minimal. Blue jeans, shorts, t-shirts, sandals, V-neck blouses, ruffles, loud colors, etc. are unacceptable attire. Some facilities may require a lab coat, which the student will be required to purchase. Students are required to contact the facility prior to his/her affiliation for dress/uniform requirements. Body piercings (other than stud earrings; maximum of two each ear) must be removed and tattoos must be covered during the time the student is at the clinic site. The clinical instructor has the authority to deny clinical attendance for a student whose apparel is considered inappropriate.

**Cell Phone Policy**

Cell phones or other personal communication devices must be turned off and put away during clinical hours. They may be used only during designated breaks as allowed by the facility.

**Schedule of Student Affiliations**

Students begin their clinical training during their first summer semester in the OTA program. The schedule for each affiliation is as follows but is subject to change:

- First Summer Session - 8 hours/week for 10 weeks
- Second Spring Semester – 8 hours/week for 15 weeks
- Second Fall Semester – 40 hours/week for the full 16 weeks of the semester

**Liability Insurance**

McLennan Community College provides a limited student liability insurance during clinical affiliations. The coverage for students is effective only during scheduled clinical time. The student is not covered for employment outside of scheduled clinical time.

**Accidental Injury and/or Health Coverage**

Neither the clinical facility nor the College assumes any responsibility for an injury occurring during clinical hours. The student is encouraged to carry private health insurance coverage and is required to report any personal injury to the clinical instructor immediately.

**Evaluation of Student Performance during Clinical Affiliations**

Level I fieldwork experiences are evaluated using the AOTA Level I Competency Evaluation for OT and OTA Students plus additional assignments required by the course. This evaluation tool represents an objective assessment of the student’s skills as performed at the fieldwork site. The evaluation is completed by the fieldwork educator which may or may not be an occupational therapy practitioner. Qualified fieldwork educators may include, but are not limited to, social workers, nurses, physical therapists, psychologists, recreational therapists, teachers, and physician assistants per ACOTE.
The evaluation/assessment tool utilized by the McLennan Community College OTA program for Level II Fieldwork is the Fieldwork Performance Evaluation by AOTA and is completed by the OT Practitioner serving as the Fieldwork Educator.

1. Defines for students and fieldwork educators the skills that all students are expected to master prior to graduation
2. Measures progress in the student’s ability to perform
3. Provides a uniform mechanism for rating students from different schools at clinical affiliation sites
4. Allows students to assess their own performance and to compare their self-assessment with those of their clinical instructors
5. At mid-term, provides a summary of the individual student’s current strengths and weaknesses, thus helping the student and clinical instructor plan any needed additional experiences
6. Provides a mechanism to identify strengths and weaknesses in the academic portion of the curriculum

**Clinical Grading for Level II Fieldwork**

Clinical grade compilation is based on skill attainment utilizing the FWPE. McLennan faculty retain the final responsibility for assigning the final clinical grade.

Level II fieldwork courses are graded on a credit/no credit basis. To successfully pass Level II FW experiences, students must:

1) Meet passing criteria on the AOTA Fieldwork Performance Evaluation
   a) Obtain a minimum final score of 70 points **and**
   b) Obtain a rating of 3 (or above) for all Safety and Ethics items at final
      i) Failure to obtain a rating of 3 (or above) in this area will result in failure of the affiliation
2) Meet all course objectives as outlined in the course syllabus,
3) Satisfactorily complete all course assignments, **and**
4) Adhere to all policies and procedures as outlined in the student handbook.

If a student receives an incomplete or no credit for a clinical course, and he/she wishes to return to the program and is eligible to return to the program, the student, along with the other requirements for a reinstatement request (see section in handbook on reinstatement), will be required to pass a skills assessment exam, both written and practical, at the level of 75% or greater before returning to the clinical setting. This exam will be given at a time designated by the program director.
Clinical Forms

The OTA program utilizes several forms throughout the clinical education process. The purpose and use of each form are outlined below.

Student Personal Data Sheet
The purpose of this form is to provide the initial contact between the student and the clinical site. The students are instructed to complete the form and send it to the clinic 3-4 weeks prior to the beginning of the affiliation. The form includes a summary of previous clinical experiences, the student’s expectations for this affiliation, and a self-assessment of strengths and weaknesses. A photograph may be attached to the upper right hand corner.

