



**AAS in Occupational Therapy Assistant
Student Handbook
July 17, 2020**

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AAS in Occupational Therapy Assistant Student Handbook

A. Introduction

The primary objective of this AAS in Occupational Therapy Assistant Student Handbook (Handbook) handbook is to provide students with a comprehensive reference manual for the Associate in Applied Science Degree in Occupational Therapy Assistant program (OTA Program) at Eastwick College (College). The Handbook is designed to complement the College catalog and other official publications by providing students with the policies and procedures specific to the OTA Program and assist them in the successful completion of their course of study. It is the responsibility of each student to review this Handbook regularly and to be knowledgeable of its contents. The College reserves the right to modify, change or delete any of these policies and procedures, in whole or in part. This handbook is not intended to replace the College catalog or other official college documents.

B. Mission Statement

The mission of Eastwick College is to prepare students for meaningful careers and/or advanced undergraduate studies. The college encourages students to achieve their goals in a supportive environment that embraces diversity and promotes lifelong learning.

Eastwick College's programs and varied instructional methods provide students with the skills and knowledge to meet the needs of employers and the community.

C. Institutional Goals

1. To offer relevant curricula that meet the demands of the workplace.
2. To ensure that graduates demonstrate professional competency in their chosen fields.
3. To establish and maintain relationships with communities of interest to further the mission of the college and seek additional opportunities for our students and alumni.
4. To develop and expand the student's foundation in the following areas of general education:
 - a. Critical thinking
 - b. Mathematical reasoning
 - c. Information literacy
 - d. Verbal communication
 - e. Written communication
5. To foster a stimulating educational climate with faculty and staff committed to student success and professional development.

D. Occupational Therapy

Occupational therapy is a field dedicated to helping people who have or are at risk for disabilities caused by a disease or injury to obtain optimal level of daily functioning. The American Occupational Therapy Association (AOTA) defines occupational therapy as the therapeutic use of everyday life activities

(occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. Occupational therapy services are provided for the purpose of promoting health and wellness and to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory-perceptual, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life.

E. Occupational Therapy Assistant

1. Description

The occupational therapy assistant delivers occupational therapy services under the supervision of and in partnership with the occupational therapist. It is the responsibility of the occupational therapy assistant who performs responsibilities delegated by an occupational therapist to demonstrate service competency.

The role of the occupational therapy assistant is to:

- Assist the occupational therapist in administering occupational therapy programs in a hospital, health related facility, or community setting for clients with physical, developmental, or emotional conditions that disrupt the client's ability to participate in meaningful, chosen life occupations.
- Assist in the evaluation of clients' daily living skills and capacities to determine the extent of abilities and limitations.
- Use occupation as both a means and an end for treatment, promoting client engagement, health, and participation.
- Provide occupational therapy services to persons, organizations, and whole populations in need.
- Assist in planning and implementing programs utilizing activities selected to restore, reinforce, and enhance occupational performance, diminish/correct pathologies, and promote and maintain health.
- Design and adapt equipment and working/living environments.
- Report information and observations to supervisors.
- Receive ongoing supervision from an occupational therapist.
- Carry out general activity program for individuals or groups.
- Assist in instructing client and family in home programs, as well as care and use of adaptive equipment.
- Prepare work materials, assists in maintenance of equipment, and order supplies.

2. Licensure

Most states require occupational therapy assistants to be licensed. Licensure requires completing a program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) and becoming Certified Occupational Therapy Assistants (COTA) by passing the certification examination for the occupational therapy assistant offered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Note: A history of a felony conviction may preclude eligibility to sit for the exam and obtain professional licensure. Contact NBCOT for further information,

3. **Employment Opportunities**

Opportunities exist in skilled and intermediate care facilities, rehabilitation hospitals and centers, public and private schools, early intervention programs and preschools, hospitals (general, psychiatric, and pediatric), hand centers, community living programs and shelters, day treatment centers, ergonomic and work safety programs, hospices and home health agencies, wellness and accessibility programs, work hardening and vocational programs, and assistive technology centers.

4. **Professional Expectations and Technical Standards**

Occupational therapy assistants must have the knowledge and skills to function as general practitioners in a broad variety of clinical, community, or school-based situations and to render a wide spectrum of occupational therapy services. Therefore, OTA Program students and graduates must meet the following expectations¹:

a. **Sensory Processing Demands**

The student is required to have functional use of vision, hearing, and touch along with awareness of body position and movement.

b. **Cognitive Demands**

The successful occupational therapy assistant student maintains a high level of alertness and responsiveness during classroom and fieldwork situations. The student must possess the ability to focus on a task for a prolonged period of time to allow for successful learning to take place.

c. **Physical Demands**

The successful occupational therapy assistant student must possess sufficient motor abilities to allow for treatment intervention with a variety of patients/clients. The student also needs to demonstrate good mobility skills including the ability to walk, climb, stoop, kneel, crouch, and crawl to allow complete therapeutic interventions on all types of surfaces. The student must regularly lift and/or move up to 10 pounds. The student must occasionally lift and/or move more than 100 pounds. Physical endurance must be sufficient for the provision of direct, hands-on patient treatments for six or more hours per day.

d. **Psychosocial Demands**

The student must display the emotional maturity to interact with a variety of individuals with diverse age, diagnoses, culture, and socioeconomic backgrounds. The student frequently needs to address multiple, demanding tasks simultaneously and therefore needs to have established effective strategies for stress management.

e. **Communication Demands**

Verbal and nonverbal communication must be carried out in a respectful manner. The student must be able to effectively communicate in written English. The format can range from a brief note with appropriate use of abbreviations to a descriptive narrative. Communication must be accurate, sensitive, and effective. The student must be able to read and comprehend information in English

¹ The description above is intended to reflect the functions needed to successfully participate in the OTA Program. These functions are listed in a general manner. The list is not all-inclusive, and is not a contract, expressed or implied. The description attempts to describe functions in multiple contexts, from classroom to fieldwork experiences, which may increase or decrease, depending on the context.

from a variety of written sources (e.g. textbooks, professional journals, medical/school records, and government regulations). The student must be competent in basic computer use including the ability to use databases and search engines to access information, perform word processing for writing and utilize media software (e.g., MS PowerPoint) for developing presentations.

f. Environmental Demands

The occupational therapy assistant student must be able to negotiate, successfully achieve access to, and function successfully within multiple environments. These environmental situations may be physical, social, or cultural. The physical environment would consist of nonhuman aspects. The occupational therapy student will be exposed to multiple treatment environments which have implicit and explicit rules for professional behavior. The occupational therapy student must demonstrate multicultural competency skills to function among multiple client populations. Multicultural competency skills as outlined by the American Occupational Therapy Association include: awareness of one's culture, willingness to explore and become knowledgeable about another culture, being respectful to individual diversities, and being able to select culturally-sensitive therapeutic interventions.

g. Professional Behaviors

The student is expected to demonstrate professional behaviors and attitudes during his/her participation in the classroom and clinical settings. This includes, but is not limited to appropriate language, flexibility toward change, ability to give and receive feedback, accepting responsibility for his/her own conduct, dependability, initiative, truthfulness, collaboration, organization, and maintaining confidentiality. The student is expected to display a positive attitude toward patients/clients, peers, and supervisors.

5. Students with Disabilities

OTA program students with documented disabilities who wish to request accommodations must contact the dean of academics, who will coordinate accommodations in accordance with the Americans with Disabilities Act.

F. AAS in Occupational Therapy Assistant

1. Accreditation

a. Institutional

The Accrediting Council for Independent Colleges and Schools (ACICS) approved on August 20, 2013 the final inclusion of the AAS in Occupational Therapy Assistant program within the scope of Eastwick College's current grant of accreditation, which extends through December 31, 2019.

Contact Information

Accrediting Council for Independent Colleges and Schools (ACICS)
750 First Street, NE, Suite 980
Washington, DC 20002-4241
Phone: 202.336.6780
www.acics.org

The Accrediting Commission of Career Schools and Colleges (ACCSC) approved on December 5, 2018, the final inclusion of the AAS in Occupational Therapy Assistant program within the scope of Eastwick College's current grant of accreditation, which extends through December 5, 2021.

Contact Information

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
Phone: 703.247.4212
www.accsc.org

b. Programmatic

The AAS in Occupational Therapy Assistant is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 616 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

2. Admission Requirements

The AAS in Occupational Therapy Assistant (OTA) program has a limited enrollment capacity, which is assessed periodically and is determined by several factors, including active student enrollment and fieldwork placement capacity.

To be admitted, to the OTA program, new applicants to the college must meet the following requirements:

- a. Meet with an admission representative to receive information about the characteristics of the OTA program, OTA student responsibilities, and the professional profile of an occupational therapy assistant;
- b. Determine, based on a clear understanding of the information discussed in #a that the OTA program is right for them;
- c. Submit proof of completion of high school or GED equivalency;
- d. Submit proof of completion of 12 semester or 18 quarter credits (with a grade of C or higher) at an institution of higher education accredited by an agency recognized by the U.S. Department of Education. For foreign courses, a course-by-course analysis conducted by an agency affiliated with the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) is required.
- e. The AAS in Occupational Therapy Assistant (OTA) program has a limited enrollment capacity, which is assessed periodically and is determined by several factors; including active student enrollment and fieldwork placement capacity. In addition to completing the general admission requirements, OTA applicants must also provide documentation that they have completed 12 semester credits or 18 quarter credits and have earned a grade of "C" or higher, attend an OTA seminar, and pass an assessment. Students who meet admission requirements to the OTA program as new applicants or transfers from other programs will be allocated to quarterly program start dates on a first-come, first-served basis.

- g. Attend a mandatory 6-hour orientation provided by the OTA director and/or faculty, which includes an overview of the program, expectations of students, course sequence and content, and fieldwork requirements. The orientation concludes with an assessment that reinforces the students' understanding of the expectations and requirements of the program. Program applicants must obtain a score of 80 or higher on the assessment to be considered for admission to the program.

In addition to #a, b, d, f, g, and h above, Eastwick students from other programs who wish to transfer to the OTA program must:

- h. Have a cumulative grade point average (CGPA) of 2.0 in the current program; and
- i. Pay a surcharge fee of \$350.

Applicants who meet the above admission requirements will be admitted into the OTA program and allocated on a **first-come, first-served** basis to the next available start date in the applicant's preferred (day or evening) session. Eastwick College has four start dates per calendar year in both the day and evening sessions: late January, late April, late July or early August, and late October). Please see the enclosed academic calendar for specific dates.

Once enrolled, students must meet certain academic requirements to begin the core course sequence and progress in the curriculum. Please consult Section G.1. of this handbook, Criteria for Satisfactory Program Progression and Completion.

Criminal background checks will be completed on all students in programs with a practicum, clinical, fieldwork, or externship experience. Arrests (in certain cases) and prior conviction of a felony or certain misdemeanors may make students ineligible to participate in these experiences and affect their program completion or job placement. Students convicted of a felony or misdemeanor while they are enrolled in the program must notify the program director. For any questions or concerns regarding criminal background checks, please contact the admissions office.

3. Program Academic Information

a. Goal

The overarching goal of the OTA Program is to prepare graduates with the essential skills, professional attitudes and practice competencies needed to succeed in their roles as occupational therapy assistants.

b. Mission

The mission of the OTA Program is to prepare graduates for meaningful and productive careers as competent, entry-level occupational therapy assistants who successfully reflect the following values

- Recognition and respect for the diversity and dynamism of human occupational engagement and pursuit
- Contribution to the healthcare needs of the communities in which they live and work
- Engagement in lifelong learning needed for ongoing professional competence

c. Philosophy

1) *Philosophical Beliefs About Humans*

The philosophy of the OTA Program is consistent with the published philosophy of the American Occupational Therapy Association. The OTA Program upholds the belief that all individuals have an innate need and right to engage in meaningful occupations throughout

their lives. The OTA Program supports the philosophy of the occupational therapy profession 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 OTA Program highlights the use of occupational therapy to promote individuals, family, community, and population health as the core of occupational therapy practice, education, research, and advocacy².

2) *Beliefs About Teaching and Learning*

Learning instruction is designed to be consistent with the nature of practice for the occupational therapy profession and is influenced by the OTA Program's overall design, the diversity of students seeking a healthcare career, and the varied skills and expertise of program faculty.

To address what contributes to delivery of optimal learning experiences, the OTA Program uses as a guide, the work of Malcolm Knowles and his theory of Andragogy. Knowles expresses ideas about the adult learner being self-directed, motivated by internal cues, experienced in life, and ready to apply new knowledge, educational concepts that align well with the OTA Program's design and goal to educate professionals representing diverse life experiences, values and cultural groundings. Students are seen as unique individuals with varied learning styles that contribute to successful educational participation, and are encouraged to attain new knowledge by active engagement. From Knowles' adult learning model, faculty are viewed as facilitators who focus on elevating their awareness of each student's needs, and then creating a learning environment that enhances the development of those skills required to become a competent professional. Faculty and students share the responsibility for the learning environment and this responsibility requires commitment, cooperation, collaboration, and self-reflection from all individuals involved in order for the educational process to be successful.

Identified learning approaches are applied considering the need for ever-increasing complex, higher-order cognitive, affective and psychomotor comprehension and problem solving. Bloom's Taxonomy provides the means for generating definitions of the learning levels and proficiencies that lead to flexible and thorough critical thinking, an educational outcome that pervades all aspects of functioning as a competent healthcare professional.

These components are presented in a sequential manner to provide the highest quality of education. The curriculum develops and integrates didactic, laboratory, competency, and fieldwork learning experiences. Active learning, combined with prior knowledge and new professional academic knowledge promotes a relevant learning experience. The evolving educational process engages students in a manner that motivates learning and embeds the importance of lifelong learning as an important part of professional competency.

d. Curriculum Framework

1) *Conceptual Design*

Eastwick College strives to prepare occupational therapy assistants who will be educated to understand and apply occupation as a means of supporting and effecting positive health and wellness for individuals experiencing disruptive changes in their lives. The curriculum design and coursework is based primarily on two main resources used to ensure a well-rounded OTA education and prepare graduates who can meet the demands of current and emerging practice

² American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

trends. The *Occupational Therapy Assistant Model Curriculum* (AOTA, 2008) provides a means to determine a defined scope of content for the coursework as well as model a logical sequence of delivery. A developmental perspective on the evolution of professional knowledge, skills, attitudes and values builds as the sequence unfolds, adding both complexity and integration to the course content.

The second tool considered for organization of the curriculum is the application of the *Occupational Performance Model* (Law et al, 2017), which is important as a means of understanding the richness and depth of occupation, participation and engagement, along with the impact of disruptions on successful occupational performance. The model is applied to the program's course content in order to help students understand and appreciate how the transactional relationship between the person, the environment, and occupation interface and result in what is termed *occupational performance*. Understanding a person's selected occupations as they occur within a variety of life roles in each developmental period, and as influenced by unique contextual factors, guides the occupational therapy practitioner in determining how situational and health disruptions can disturb *fit* (i.e., person-environment congruence). Students will learn to understand occupational performance as a dynamic and transactive process, reflecting on how it evolves in their own lives as well as that of their potential clients.

Complementary to the use of the Model Curriculum and the Occupational Performance Model is one of the profession's official documents, the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition*. It articulates occupational therapy's unique focus on occupational and activities of daily life. Additionally, it outlines the elements and nature of occupational therapy service interventions using engagement in occupation as a key therapeutic focus. As students progress through their coursework, they will continue to expand their understanding of their professional practice domain and will continually increase their knowledge and mastery of the many aspects of service delivery. Screening, evaluation, intervention and implementation methods, contexts of service delivery, and their roles as assistants in the management of occupational therapy services will reflect the profession's view of this process and, at the same time, echo the particular environments and contexts of the communities to be served by program graduates.

2) *Curriculum Themes*

Themes emphasized throughout the program content are drawn from key values expressed within Eastwick College and the OTA Program. They are also concepts believed to best prepare occupational therapy assistants who appreciate their unique contributions to health and wellness in current and emerging practice environments. They are:

- Occupation and occupational performance adaptation
- Critical thinking and clinical reasoning
- Culture, diversity, and globalization
- Community engagement
- Career professionalism

The program's curriculum design is compatible with the philosophy of learning. The dynamic and interactional elements of the design become particularly powerful for the student when presented within the framework of the approaches to learning described in the program's philosophy of teaching and learning. In order to reinforce the program's curriculum design concepts and learning approaches, each student will engage in three Level I Fieldwork experiences that expose them to individuals or groups with challenges in occupational performance.

Level II Fieldwork will provide two capstone, integrative learning experiences during which occupational therapy assistant students can apply the scope of professional knowledge and skills acquired during the didactic aspects of the program. Each Level II placement will offer opportunities to utilize both the Occupational Performance approach and the Occupational Therapy Practice Framework as a means to understand consumer needs and plan and deliver occupational therapy services under the supervision of an occupational therapist. Fieldwork practice contexts and environments may be organizational, institutional or community-based and will include individuals and/or groups with a variety of challenges to adaptive occupational performance at any period of the lifespan continuum.

3) *Enhanced Professional Learning Content*

To best prepare students to assume professional roles in their communities, they are regularly assigned tasks that include frequent use of the American Occupational Therapy Association website and exposure to activities organized by the New Jersey Occupational Therapy Association. Also, Eastwick College and the occupational therapy assistant program maintain a strong commitment to the community through service learning. The goal for our students is to build leadership skills, enhance creative problem solving, and encourage students to actively engage in meeting the needs of the local community. The OTA Program faculty provides guidance to students in identifying community needs, determining appropriate, occupation-based activities, planning and carrying out activities, and reporting the results of their involvement. Collaborative service learning experiences, such as working with the homeless and raising funds for charity groups, also are provided when possible.

4) *Selection of Content and Scope of Sequence*

The Occupational Performance Model provides the underlying premise for the program's course sequence and a template for designing course content. The 100-quarter-credit program is designed to be completed in seven full-time terms. Part-time students can be admitted to the evening track, which extends the total framework to nine terms. All fieldwork experiences follow daytime schedules (weekdays or weekends for Fieldwork I and weekdays for Fieldwork II) for both day and evening students.

Full-time OTA Program begin **Term 1** with PES101 – Concepts of Personal Wellness. In this course, students learn about the relationship between physical fitness, nutrition, stress management, disease prevention, occupational performance, and participation.

Terms 2 and 3 include additional general education and foundation coursework to support the students' future practice in a wide variety of settings and prepare them to be effective lifelong learners. Core courses begin with *OTA101 - Introduction to Occupational Therapy*, which exposes students to the role of occupational therapy in health care, community-based systems, and educational systems; the history and philosophical principles of occupational therapy; the *Occupational Therapy Practice Framework: Domain and Process, 3rd ed.*; current and emerging practice areas and roles of the registered occupational therapist and certified occupational therapy assistant; national and state credentialing requirements; and occupational therapy associations at all levels. The *Occupational Performance Model* (Chapparo, Ranka, 1997) is introduced as a foundation for the curriculum. Areas of concentration include observations, analysis, and performance of human occupations in activities of daily living; instrumental activities of daily living; work; self-care; play; leisure; and social participation throughout the life span. Through experiential learning, students explore and develop skills in performing processes required for participation in a range of occupation-based activities and therapeutic interventions that support occupational performance. Students also identify and describe learning styles and models used in OT practice.