Clinical Orientation Form
The purpose of this form is to provide the clinical instructor with a checklist or outline of items that should be addressed on the first day of the student’s affiliation. This form was developed only as a guideline, and it is not necessary for the student to return this form to the FWC at the end of the affiliation.

Student Evaluation of Clinical Educational Experiences
This form is to be completed by the student at the end of his/her affiliation to assess the overall clinical experience. This form should be completed prior to the final evaluation, and should be discussed with the clinical instructor during the final evaluation.

Assessment of OTA Program Form
This form was developed to allow fieldwork educators more input into the Occupational Therapy Assistant curriculum development process.

Professional Conduct in the Clinical Setting

The conduct of the OTA student should be such that the patient’s confidence is inspired. Only a consistently professional attitude can accomplish this. One must endeavor to treat patients with kindness and courtesy and insure preservation of the patient’s privacy. The following list is a minimal conduct guideline for professional conduct in the clinical setting.

1. Always introduce yourself; wear a nametag at all times (placed visibly on the upper body)
2. Knock before entering any room
3. Do not congregate in semi-public areas, such as patient reception areas. Patients awaiting therapy services do not understand the presence of idle (apparent) therapists and assistants.
4. Never discuss a patient’s history, or information in patient charts/reports (unless instructed to do so by the supervising OT/OTA) with a patient or the patient’s family/friends. Patient’s charts and all other patient records should be kept out of reach of unauthorized persons, including patients.
5. Do not discuss matters pertaining to work in elevators, corridors, or any other public areas.
6. No conversation should take place within a patient’s hearing which is not DIRECTLY related to that patients care and INTENDED for the patient to hear.
7. Smoking, including electronic cigarettes, eating or drinking are prohibited except in designated areas.
8. Gratuities of any kind are prohibited.
9. Gum chewing is prohibited.
10. Personal involvement between a student and a patient being treated by that student is prohibited including social media contact.
11. Personal involvement with fellow staff members should be limited to “off-duty” hours and should be conducted with discretion. Professionalism in the clinic must be maintained at all times.
12. Loaning of personal items to patients and/or running errands for patients is not recommended.
13. Be prepared to accept constructive feedback gracefully.
14. In the clinic, the clinical instructor should be kept informed of your activities and location at all times.

**THESE POLICIES ARE SUBJECT TO CHANGE WITHOUT NOTICE**

The curriculum/degree plan, policies, regulations, procedures, and fees associated with this program are subject to change without prior notice, if necessary, to keep College and program policies in compliance with State and Federal laws and/or with rules related to the program's accrediting agency.

The College and the program reserve the right to change curricula, rules, fees, and other requirements, of whatever kind, affecting students in any way. The provisions of this document do not constitute a contract, express or implied, between any applicant, student, faculty or staff member and McLennan Community College or this program.
Student Personal Data Sheet

McLennan
COMMUNITY COLLEGE

OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PERSONAL DATA SHEET
FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name ____________________________________________________________

Permanent Home Address __________________________________________

Phone number: __________________________ Email Address: __________________________

Name, address, and phone number of person to be notified in case of accident or illness:

________________________________________________________________________

________________________________________________________________________

EDUCATION INFORMATION

1. Expected degree: OTA Associate of Applied Science

2. Anticipated graduation month/year: __________________________

3. Prior degrees obtained: __________________________

4. Foreign languages read: __________________________ spoken: __________________________

5. Attach copy of current CPR card. Expiration Date: __________________________

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company __________________________
   Group # __________________________ Subscriber # __________________________

PREVIOUS WORK/VOLUNTEER EXPERIENCE

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PERSONAL PROFILE
1. Strengths: 

__________________________________________________________________________

2. Areas of growth: 

__________________________________________________________________________

3. Special skills or interests: 

__________________________________________________________________________

4. Describe your preferred learning style: 

__________________________________________________________________________

5. Describe your preferred style of supervision:
   ( ) Close supervision early in the affiliation
   ( ) Feel comfortable with minimal supervision early in affiliation
   ( ) Close supervision in weaker areas
   ( ) Allowed independent performance in areas of strength
   ( ) Given suggestions/feedback once each clinic day
   ( ) Weekly review of performance/goals

Comments: 

__________________________________________________________________________

__________________________________________________________________________

6. (Optional) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork?
   Yes _____ No _____ If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.