In **Term 3**, core courses include *OTA102 - Medical Conditions*, *OTA103 - Human Movement for Occupation I*, and *OTA104 - Principles of Occupational Therapy I – Physical Disabilities (Level I*

Fieldwork A). *OTA102 - Medical Conditions* allows students to examine the etiology and symptoms of clinical conditions that are commonly referred to in occupational therapy. Students understand the effects of trauma, disease, and congenital conditions on occupational behavior through the Occupational Performance Model. Procedures and precautions for ensuring safety of clients and caregivers are incorporated. *OTA103 - Human Movement for Occupation I* presents students with the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Students study the interrelationships between the central nervous system, peripheral nervous system, musculoskeletal system, anatomical landmarks, joints, posture, balance, and locomotion used for applied analysis of functional movement required for activities of daily living. *OTA104 - Principles of Occupational Therapy I* provides students with examination of the occupational therapy process in relation to persons with physical disabilities occurring at varied points across the life span, incorporating historical and theoretical overviews. Students study clinical features and medical management, effects of aging and chronic illness, assessments and interventions, evidence for practice, and issues impacting physical rehabilitation in OT practice. Included are guided practice, observation, and simulation for application of the occupational therapy process in laboratory practices with faculty and in settings serving individuals with disabilities under the supervision of fieldwork educators. During this term, all lectures, laboratory practices, and fieldwork experiences will complement each other for reinforcement of learned material.

Term 4 includes *OTA105 - Service Management Skills*, *OTA106 - Occupational Performance I*, *OTA201 - Principles of Occupational Therapy II – Pediatrics (Level I Fieldwork B)*, and *OTA202 - Assistive Technology, Modalities, and Splinting*. In *OTA105 - Service Management Skills*, students learn documentation processes for occupational therapy assistants (including electronic documentation), clinical reasoning skills, professional behaviors, use of language, and ethical and legal considerations. *OTA106 - Occupational Performance I* focuses on the development of professional observation skills, use of assessments, teaching, adapting and grading self-care, work, play, leisure, and social participation occupations for individuals with developmental, cognitive, psychosocial, and physical challenges. Students learn how to plan and practice safe intervention techniques and use equipment to maximize participation in meaningful occupations. *OTA 201 - Principles of Occupational Therapy II – Pediatrics (Level I Fieldwork B)* builds on the students' foundation in human development by exploring occupational development from birth through adolescence. Pediatric occupations and occupational performance as seen in typical and atypical development are examined using theoretical frameworks, the OT Practice Framework, and varied service delivery models as guides. Students learn theory and application, frames of reference, the occupational therapy process, evidence-based practice, and roles of the OT and OTA in service delivery. Included are guided practice, observation, and simulation for application of the occupational therapy process in laboratory practices with faculty and in settings serving children with disabilities under the supervision of fieldwork educators. *OTA202 - Assistive Technology, Modalities, and Splinting* offers students practice in applying the use of assistive technology in occupational therapy practice. Students execute basic physical agent modalities, splinting, adapted switches, low vision adaptations, and high/low assistive technology devices, all guided by appropriate role delineation. Courses in this term were chosen to complement and enhance learned material and experiences.

Term 5 includes *OTA203 - Principles of Occupational Therapy III – Mental Health (Level I Fieldwork C)*, *OTA204 - Occupational Performance II*, *OTA205 - Occupational Therapy Practice*, and *OTA206 - Advanced OTA Practice Skills*. *OTA203 - Principles of Occupational Therapy III – Mental Health (Level I Fieldwork C)* examines the occupational therapy process in relation to individuals with psychosocial challenges across the lifespan, beginning with a historical and theoretical overview. Students learn clinical features and medical management, assessments and treatment, strategies for engaging in evidence-based practice, and issues impacting psychosocial OT practice. Included are guided practice, observation, and simulation for application of the occupational therapy process in laboratory practices with faculty and in settings serving individuals with psychosocial disabilities under the supervision of fieldwork educators. *OTA204 - Occupational Performance II* allows students to learn and practice observation, assessment, and documentation skills and demonstrate teaching, adapting, and grading of self-

care, work, play, and leisure occupations for individuals with psychosocial challenges. Students gain advanced skills in adapting, grading, and delivering therapeutic interventions used to support successful occupational performance. The content is integrated with OT and OTA roles when providing services to individuals, groups and/or populations at risk for experiencing cognitive, psychosocial, and social disruptors. Students learn and practice group dynamics, development of therapeutic use of self, and interventions to maximize participation in meaningful occupations and ensure safety in clients. *OTA205 - Occupational Therapy Practice* examines professional issues, the role of agencies and associations that support and regulate occupational therapy practice, and the advocacy role of the OTA. Students learn preparation measures for Level II Fieldwork, licensure and certification, employment acquisition, and development of a professional development plan. Basic management and support tasks relevant to the role of the OTA are examined, including application of ethical principles in the workplace, roles and functions of regulatory agencies, funding and reimbursement systems, and emerging health care delivery systems. *OTA206 - Advanced OTA Practice Skills* focuses on the application and performance of clinical reasoning and problem-solving strategies throughout the occupational therapy process, as required for the delivery of effective and comprehensive OT services. Students apply and practice multi-faceted dimensions of clinical decision making in OT practice through role play, case studies, and critical discussions. Evidence-based resources are integrated into problem-solving processes.

Terms 6 and 7 include two Level II Fieldwork experiences with direct supervision by fieldwork educators. Students apply occupational therapy theory, skills, and concepts while practicing the occupational therapy process in various settings serving individuals across the lifespan with physical, cognitive, psychosocial, and social disabilities. *OTA Licensing Exam Preparation* is a course designed to prepare students for the OTA National Board Certification in Occupational Therapy Exam, a precursor to obtaining state licensure.

The evening program follows a similar sequence of courses over a longer period of time. Students in the evening program are required to participate in Level II Fieldwork experiences during **Terms 8 and 9**.

e. Graduate Program Objectives and Learning Outcomes

Upon successful completion of the OTA program, graduates will be able to:

1. Provide, consistent with the role of an entry-level occupational therapy assistant, occupation-based, client-centered services that promote health and wellbeing for individuals and populations through the use of occupation.
2. Actively participate in and advocate for healthcare change.
3. Fulfill the professional roles and responsibilities of an occupational therapy assistant in an ethically responsible way.
4. Interact professionally with consumers, caregivers, families and/or professional colleagues to achieve service objectives, respecting all people and cultures.
5. Interact and collaborate, directly and indirectly, with personnel needed to provide comprehensive occupational therapy services.
6. Function as a member of a healthcare delivery team reflecting a range of models and systems.
7. Actively engage in service to communities of interest.

f. Curriculum Outline

Begins on next page.



**AAS in Occupational Therapy Assistant
Day Program Outline
21 Months – 100 Quarter Credits**

Course sequence subject to change; all terms are 12 weeks long, unless otherwise noted

	Course Type	Course Number	Course Title	Weekly Hours			Quarter Credits
				Lecture	Lab	Practicum	
Term 1	C+	PES101	Concepts of Personal Wellness	2	0	0	2
	GE	BIO101	Anatomy & Physiology I	6	2	0	8
	GE	PSYCH101	General Psychology	4.5	0	0	5
							15
Term 2	C+	OTA101	Introduction to Occupational Therapy	3	1	0	4
	GE	BIO201	Anatomy & Physiology II	6	2	0	8
	GE	E101	English Composition I	4.5	0	0	5
	GE	PSYCH102	Developmental Psychology	4.5	0	0	5
							22
Term 3	C+	OTA102	Medical Conditions	3	0	0	3
	C+	OTA103	Human Movement for Occupation	1	2	0	2
	C+	OTA104	Principles of Occupational Therapy I - Physical Disabilities (Level I Fieldwork A)	3	4	4	6
	GE	E201	English Composition II	4.5	0	0	5
							16
Term 4	C+	OTA105	Service Management Skills	1	2	0	2
	C+	OTA106	Occupational Performance I	1	3	0	3
	C+	OTA201	Principles of Occupational Therapy II - Pediatrics (Level I Fieldwork B)	3	4	4	6
	C+	OTA202	Assistive Technology, Modalities, and Splinting	1	3	0	3
	GE	COM101	Foundations of Communication	4.5	0	0	5
							19
Term 5	C+	OTA203	Principles of Occupational Therapy III - Mental Health (Level I Fieldwork C)	3	4	4	6
	C+	OTA204	Occupational Performance II	2	2	0	3
	C+	OTA205	Occupational Therapy Practice	2	1	0	3
	C+	OTA206	Advanced OTA Practice Skills	1	3	0	3
	F	PD100	Professional Development	1	0	0	1
							16
Term 6	C+	OTA211	OTA Level II Fieldwork A*	0	0	40	6
							6
Term 7	C+	OTA210	OTA Licensing Exam Preparation**	3	1	0	4
	C+	OTA212	OTA Level II Fieldwork B*	0	0	40	2
							6
<p style="text-align: center;"><i>* This course requires a daytime schedule of 40 hours/week; OTA212 is a 4-week course. **OTA210 is an 8-week course.</i></p>							
Program Total							100



**AAS in Occupational Therapy Assistant
Evening Program Outline
27 Months – 100 Quarter Credits**

Course sequence subject to change; all terms are 12 weeks long, unless otherwise noted

Evening Program Outline

Course sequence subject to change; all terms are 12 weeks long, unless otherwise noted.

	Course Type	Course Number	Course Title	Weekly Hours			Quarter Credits
				Lecture	Lab	Practicum	
Term 1	C+	PES101	Concepts of Personal Wellness	2	0	0	2
	GE	BIO101	Anatomy & Physiology I	6	2	0	8
	GE	PSYCH101	General Psychology	4.5	0	0	5
							15
Term 2	GE	BIO201	Anatomy & Physiology II	6	2	0	8
	GE	E101	English Composition I	4.5	0	0	5
	GE	PSYCH102	Developmental Psychology	4.5	0	0	5
							18
Term 3	C+	OTA101	Introduction to Occupational Therapy	3	1	0	4
	GE	COM101	Foundations of Communication	4.5	0	0	5
	GE	E201	English Composition II	4.5	0	0	5
							14
Term 4	C+	OTA102	Medical Conditions	3	0	0	3
	C+	OTA103	Human Movement for Occupation	1	2	0	2
	C+	OTA104	Principles of Occupational Therapy I - Physical Disabilities (Level I Fieldwork A)	3	4	4	6
							11
Term 5	C+	OTA105	Service Management Skills	1	2	0	2
	C+	OTA106	Occupational Performance I	1	3	0	3
	C+	OTA201	Principles of Occupational Therapy II - Pediatrics (Level I Fieldwork B)	3	4	4	6
							12
Term 6	C+	OTA202	Assistive Technology, Modalities, and Splinting	1	3	0	3
	C+	OTA203	Principles of Occupational Therapy III - Mental Health (Level I Fieldwork C)	3	4	4	6
	C+	OTA204	Occupational Performance II	2	2	0	3
							12
Term 7	C+	OTA205	Occupational Therapy Practice	2	1	0	3
	C+	OTA206	Advanced OTA Practice Skills	1	3	0	3
	F	PD100	Professional Development	1	0	0	1
							7
Term 8	C+	OTA211	OTA Level II Fieldwork A*	0	0	40	6
							6
Term 9	C+	OTA210	OTA Licensing Exam Preparation**	3	1	0	4
	C+	OTA212	OTA Level II Fieldwork B*	0	0	40	2
<i>* This course requires a daytime schedule of 40 hours/week; OTA212 is a 4-week course. **OTA210 is an 8-week course.</i>							6
Program Total							100

g. Course Descriptions

BIO101 Anatomy & Physiology I
6h lecture, 2h lab/week
8 quarter credits

This course is an introduction to the basic principles of human anatomy and physiology that emphasizes some common diseases in relation to the various body systems. The topics covered include an understanding of cells, tissues, integumentary, skeletal, muscular, blood, lymphatic, and respiratory systems. Outside preparation activities include completion of written chapter assignments and online activities using Course Compass, and completion of study guides for exam review.

BIO201 Anatomy & Physiology II
6h lecture, 2h lab/week
8 quarter credits

This course is an introduction to the basic principles of human anatomy and physiology that emphasizes some common diseases in relation to the various body systems. The topics covered include an understanding of digestive, urinary, cardiovascular, nervous, endocrine, and reproductive systems. Outside preparation activities include completion of written chapter assignments and online activities using Course Compass, and completion of study guides for exam review.
Prerequisite: BIO101.

COM101 Foundations of Communications
4.5h lecture/week
5 quarter credits

This course introduces students to fundamental aspects of communication, including theory, perception, verbal and nonverbal communication, and listening. These principles are applied to communication with individuals, small groups and the public. Outside preparation activities include completion of assignments and preparing for oral presentations.

E101 English Composition I
4.5h lecture/week
5 quarter credits

This course is designed to teach students structural relationships in order to assure accuracy and correctness in written expression. Students produce a variety of essays and written communications, including those related to professional careers. Correct grammar, usage, and mechanics are emphasized. Students learn to use the fundamentals of research and the basic techniques of APA documentation. Outside preparation time includes writing paragraphs, short essays, and opinion papers.

E201 English Composition II
4.5h lecture/week
5 quarter credits

This course emphasizes the fundamentals of writing and the application of critical thinking skills. Analysis and interpretation leads to the writing of documents using the cause and effect, persuasive, and argumentative modes. Structural relationships and correctness of grammar, usage, and mechanics are emphasized as they pertain to careers, professional writing, and research. Emphasis is placed on the fundamentals of research and the basic techniques of APA documentation. Outside preparation includes completion of workbook assignments, essays, and a research paper.
Prerequisite: E101.

OTA101 Introduction to Occupational Therapy
3h lecture, 1h lab/week
4 quarter credits

This course will examine the role of occupational therapy in health care, in community-based systems, and in educational systems. Topics will include history and philosophical principles, the Occupational Therapy Framework: Domain and Process, current and emerging practice areas and roles of the registered occupational therapist and certified occupational therapy assistant, national and state credentialing requirements, and occupational therapy association at all levels. The Occupational Performance Model will be introduced as a foundation for the curriculum. Focus will also be on observations, analysis, and performance of human occupations in activities of daily living, instrumental activities of daily living, work, self-care, play, leisure, and social participation throughout the life span. Through the experiential learning, students will explore and develop skills in performing processes required for participation in a range of occupation-based activities and therapeutic interventions that support occupational performance. Students will identify and describe learning styles and models used in OT Practice. **Prerequisites:** BIO101, DV011, and PSYCH 101 **Corequisites:** BIO201, PSYCH 102 and PES101.

OTA102 Medical Conditions
3h lecture/week
3 quarter credits

This course will examine the etiology and symptoms of clinical conditions that are commonly referred to in occupational therapy. Topics include the effects of trauma, disease, and congenital conditions on the range of performance areas contributing to one's occupational behavior as understood through the Occupational Performance Model. Procedures and precautions for ensuring safety of clients and caregivers will be incorporated. **Prerequisites:** PES101, OTA101, BIO201, and PSYCH102. **Corequisites:** OTA103 and OTA104.

OTA103 Human Movement for Occupation
1h lecture, 2h lab/week
2 quarter credits

This course will present the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Topics include the interrelationship among the central nervous system, peripheral nervous system, and musculoskeletal system; anatomical landmarks, joints, posture and balance, and locomotion; and analysis of functional movement required for activities of daily living. Outside preparation includes assigned readings and completion of homework assignments. **Prerequisites:** PES101, OTA101, BIO201, and PSYCH102. **Corequisites:** OTA102 and OTA104.

OTA104 Principles of Occupational Therapy I – Physical Disabilities (Level I Fieldwork A)
3h lecture, 4h lab, 4h fieldwork/week
6 quarter credits

This course will examine the occupational therapy process in relation to persons with physical disabilities occurring at varied points across the life span. Topics will include clinical features and medical management, effects of aging and chronic illness, assessments and interventions, use of evidence for practice, and issues impacting physical rehabilitation in OT practice. Included are guided practice, observation and simulation for application of the occupational therapy process in settings serving individuals with physical challenges. Students will be supervised by fieldwork educators or faculty at health care, education, or community settings. In-class activities will complement topics and experiences. **Prerequisites:** PES101, OTA101, BIO201, and PSYCH102. **Corequisites:** OTA102 and OTA103.

OTA105 Service Management Skills
1h lecture, 2h lab/week
2 quarter credits

This course will provide knowledge of the documentation process for occupational therapy assistants including, electronic health records (EHR) systems in health care delivery. Emphasis will be directed toward interdisciplinary use of an EHR to enhance quality and safety in patient care. Students will learn to use EHR software, access a patient account, create a patient file, and to enter and retrieve data. Topics will also include clinical reasoning skills, professional behaviors, use of language, and ethical and legal considerations, including compliance with HIPAA and confidentiality guidelines. **Prerequisites:** PES101 and OTA101-OTA104. **Corequisites:** OTA106 and OTA201.

OTA106 Occupational Performance I
1h lecture, 3h lab/week
3 quarter credits

This course will focus on the development of observation skills, assessments, and teaching, adapting and grading self-care, work, and play/leisure occupations for individual with development, cognitive, and physical challenges. Topics include practicing interventions, techniques, and utilizing equipment to maximize participation in meaningful occupations to improve independence and ensure safety in clients. Outside preparation includes assigned readings and completion of homework assignments. **Prerequisites:** PES101 and OTA101-OTA104. **Corequisites:** OTA105, OTA202, and OTA201.

OTA201 Principles of Occupational Therapy II – Pediatrics (Level I Fieldwork B)
3h lecture, 4h lab, 4h fieldwork/week
6 quarter credits

This course will build on the students' foundation in human development by exploring occupational development from birth through adolescence. Pediatric occupations and occupational performance as seen in typical and atypical development will be examined using theoretical frameworks and the OT Practice Framework and varied service delivery models as guides. **Prerequisites:** PES101 and OTA101-OTA104. **Corequisites:** OTA105, OTA106, and OTA202.

OTA202 Assistive Technology, Modalities, and Splinting
1h lecture, 3h (1h) lab/week
3 quarter credits

This course will offer practice in applying the use of assistive technology in occupational therapy practice. Topics include executing physical agent modalities, splinting, adapted computer software, adapted switches, low vision adaptations, and high/low-assistive technology devices. **Prerequisites:** PES101, OTA101-OTA104. **Corequisites:** OTA105, OTA106, and OTA201.

OTA203 Principles of Occupational Therapy III – Mental Health (Level I Fieldwork C)
3h lecture, 4h lab, 4h fieldwork/week
6 quarter credits

This course will examine the occupational therapy process in relation to individuals with psychosocial challenges across the lifespan, beginning with a historical and theoretical overview. Topics include clinical features and medical management, assessments and treatment, evidence-based practice, and issues impacting psychosocial OT practice. In addition, this course will include observation and guided practice and simulation for application of the occupational therapy process in settings serving individuals with psychosocial challenges. Student will be supervised by clinical educators or faculty at

health care, education or community settings. In-class activities will complement topics and experiences. **Prerequisite:** PES101, OTA101-OTA201. **Corequisite:** OTA204.