__________________________________________________________________________

__________________________________________________________________________

FIELDWORK EXPERIENCE SCHEDULE

<table>
<thead>
<tr>
<th>Level</th>
<th>CENTER</th>
<th>TYPE OF FW SETTING</th>
<th>LENGTH OF FW EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I Exp.</td>
<td></td>
<td></td>
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<tr>
<td>Level II Exp.</td>
<td></td>
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</tbody>
</table>

ADDITIONAL COMMENTS

Adapted from:  AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)
Amended and Approved by FWIC 11/99 and COE 12/99  fieldwork/miscell/persdatasheet.1299
This form is intended to facilitate the student’s first day of each affiliation. It is recommended that the following items be addressed for orientation to the facility.

1. Introduction to Clinical Fieldwork Coordinator
2. Introduction to Fieldwork Site Coordinator, if applicable
3. Tour of department and facility
4. Description of a “typical” day at the facility including types of patients
5. Review of department procedures such as:
   a. Transporting patients
   b. Accessing/reviewing the medical record
   c. Documentation
   d. Specific safety items such as fire, patient emergency, infection prevention, fall prevention, etc.
6. Review of facility’s objectives for clinical education
7. Review of student’s goals and objectives for this affiliation
8. Instructions regarding expectations for:
   a. Arrival time
   b. Departure time
   c. Lunch and break times
   d. Student’s use of free time
9. Discussion of any assignments/expectations for the affiliation such as a project or presentation

For Level I Fieldwork, the student is primarily an observer of patient/client care although is expected to begin to interact verbally with clients and practitioners. The Level I student is not expected to perform treatments and skills or to document care unless mutually agreed upon by student and instructor.

For Level II Fieldwork, the student should be an observer only as long as the fieldwork educator deems necessary. The student should be given the opportunity to perform various patient treatments and skills. Discussion and demonstration of interventions with which the student is unfamiliar should be ongoing throughout the affiliation. Students are expected to display initiative in treating patients and in seeking information from available sources as well as discussing the affiliation with the fieldwork educator.
Student Evaluation of Fieldwork Experience Form

Fieldwork Site: _____________________________________________________________

Address: ________________________________________________________________

Type of Fieldwork: _______________________________________________________

Placement Dates: from _________________________ to _________________________

Order of Placement: [ ] First    [ ] Second    [ ] Third    [ ] Fourth

Student work schedule:
1. Hours required: ________ per week
   [ ] Weekends required   [ ] Evenings required
   [ ] Flex/Alternate Schedules Describe: ___________________________________

Identify Access to Public Transportation: ________________________________

Please write your e-mail address here if you don’t mind future students contacting you to ask you about your experience at this site: ________________________________

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report on ____________.

Experience report on _______________________.

(date)

________________________________________  __________________________________
Student's Signature  FW Educator's Signature

________________________________________  __________________________________
Student's Name (Please Print)  FW Educator’s Name and credentials (Please Print)

FW Educator’s years of experience ____________
ORIENTATION—WEEK 1
Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-specific fieldwork objectives</td>
<td></td>
<td></td>
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<tr>
<td>Student supervision process</td>
<td></td>
<td></td>
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<tr>
<td>Requirements/assignments for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student schedule (daily/weekly/monthly)</td>
<td></td>
<td></td>
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<tr>
<td>Agency/Department policies and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation procedures</td>
<td></td>
<td></td>
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<tr>
<td>Safety and Emergency Procedures</td>
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<td></td>
</tr>
</tbody>
</table>

CLIENT PROFILE

Check age groups worked with

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
<th>Occupational Performance Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5 years old</td>
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<tr>
<td>6–12 years old</td>
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<tr>
<td>13–21 years old</td>
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<tr>
<td>22–65 years old</td>
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<tr>
<td>65+ years old</td>
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</tbody>
</table>