OTA204 Occupational Performance II
2h lecture, 2h lab/week
3 quarter credits

This course will focus on the development of observation, assessment, and documentation skills. Students will demonstrate teaching, adapting, and grading of self-care, work, play, and leisure occupations for individuals with psychosocial challenges. Students gain advanced skills adapting, grading, and delivering therapeutic interventions used to support successful occupational performance. This content is integrated with OT and OTA roles when providing services to individuals, groups and/or populations at risk for or experiencing cognitive, psychosocial, and social disruptors. Topics include group dynamics, development of therapeutic use of self, and interventions to maximize participation in meaningful occupations and ensure safety of clients. **Prerequisite:** PES101, OTA101-OTA201. **Corequisite:** OTA203.

OTA205 Occupational Therapy Practice
2h lecture, 1h lab/week
3 quarter credits

This course examines professional issues, the role of agencies and associations that support and regulate occupational therapy practice and advocacy roles of the OTA. Topics include preparation activities for fieldworks, licensure and certification, employment acquisition, and development of a professional development plan. In addition, basic management and support tasks relevant to the role of the OTA are examined, including application of ethical principles in the workplace, roles and functions of regulatory agencies, funding and reimbursement systems, and emerging health care delivery systems. **Prerequisite:** PES101, OTA101-OTA201.

OTA206 Advanced OTA Practice Skills
1h lecture, 3h lab/week
3 quarter credits

A course focusing on advanced critical thinking processes required for delivery of effective and comprehensive OT services. Emphasis is placed on the multi-faceted dimensions of clinical decision making in OT practice through role play, case studies, and critical discussions. Evidence-based resources are integrated into problem-solving processes. **Prerequisite:** PES101, OTA101-OTA201. **Corequisite:** OTA205.

OTA210 OTA Licensing Exam Preparation
3h lecture, 1h lab/week
4 quarter credit

This course will prepare students for the OTA National Board Certification in Occupational Therapy (NBCOT) Exam. **Prerequisite:** successful completion of didactic portion of the OTA curriculum, including foundation and general education courses, and completion of OTA211 and OTA212. **Corequisite:** OTA212.

OTA211 OTA Level II Fieldwork A
40h fieldwork/week for 12 weeks
6 quarter credits

This is an off-campus, supervised experience applying occupational therapy theory, skills, and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting working with individuals with developmental, physical,

and cognitive challenges. **Prerequisite:** successful completion of didactic portion of the OTA curriculum, including foundation and general education courses.

OTA212 OTA Level II Fieldwork B
40h fieldwork/week for 4 weeks
2 quarter credits

This is an off-campus, supervised experience applying occupational therapy theory, skills, and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to a setting that offers a diversity of experience from that offered in Level II Fieldwork A. **Prerequisite:** Successful completion of didactic portion of the OTA curriculum, including foundation and general education courses. **Corequisite:** OTA210.

PD100 Professional Development
1h lecture/week for 12 weeks
1 quarter credit

In this course, students learn interviewing techniques, resume planning, and proper attire for the job interview. Students work closely with the director of career development. Interviewing techniques, resume planning, and proper attire for the job interview are discussed. Outside preparation includes compilation of employment portfolio, including letter of application, resume, and follow-up letter.

PES101 Concepts of Personal Wellness
2h lecture/week
2 quarter credits

This course introduces the student to concepts of personal wellness. Emphasis will include the importance of physical fitness, nutrition, stress management, and disease prevention on occupational performance. Outside preparation includes assigned readings and completion of homework/lab assignments.

PSYCH101 General Psychology
4.5h lecture/week
5 quarter credits

This course will examine the fundamental concepts of psychology with particular emphasis on the description of normal human behavior, the methodology by which it is studied, and the factors influencing its modifications.

PSYCH102 Developmental Psychology
4.5h lecture/week
5 quarter credits

This course provides an overview of the psychological growth and development of the individual through the lifespan, from conception to death. Concepts and principles of each stage of development will be explored. The major theories of development will be discussed as we explore the science of development. This includes the biosocial, psychosocial, moral and language domains. This course stresses the interaction of social, cognitive and psychological factors as they interact with culture, work, gender, personality, health and environment in development through the life span. Outside preparation includes research and writing for assigned term paper; and completion of case studies, workbook exercises, and study guides for exam review. **Prerequisite:** PSYCH101.

h. Academic Calendar

2018

January						
S	M	T	W	T	F	S
	H 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	E 26	27
28	S 29	30	31			

February						
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18	H 19	20	21	22	23	24
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March						
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25	26	27	28	29	30	31

April						
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29	S 30					

May						
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27	H 28	29	30	31		

June						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
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8	9	10	11	12	13	14
15	16	17	18	19	E 20	21
22	B 23	B 24	B 25	B 26	B 27	28
29	S 30	31				

August						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
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October						
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7	8	9	10	11	12	13
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21	B 22	B 23	B 24	B 25	B 26	27
28	S 29	30	31			

November						
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18	19	20	21	H 22	H 23	24
25	26	27	28	29	30	

December						
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						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	B 24	H 25	B 26	B 27	B 28	29
30	B 31					

Summary of Term Dates

Start Date	End Date
01.29.2018	04.20.2018
04.30.2018	07.20.2018
07.30.2018	10.19.2018
10.29.2018	01.25.2019

Observed Holidays

Name	Month
New Year's Day	January 1
President's Day	February 19
Memorial Day	May 28
Independence Day	July 4
Labor Day	September 3
Thanksgiving	November 22-23
Christmas Day	December 25

Scheduled B breaks

Name	Start Date	End Date
Spring	04.23.2018	04.27.2018
Summer	07.23.2018	07.27.2018
October	10.22.2018	10.26.2018
Thanksgiving	11.22.2018	11.23.2018
Winter	12.24.2018	01.01.2019

Key for Color Version

- S** Term start dates
- E** Term end dates
- H** Observed holidays
- B** Breaks (faculty and students only)

2019

January						
S	M	T	W	T	F	S
		H 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	E 25	26
27	S 28	29	30	31		

February						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H 18	19	20	21	22	23
24	25	26	27	28		

March						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
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7	8	9	10	11	12	13
14	15	16	17	18	E 19	20
21	B 22	B 23	B 24	B 25	B 26	27
28	S 29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H 27	28	29	30	31	

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
S	M	T	W	T	F	S
	1	2	3	H 4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	E 19	20
21	B 22	B 23	B 24	B 25	B 26	27
28	S 29	30	31			

August						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
S	M	T	W	T	F	S
1	H 2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	E 18	19
20	B 21	B 22	B 23	B 24	B 25	26
27	S 28	29	30	31		

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	H 28	H 29	30

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	H 25	B 26	B 27	28
29	B 30	B 31				

Summary of Term Dates

Start Date	End Date
01.28.2019	04.19.2019
04.29.2019	07.19.2019
07.29.2019	10.18.2019
10.28.2019	01.24.2020

Observed Holidays

Name	Month
New Year's Day	January 1
President's Day	February 18
Memorial Day	May 27
Independence Day	July 4
Labor Day	September 2
Thanksgiving	November 28-29
Christmas Day	December 25

Scheduled Breaks

Name	Start Date	End Date
Spring	04.22.2019	04.26.2019
Summer	07.22.2019	07.26.2019
Thanksgiving	11.28.2019	11.29.2019
Winter	12.26.2019	12.31.2019

Key for Color Version

- S Term start dates
- E Term end dates
- H Observed holidays
- B Breaks (faculty and students only)

4. Student Services

a. Academic Advising

Academic advisors assist students with important information regarding academic progress and college policies and procedures. They maintain regular office hours for student advisement and are available at additional times by appointment. Academic advisors help students to develop academic success plans by providing them with direction in the areas of study skills, time management, and test-taking skills.

b. Career Development

Upon graduation, the Department of Career Development will assist you in matching your skills and personality with available positions.

Although Eastwick College cannot guarantee job placement, the institution has an excellent track record. The director of career development will also assist you with future job search needs. As an Eastwick College graduate, you have ongoing placement assistance.

G. Institutional Policies

1. Criteria for Satisfactory Program Progression and Completion

OTA Program students must meet the following criteria to progress satisfactorily and meet graduation requirements:

- a. Achieve Satisfactory Academic Progress (SAP) by successfully completing at least 67% of the credits attempted, achieving a minimum Cumulative Grade Point Average (CGPA) of 2.0 at the completion of each academic term, and successfully completing the program (including Fieldwork II experiences) within 150% (31 months/day or 40 months/evening)³ of its length. SAP is described in detail in the corresponding section of the Handbook.

Note: Although the OTA Program staff expects to place Fieldwork II students on scheduled start dates, unforeseen delays may occur. Students in this situation may need to take a leave of absence and start their Fieldwork II experiences at the next available start date, thus taking longer to complete the OTA program.

- b. Pass all courses in the prescribed curriculum, obtaining minimum grades of C+ in core courses and C in foundation courses (course classification is noted through a footnote reference system in the program outline section of the Handbook).
- c. Take all courses in the curriculum in the prescribed sequence, based on established pre- and corequisites, which can be found (when required) at the end of each course description in the corresponding section of the Handbook.

Students who are unable to meet the criteria for satisfactory program progression and completion must withdraw from the OTA Program or transfer to other programs within the College (subject to criteria stated in the Academic Policies section of the Institutional Catalog).

³ This policy satisfies ACOTE's standard that requires that OTA students complete Fieldwork II experiences within 18 months of completion of the didactic portion of the OTA program.

2. Grading Scale

Letter Grade	Percentage	Quality Points	Comments
A	90-100	4.0	
B+	85-89	3.5	
B	80-84	3.0	
C+	75-79	2.5	
C	70-74	2.0	
D+	65-69	1.5	
D	60-64	1.0	
F	Below 60	0	
RPT	-	0	Course has been retaken
TRA	-	0	Transfer Credit
WD	-	0	Withdrew from course
WF	-	0	Withdrew while failing

Minimum grades of C+ in Core+ courses (identified in program outlines) are required for fieldwork eligibility.

3. Satisfactory Academic Progress Policy

Students must maintain satisfactory academic progress (SAP) to remain eligible to graduate from the OTA Program and receive financial assistance. SAP is determined by measuring two components: cumulative grade point average (CGPA) and percentage successfully completed. Policy component definitions are included below.

a. Satisfactory Academic Progress Standard

All students must maintain a minimum 2.0 Cumulative Grade Point Average (CGPA) and have completed at least 67% of the credits attempted in the program.

1) *Frequency of Assessment*

SAP is determined at the end of each academic term.

2) *Cumulative Grade Point Average (CGPA)*

The cumulative grade point average (CGPA) indicates the overall achievement of the student for all subjects completed. It is computed by dividing the sum of all applicable grade points earned by the total number of credits attempted. See Table 1 for an example of CGPA calculation.

Table 1 - Sample GPA and Percentage Successfully Completed Calculation

Course	Grade	Quality Points	(Times)	Quarter Credits Attempted	(Equals)	Grade Points
M159	B+	3.0	x	3	=	9
HIT204	A	4.0	x	2	=	8
M115	C	2.0	x	2	=	4
PD100	F	0	x	1	=	0
Totals:				8		21

$$\text{CGPA} = \frac{\text{Total grade points}}{\text{Total quarter credits attempted}} = \frac{21}{8} = 2.63$$

$$\text{Percentage successfully completed} = \frac{\text{Total quarter credits successfully completed}}{\text{Total quarter credits attempted}} \times 100 = \frac{7}{8} \times 100 = 87.5\%$$

3) *Percentage Successfully Completed*

A student must successfully complete 67% of all credits attempted in a program to be considered to be maintaining satisfactory academic progress. The percentage is calculated by dividing the sum of credits successfully completed by the sum of credits attempted. Credits successfully completed are those for which the student earned a passing grade. Credits attempted are those for which students are enrolled at the beginning of the academic module. Grades of I (Incomplete), F (failure) W (withdrawal), and RPT (repeated course) are counted as credits attempted but not successfully completed. See Table 1 for an example of percentage successfully completed calculation.

4) *Maximum Time in Which to Complete*

The maximum time for completion of the program is limited to one of the following: a period equal to 1.5 times the standard program length for normally progressing students of the same enrollment status, or a period of time during which a student attempts 1.5 times the number of credit hours required in order to complete the program. For purposes of this standard, credit hours attempted shall mean any such hours for which a student has incurred a financial obligation.

5) *Leave of Absence*

Students who need to be absent from the college for an extended period of time may request a leave of absence from the institution. A leave of absence taken over an entire academic term has no effect upon satisfactory progress. A leave of absence that begins during an academic term affects the measurement of progress toward completion as the student will have to be withdrawn from all courses and receive a WD or WF grade for each course. These courses will be counted as attempted but not successfully completed.

6) *Incomplete and Failing Grades, Repeated Courses*

a) *Policy*

Courses in the OTA Program may only be repeated once.

b) Purpose

This policy ensures that students maintain satisfactory academic progress to complete the OTA program's course sequence within the maximum allowed time.

c) Procedure

If an incomplete is given, the missing work must be made up by the Saturday following the end of the academic term.

- Once work is made up, the instructor will submit a change of grade form; the assigned grade will be recorded on the student's transcript.
- If the work is not made up and a change of grade form is not submitted, a zero will be recorded for the missing work.

If a student fails a course, the course credits are not earned and the course must be retaken.

Students may also repeat courses in which a grade of "D", "D+", or "C" was earned.

- When the course is successfully retaken, the new record will show the passing grade, which will count toward completion of the program.
- The previous grade will be replaced by "RPT", which has no effect in the calculation of the student's CGPA.
- The original course credits remain as credits attempted for financial purposes.

Courses may only be repeated once. Students who wish to attempt additional retakes may request them through the appeal process.

Students who withdraw from a course after the add/drop period (first week of term) but before 50% of it is completed will receive a "WD" grade, which has no effect on GPA calculation.

- Course credits will be considered attempted but not successfully completed.
- Students withdrawing from a course after 50% of it is completed must accept a "WF" grade.

7) Academic Warning/Financial Aid Warning

Students who do not meet the Standard of Satisfactory Progress at the end of a financial term will be placed on academic warning (financial aid warning for students receiving financial aid) for the next financial term. Students remain eligible for financial aid assistance during the financial aid warning period.

SAP will be determined at the end of the academic warning/financial aid warning term. Table 2 describes possible outcomes.

Table 2 - Outcomes after SAP Determination at the end of the Academic Warning/Financial Aid Warning Term

Student Type	Satisfactory Academic Progress (SAP) Determination	
	Student achieved SAP	Student did not achieve SAP
Cash student (not a recipient of financial aid)	Continued enrollment; removed from academic warning	Academic probation for the following financial term
Financial aid recipient	Continued enrollment and financial aid eligibility; removed from financial aid warning	Financial aid is suspended; student must appeal determination*: Outcome A The appeal is granted; the student is on academic probation for the following financial term and retains financial aid eligibility. Outcome B The appeal is denied; the student loses financial aid eligibility and must continue on academic probation as a cash student or withdraw from the college.
* The appeal must be submitted in writing to the Appeals Committee, including the circumstances that caused the student's unsatisfactory progress and what has changed in the student's situation that would result in the improvement of his or her academic performance.		

8) Academic Probation

This is a temporary status for cash students who did not meet the Satisfactory Academic Progress (SAP) standard at the end of the academic warning term, or financial aid recipients who did not meet the SAP standard at the end of the financial aid warning term and are granted an appeal. The academic probation period lasts a full financial term.

SAP will be determined at the end of the academic probation term. Table 3 describes possible outcomes.

Table 3 - Outcomes after SAP Determination at the end of the Academic Probation Term

Student Type	Satisfactory Academic Progress (SAP) Determination	
	Student achieved SAP	Student did not achieve SAP
Cash student (not a recipient of financial aid)	Continued enrollment; removed from academic probation	Academic withdrawal
Financial aid recipient	Continued enrollment and financial aid eligibility; removed from academic probation	Academic withdrawal

As a condition of their probation, students must participate in advising sessions as deemed necessary by the academic department. Students may also be directed to participate in tutorial sessions.

9) Academic Withdrawal

A student will be subject to academic withdrawal from Eastwick College due to failure to achieve Satisfactory Academic Progress at the end of an academic probation module.

10) Reinstatement Policy

Students who have been subject to withdrawal may appeal in writing to the Appeals Committee. If the appeal is granted, the student will be reinstated at the start of the next academic term, subject to course availability. During the reinstatement term, the student may not be eligible for financial aid and will be required to meet specific academic and/or attendance conditions established by the Appeals Committee. Students who achieve Satisfactory Academic Progress at the end of the reinstatement term will regain eligibility for financial aid during subsequent terms.

11) Academic Dismissal

Students who have been readmitted following academic withdrawal and fail to meet the conditions established by the Appeals Committee will receive an academic dismissal from the program. Students who have been dismissed may not be eligible for readmittance to the program.

4. Institutional Code of Conduct

The college expects students to conduct themselves at all times in an acceptable manner. The forms of misconduct listed below are considered to be in conflict with the educational objectives of the college and may be reasons for disciplinary action.

1. All types of dishonesty including: cheating, plagiarism, knowingly furnishing false information to the institution, and forgery.
2. Intentional disruption or obstruction of teaching, administration, disciplinary proceedings, meetings and programs, or other college activities.
3. Physical or verbal abuse of any person on college premises or at functions sponsored or supervised by the college.
4. Sexual harassment of college faculty, staff members, or fellow students on college premises or at functions sponsored or supervised by the college (see sexual harassment policy).
5. Theft or damage to college property or damage to the property of a member of the college community on the college premises.
6. Theft or damage to property the college is responsible for at functions sponsored or supervised by the college.
7. Failure to comply with directions of institutional officials acting in the performance of their duties.
8. Failure to observe dress code guidelines.
9. Violation of the law on college premises. This includes, but is not limited to, the use of alcoholic beverages and/or controlled dangerous substances (or being under their influence) on college premises.

5. Policy on Sexual Harassment

Eastwick College strictly prohibits workplace sexual harassment. Work- or academic-related sexual harassment of employees or students is unlawful and will not be tolerated. This policy includes definitions and examples of unacceptable conduct as well as a procedure by which employees or students who believe they have been sexually harassed can formally complain. Eastwick College will respond

promptly to written complaints of sexual harassment by conducting an investigation to determine if inappropriate conduct has occurred and impose a corrective action.

Although this policy sets forth our goal of promoting a workplace and academic experience free from sexual harassment, it is not designed or intended to limit our authority to discipline or take remedial action for conduct that we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Eastwick College's Policy on Sexual Harassment is published in the institutional catalog.

6. Academic Integrity Policy

All types of dishonesty, including unauthorized assistance in any academic work, cheating on tests, inappropriately or unethically using technological means to gain academic advantage, and plagiarism are considered to be in conflict with the educational objectives of Eastwick College and subject the student to disciplinary action. Plagiarism is the act of taking another person's words or ideas and presenting them as if they are your own work without acknowledgement. A student who violates Eastwick College's policy on dishonesty, cheating, and plagiarism is subject to failure (zero) on the assignment for the first offense in the course, in addition to failure (zero) for overall professional behavior grade for the course. Additional offenses subject the student to failure of the course and/or dismissal from the college.