Describe the typical population: ____________________________________________

__________________________________________
### OCCUPATIONAL THERAPY PROCESS

#### I. EVALUATION

<table>
<thead>
<tr>
<th>List assessment tools used</th>
<th>Observed</th>
<th>Performed</th>
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<tbody>
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</table>

#### II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

<table>
<thead>
<tr>
<th>Types of Intervention</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupations: client-directed life activities that match/support/address identified goals</td>
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<td></td>
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<tr>
<td>Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement</td>
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<tr>
<td>Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement</td>
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<tr>
<td>Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement</td>
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AOTA SEFWE Task Force, 2016
Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines

Training: develops concrete skills for specific goal attainment. Targets client performance

Advocacy: promotes occupational justice and empowers clients

Identify theory(ies) that guided intervention: ____________________________________________

III. OUTCOMES
Identify the types of outcomes measured as a result of OT intervention provided:

<table>
<thead>
<tr>
<th>Type of outcome</th>
<th>yes</th>
<th>no</th>
<th>Provide example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Performance</td>
<td></td>
<td></td>
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<tr>
<td>Prevention</td>
<td></td>
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<tr>
<td>Health &amp; Wellness</td>
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<tr>
<td>Quality of Life</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Role competence</td>
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<td></td>
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<tr>
<td>Well-being</td>
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<td></td>
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<tr>
<td>Occupational Justice</td>
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</tbody>
</table>

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The current Practice Framework was integrated into practice</td>
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<tr>
<td>Evidence-based practice was integrated into OT intervention</td>
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<tr>
<td>There were opportunities for OT/OTA collaboration</td>
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<tr>
<td>There were opportunities to collaborate with other professionals</td>
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<tr>
<td>There were opportunities to assist in the supervision of others—specify</td>
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</tbody>
</table>

AOTA SEFWE Task Force, 2016
There were opportunities to interact with other students

There were opportunities to expand knowledge of community resources

Student work area/supplies/equipment were adequate

Additional educational opportunities provided with comments (specify): ________________________________

**DOCUMENTATION AND CASE LOAD**

Documentation Format:

- [ ] Narrative  
- [ ] SOAP  
- [ ] Checklist  
- [ ] Other ____________________________

- [ ] Hand-written documentation  
- [ ] Electronic  

If electronic, name format & program: ________________________________________________

Time frame & frequency of documentation: ___________________________________________

Ending student caseload expectation: ______# of clients per week or day

Ending student productivity expectation: ______% per day (direct care)

**SUPERVISION**

What was the primary model of supervision used? (check one)

- [ ] one fieldwork educator: one student
- [ ] one fieldwork educator: group of students
- [ ] two fieldwork educators: one student
- [ ] one fieldwork educator: two students
- [ ] distant supervision (primarily off-site)
- [ ] three or more fieldwork educators: one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

________________________________________________________________________

________________________________________________________________________

General comments on supervision: _____________________________________________

________________________________________________________________________

AOTA SEFWE Task Force, 2016
SUMMARY of FIELDWORK EXPERIENCE

<table>
<thead>
<tr>
<th>Expectations of fieldwork experience were clearly defined</th>
<th>Circle one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Experiences supported student’s professional development</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

1 = Strongly disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Would you recommend this fieldwork site to other students? Yes or No ___