7. Disciplinary Actions

Violation of the code of conduct, the sexual harassment policy, the academic integrity policy, or the ethical standards in occupational therapy may result in probation or dismissal. Disciplinary actions will be determined by a committee composed of the vice president for academic affairs, the dean of academics, and the corresponding program director. The committee's decision may be appealed in writing to the president within 30 days. The president will review the appeal, meet with the student and appropriate parties, and issue a final decision that is not subject to further appeal.

8. Withdrawals

The academic department will send a confirmation letter to the student's registered home address, and a "Change of Status" form to the financial aid administrator and all faculty involved for all types of withdrawals including the following reasons: disciplinary action, failure to make satisfactory academic progress, failure to meet financial obligations with the institution, and those requested directly by students.

A student may withdraw from the college at any time for any reason. Students who choose to withdraw must notify the academic department in writing. The college reserves the right to dismiss a student if, at any time, a student's attendance, punctuality, conduct, or class performance falls below the level deemed appropriate by the college. In the event of student withdrawal or dismissal prior to completion of the program, a statement of intention to withdraw and/or a request for refund made in writing to the college is helpful to both student and college for record-keeping and for faster processing of all required paperwork.

9. Appeal Procedure

Students who have been withdrawn from a program for not making satisfactory academic progress and who feel that there were mitigating or extenuating circumstances that led to their failure to maintain satisfactory progress may appeal in writing to the Academic Appeals Committee. Should the appeal be granted, the Appeals Committee will require the student to meet specific academic and attendance conditions.

The Academic Appeals Committee also reviews requests to repeat courses.

The Academic Appeals Committee meets quarterly. The dean of academics will notify the student in writing of the committee's decision.

10. Grievance Procedure

a. Policy

Eastwick College has an "open-door policy" for students seeking help or guidance with academic or personal matters.

b. Purpose

The grievance policy has been established to ensure that student concerns relating to school or a particular class are addressed in a timely manner

c. Responsibilities

Faculty, program directors, the dean of academics, the vice president for academic affairs, and the president are responsible for implementing the grievance procedure.

d. Procedure

A student with a problem relating to school or a particular class is asked to discuss it with the following:

1. first with the instructor,
2. then with the program director,
3. then with the dean of academics or the vice president for academic affairs

If the problem is still not resolved, the president reviews the situation with all parties concerned, meets with the student, and returns a decision within five business days. The president's decision is considered final relating to all college matters.

If the problem is not resolved to the satisfaction of the student, then any disputes or controversies shall be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association through an arbitrator agreed upon by both parties, with both parties sharing the cost of arbitration and taking responsibility for their own attorney fees.

Although letters of complaint may be sent to the following organizations, they do not constitute appeals of the president's decision:

Institutional

Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241
Phone: 202.336.6780
www.acics.org

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
Phone: 703.247.4212
www.accsc.org

AAS in Occupational Therapy Assistant
Accreditation Council for Occupational Therapy Education (ACOTE®)
American Occupational Therapy Association
616 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 301.652.2682
www.acoteonline.org

11. Emergency Management

Emergency procedures are explained to new students during the orientation process. Flip charts are posted in classrooms, laboratories, and offices for quick access to instructions to manage common emergency situations.

H. Programmatic Policies

1. Ethical Standards in Occupational Therapy

The OTA Program endorses The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2015). Students in the OTA program must abide by ethical standards that pertain to the scope of practice of occupational therapy assistants. Failure to meet such ethical standards during college-sponsored activities, including fieldwork and other off-site activities may result in probation or dismissal from the OTA Program, in accordance with Section G.7 of this Handbook.

2. OTA Program Safety Policies and Procedures

Students are responsible for thoughtful care of all equipment utilized in laboratory instruction. Any student willfully damaging equipment will be financially responsible for repair or replacement. If equipment is accidentally damaged and a student causes or discovers it, and reports it to the instructor, the student will not be financially responsible. The OTA Program is responsible for maintaining a safe environment for students in the laboratory and during completion of other educational activities. All old and new equipment will be inspected at the beginning of a semester where it is used and again prior to use in classroom instruction. Students will receive instruction in proper use of equipment prior to utilizing it in a learning activity with peers.

Toxic and/or aerosol materials will be used only in open, well-ventilated spaces. Protective coverings will be used on all surfaces.

3. General Laboratory and Clinical Safety

a. Universal Precautions

During laboratory activities, hands should be washed between sessions of working with different class members or faculty members. Gloves must be worn if a student or instructor has unhealed skin lesions on his/her hands. All used gloves must be disposed of in a container for regulated waste. In the event that any surface in the laboratory becomes contaminated with body fluids, appropriate clean up procedures will be implemented, including any needed assistance from maintenance personnel.

Students will receive instruction and assessment in Universal Precautions at least annually. Documentation of acceptable knowledge and skill will be maintained in each student's fieldwork file.

b. Infection Control

The OTA Program is responsible for maintaining a safe and healthy environment for students and faculty while in the laboratory setting and during any relevant learning activities. The following cleaning and maintenance procedures are performed regularly:

- Laboratory areas will be cleaned and maintained in accordance with Eastwick College standards.
- Program equipment should be cleaned with an antiseptic solution available in the laboratory; this includes all mat tables, wheelchairs, canes, walkers, tub benches, therapy balls, etc.
- Linens used in the laboratory are to be changed at the completion of each session of use.
- Kitchen equipment is to be washed, dried and put away following classroom use.

c. Laboratory Handling Activities

Students are expected to participate in learning activities that require them to physically interact with peers. To ensure a respectful learning environment, and as a means of learning best practice, students will communicate with one another when preparing to handle another's body or body parts. There may be particular laboratory activities that require visual observation of movement. In those circumstances, students may be requested to don a tank top for the class activity only. See the course instructor regarding alternative strategies when needed.

Prudent dress is required for other handling activities. Avoid dangling jewelry, open-toed footwear, or excessively loose clothing that could become tangled in therapy equipment. Avoid using strong scents that may cause a reaction by another person who will be in close proximity to you.

4. Professional Appearance

All students are required to follow the professional appearance code while in lab on campus and at clinical sites. A neat, clean, and professional appearance is expected at all times.

1. Attire for the clinical site will be discussed in greater detail during OTA Program courses. Eastwick College scrubs or appropriate professional attire must be worn to and from the clinical site. If required by the site, students must wear a lab coat and identification badge.
2. Consumption of food or candy and gum chewing are prohibited while in the lab and working with patients.
3. Cosmetics should be worn in moderation. Avoid strong perfumes as they may bother the patient or other staff members in the room. Avoid large stone rings, scarves, or large necklaces. Smoking is discouraged, as tobacco odors linger on clothing and hair for a long time and disturb patients, staff members, and peers.
4. During the didactic and laboratory portion of the OTA Program, students may be required to wear a clean and pressed Eastwick uniform and appropriate footwear.
5. Earrings are not permitted. Dangles or other visible body jewelry (nose rings, lip rings, tongue piercing, bracelets, and necklaces) that can become entangled in equipment are not permitted.
6. Failure to adhere to the dress code and behavioral policies will result in a warning and, if not corrected, can result in dismissal from the clinical site and possibly from the OTA Program. The dismissal from the clinical site will be considered an absence for the entire day.

7. Hair must be clean; long hair must be secured to avoid contact with equipment or patients. Facial hair should be kept trimmed and neat. Please maintain only natural-looking hair color. Avoid highly colored sprays, etc.
8. Students are required to wear—or carry with them—their Eastwick College identification badges at all times while on campus and at the clinical sites.
9. Working closely with patients/students requires that students maintain strict personal hygiene standards. Fingernails must be kept short, clean, and filed. Artificial nails, nail polish and added stick on jewels are not permitted as they harbor microorganisms.

5. Cell Phone Policy

Due to their disruptive nature, cell phones must be turned off while in a classroom, laboratory or clinical site.

6. Attendance Policy

Students are expected to be on time for every laboratory and lecture session. Arriving after the session has begun or departing early is disruptive and will not be tolerated. Students who do not comply with core course attendance requirements will be subject to the following:

- Arrival to laboratory or class after the class started will receive a 2-point deduction from their professional development grade for each occurrence.
- Departing early will receive a 2-point deduction per occurrence from the professional development grade.
- A physician's letter may be required at the discretion of the program director to excuse certain absences.
- Students with two unexcused absences must attend a counseling session with the program director.
- Students with four or more absences will be referred to the dean of students to analyze the reasons of their absenteeism and assess their commitment to succeeding in the OTA Program

The attendance policy for fieldwork experiences will be discussed under the Fieldwork Education section.

7. Fieldwork Education⁴

Fieldwork education is a crucial part of the preparation of the occupational therapy assistant. Fieldwork (FW) I and II experiences are integrated into the OTA Program curriculum design and reflect the sequence and scope of the curriculum to strengthen the ties between didactic and FW education. Fieldwork experiences provide students with opportunities to carry out professional communication and skills/actions with supervision from a qualified professional. Supervisors are role models who provide technical and professional behaviors. The College has agreements with fieldwork sites to meet the educational needs of all OTA Program students. The OTA program fieldwork coordinator (a faculty member) is responsible for the OTA Program's compliance with ACOTE fieldwork requirements. The fieldwork coordinator selects and reserves sites; provides guidance regarding immunizations, background checks, and fingerprinting; and collaborates with students to ensure the best fit for each student's educational needs. All OTA Program students participate in five fieldwork settings, including pediatric, physical disabilities, and a non-traditional one that focuses on psychological/social factors that influence engagement in occupations.