Why or why not? ____________________________

AOTA SEFWE Task Force, 2016
**INSTRUCTIONS**

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator’s efforts in each area

**FIELDWORK EDUCATOR NAME:**

**FIELDWORK EDUCATOR YEARS OF EXPERIENCE:**

<table>
<thead>
<tr>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Neutral</th>
<th>4 = Agree</th>
<th>5 = Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided ongoing positive feedback in a timely manner</td>
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<tr>
<td>Provided ongoing constructive feedback in a timely manner</td>
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<tr>
<td>Reviewed written work in a timely manner</td>
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<tr>
<td>Made specific suggestions to student to improve performance</td>
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<tr>
<td>Provided clear performance expectations</td>
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<tr>
<td>Sequenced learning experiences to grade progression</td>
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<tr>
<td>Used a variety of instructional strategies</td>
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<tr>
<td>Taught knowledge and skills to facilitate learning and challenge student</td>
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<tr>
<td>Identified resources to promote student development</td>
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<tr>
<td>Presented clear explanations</td>
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<tr>
<td>Facilitated student’s clinical reasoning</td>
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<tr>
<td>Used a variety of supervisory approaches to facilitate student performance</td>
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<tr>
<td>Elicited and responded to student feedback and concerns</td>
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<tr>
<td>Adjusted responsibilities to facilitate student’s growth</td>
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<tr>
<td>Supervision changed as fieldwork progressed</td>
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<tr>
<td>Provided a positive role model of professional behavior in practice</td>
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<tr>
<td>Modeled and encouraged occupation-based practice</td>
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<tr>
<td>Modeled and encouraged client-centered practice</td>
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<td>Modeled and encouraged evidence-based practice</td>
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<tr>
<td>Modeled and encouraged interprofessional collaboration</td>
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<tr>
<td>Modeled and encouraged intra-professional collaboration</td>
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</table>

Comments: ..................................................................................................................................................................................
In an effort to keep the Occupational Therapy Assistant Program curriculum relevant and current, the OTA Program faculty requests that you take a few minutes and provide us feedback. We appreciate your assistance and encourage you to make comments that would benefit the program, its students, and future employers.

Please rate the following items regarding academic preparation based on your experience with McLennan OTA Program students during the past year.

<table>
<thead>
<tr>
<th>Item</th>
<th>High 5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Low 1</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of anatomy and kinesiology</td>
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<td>Knowledge of pathophysiology</td>
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<td>Knowledge of lifespan human development</td>
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<td>Knowledge of OT Domain and Process</td>
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<td>Standardized testing/data collection</td>
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<tr>
<td>Activity analysis</td>
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<tr>
<td>Preparatory methods</td>
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<td>Purposeful activities</td>
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<td>Occupation-based activities</td>
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<td>Assistive/adaptive equipment</td>
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<td>Critical thinking/problem solving</td>
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<td>Documentation</td>
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<td>Care coordination/case management</td>
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<td>Verbal communication</td>
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<td>Professional behavior</td>
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<tr>
<td>Ethics and legal practice</td>
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<td>Safety and infection prevention</td>
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</table>

Suggestions/comments (including content that should be taught that is not or that needs updated):

_____________________________________________________________________________________

_____________________________________________________________________________________

Name and Facility of Person Completing:_____________________________________________________________________________________

Thank You!
READ THE FOLLOWING STATEMENTS BEFORE SIGNING:

As a student in the OTA program, I am aware that I:

- May be photographed or filmed as a part of class, lab, or clinical activities.
- Will be expected to participate as a “patient” during class or lab activities and/or lab exams. Precautions and contraindications for the procedure will be discussed prior to such participation. Any student has the right to decline participating as a patient with prior notification to the instructor, however, this may result in an absence.
- Will be responsible for uniform, travel, meals and other expenses related to clinical courses.
- Will be working with patients during clinical courses and may be exposed to illness, blood and other bodily fluids.
- Will be responsible for all financial expenses incurred for medical care received during the program including those resulting from an accident/injury sustained while participating in class, lab, and/or clinicals.
- Will be required to undergo drug screens, criminal background checks, obtain BLS certification and required immunizations at my own expense, in order to participate in clinical affiliations.

I understand that my successful completion of this program depends on regular and punctual attendance to class and clinicals, maintaining a professional and productive attitude, maintaining infection prevention techniques within the clinical setting, complying with all clinical site policies, OTA/Health Professions policies, HIPAA, OSHA and The Joint Commission standards; maintaining a 75 or higher in each course; passing each lab practical; and completing all skills competencies with a satisfactory or better.

I have received (posted online) the Occupational Therapy Assistant Program Student Handbook, and it has been discussed with me. I agree that I have read and understand the information found in this handbook. I agree to abide by all rules, policies and procedures contained herein and understand that failure to do so may result in program withdrawal. I am also aware that this handbook is intended as a guide and policies and procedures described herein may be changed without notice.

This form must be signed and returned to the OTA Program Director on or before the first day of class.

________________________________________________________________________
Student Name (print)                     Student ID Number

________________________________________________________________________
Student Signature                       Date