⁴ Portions of the narrative in this section have been adapted from the ACOTE 2012 Standards

a. Level I Fieldwork

The goal of Level I Fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Fieldwork I consists of three part-time placements during terms 3, 4, and 5 (day) or 4, 5, and 6 (evening).

b. Level II Fieldwork

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II Fieldwork is integral to the OTA Program's curriculum design and includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. Student will be exposed to a variety of clients across the life span and to a variety of settings.

Fieldwork II consists of two full-time experiences (OTA211 and OTA212) lasting a minimum of 16 weeks, which may be completed on a part-time basis as long as it is at least 50% of an FTE (full-time equivalent) at that site. During Level II Fieldwork, students will participate as entry-level OTAs with duties and skills commensurate with service competency. Both Level II Fieldwork placements begin on the start dates listed in the Academic Calendar section. Unforeseen delays may require that the student take a leave of absence until the next available start date.

Level II fieldwork experiences may be completed in one setting, if it is reflective of more than one practice area, or in a maximum of three different settings.

ACOTE requires that all OTA Program students complete Level II Fieldwork within 18 months following completion of academic preparation. Eastwick College expects OTA Program students to complete Fieldwork II within six months after completion of the didactic portion.

c. Patient Confidentiality

OTA Program students are expected to understand and abide by patient confidentiality rules, including those set forth by the Health Insurance Portability and Accountability Act (HIPAA). All records and personal patient information are absolutely confidential. Patient information must not be revealed to anyone, including the patient. If a patient asks about his or her procedural test or records, the question must be referred to the registered nurse in charge or to the patient's physician. Only during case presentations, conferences, department reports, or other controlled professional situations is patient information allowed to be discussed. No recording devices may be on at this time. Failure to comply with the policy for confidentiality may lead to probation or dismissal from the OTA Program.

d. Fieldwork Placement

To be considered for Fieldwork I or Fieldwork II Placement, OTA Program students must:

- a. have successfully completed all prerequisite courses;
- b. be current with all required immunizations/health forms;
- c. have current AHA BLS-Healthcare Provider Card;
- d. have demonstrated professionalism, self-awareness, and an ability to work with others;
- e. background checks;
- f. have release time from employment in order to accommodate the day(s) of the week and hours of the fieldwork site. No exceptions will be made to accommodate a student's work schedule.

During the placement process, the academic fieldwork coordinator and the fieldwork educator will collaborate in establishing fieldwork objectives that match the student's learning style and abilities, which will be the foundation for subsequent reports on student progress and performance.

Students must be aware that placement assignments are not guaranteed and may change at any time before or during a fieldwork rotation. Fieldwork placements are developed through a collaborative process between the fieldwork site, student, and fieldwork coordinator to establish fieldwork objectives that match the student's learning style and abilities. Priority is given to the student's educational need and availability of sites.

e. Attendance

Students are expected to begin work each day at the time scheduled by the fieldwork site. Time missed from fieldwork experiences must be made up in accordance with the minimum time requirements stated in the corresponding course syllabus.

f. Transportation

Students may be placed at a fieldwork site that is up to 90 miles from their home. It is the student's financial obligation during fieldwork for the expenses incurred, i.e.: tolls, gasoline, etc.

g. Dress Code

Failure to wear appropriate attire and Eastwick College ID badge and/or facility ID badge may result in the student being asked to leave the facility. This would count as an absence from fieldwork.

h. Student Disability

OTA Program students must perform essential functions at each fieldwork site. It is the student's responsibility to disclose his or her disability to the academic fieldwork coordinator to enable collaboration with the dean of academics or program director when planning fieldwork, and with the fieldwork educator and the student to determine the need for any reasonable accommodations. Regardless of disability or accommodations, each student must meet the essential functions required at the site and receive a passing grade on the fieldwork evaluation.

i. Student with a Communicable Disease

A student who has a communicable disease, or who is a carrier of a communicable disease, may attend and participate in fieldwork experience courses whenever, through reasonable accommodation, there is no significant risk of transmission of the disease to others and to the patients. A student who believes he/she has contracted a communicable disease must present to the OTA Program's fieldwork coordinator a written statement from the appropriate clinical site's health department which indicates the site's approval of participation in all clinical externships.

j. Patients with Communicable Disease

Due to increasing concern about the care of patients with infectious diseases (hepatitis B, acquired immune deficiency syndrome, tuberculosis, etc.), students are required to comply with the exact procedures established by the fieldwork sites when caring for these patients.

k. Latex Sensitivity

Numerous items have natural latex rubber component. An unforeseen exposure and sensitivity may result from repeated exposure to the protein associated with natural latex rubber (commonly found in powdered gloves). True allergies are rare, but latex sensitivities can be seen in 8-17% of health care workers. If a student has a suspected reaction, he or she must report it to the OTA Program director. The College cannot be held responsible for any latex sensitivity developed during the course of the OTA Program.

1. Safety Procedures Relating to HIV, AIDS, and Hepatitis B

This procedure has been considered and adopted in accordance with the current consensus of the scientific community that bloodborne diseases cannot be transmitted by casual body contact typical of the workplace. Should it ever appear that the implementation of this procedure presents a danger to the student and client, the College reserves the right to make appropriate revisions. The risk of contracting hepatitis B is greater than the risk of contracting AIDS. Recommendations for the control of hepatitis B infection are, therefore, incorporated herein:

The College strongly recommends that students enrolled in the OTA Program obtain adequate medical insurance coverage.

Students are encouraged to be vaccinated against hepatitis B prior to contact with blood or other potentially infectious substances. If after consultation, a student refuses to obtain hepatitis B vaccination, he or she must sign the Hepatitis B Vaccination Declination form.

Sharp items (needles, scalpel blades, and other sharp instruments) are considered potentially infective and should be handled with extraordinary care to prevent accidental injuries. Unsafe behavior may result in dismissal from the program.

Disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers located as close as practical to the area in which they are used. To prevent needle stick injuries, needles should not be recapped by hand, purposely broken, removed from disposable syringes, or otherwise manipulated unless a one-handed technique is employed.

When the possibility of exposure to blood or body fluids exists, standard precautions must be followed as outlined by the Centers for Disease Control (CDC). The anticipated exposure may require gloves alone, as in handling items soiled with blood or other body fluids, or may also require gowns, gloves, masks, and eye covering when performing procedures or post-mortem examinations. Hands should be washed thoroughly and immediately if they accidentally become contaminated with blood. Any occupational exposure must be reported to the preceptor and clinical coordinator and an incident report filed as soon as reasonably possible.

Pregnant students engaged in health care are not known to be at greater risk than students who are not pregnant. However, if a student develops infection with the HIV virus during pregnancy, an infant has increased risk of infection by prenatal or perinatal transmission; because of this risk, pregnant students should be especially familiar with precautions for preventing the transmission or acquisition of the HIV virus.

Students who have been diagnosed as HIV-positive may take the didactic portion of the program but should be aware that hospitals may not allow students with that diagnosis to complete the clinical externship portion of the program. Students in this situation must explore the consequences of this policy with the program director before committing to the program and consider other educational alternatives.

In addition, students engaged in health care who have AIDS, are at increased risk of infection because of exposure to diseases in class or at the clinical site. Students with immune deficiency are at high risk of serious complications from any exposure to infectious diseases, and will be counseled about the potential risk associated with exposure to infectious agents.

m. Evaluation

1) *Level I Fieldwork*

At the end of the experience, the fieldwork educator will complete and submit the *Level I Fieldwork Evaluation* form, which gives the OTA Program feedback on the student's progress toward meeting Level I Fieldwork objectives. The rating on this form will become part of the

assessment of the corresponding core OTA course, based on the criteria stated on the course syllabus. Failure to submit all required paperwork in accordance with the syllabus will result in a failure of the Level I Fieldwork experience. Failing fieldwork leads to a failing grade in the theory component of the course. At the same time, the student will submit the *Student Evaluation of Level I Fieldwork* form, which provides the OTA Program valuable information about the student's experience.

2) *Level II Fieldwork*

The student will complete the *Student Evaluation of the Fieldwork Experience (SEFWE)* form at the end of each Level II Fieldwork rotation (OTA211 and OTA212) and submit it to the academic fieldwork coordinator. The AOTA form will be used by the supervisor to evaluate the student progress for OTA211 and OTA212. The final score will determine whether the student has passed. Failure to submit a completed SEFWE and AOTA form will result in failure of the Level II Fieldwork experience.

n. Supervision and Advisement

1) *Level I Fieldwork*

The academic fieldwork coordinator will prepare a *Review of Level I Fieldwork Objectives* form and discuss it with the student and the fieldwork educator. Additional facility objectives and expected behaviors (if any) will be reviewed and acknowledged. Evaluation forms are due at the end of the rotation (*Level I Fieldwork – Evaluation of Student Performance* and *Student Evaluation of Level I Fieldwork*). Site visits will occur at the discretion of the academic fieldwork coordinator based on feedback from the fieldwork educator.

2) *Level II Fieldwork*

The academic fieldwork coordinator will prepare a *Review of Level II Fieldwork Objectives* form and discuss it with the student and the fieldwork educator. Additional facility objectives (if any) will be reviewed and acknowledged. The academic fieldwork coordinator (AFWC) will contact the site around midterm if all parties deem necessary to collaborate with the fieldwork educator and the student to discuss the student's overall performance and identify areas of strength and areas that require continued growth. The AFWC may observe the student's performance during an intervention and discuss your learning goals for the remainder of the rotation. When appropriate, the AFWC will write a report and file it in the student's individual record.

o. Students Experiencing Difficulties during Fieldwork

1) *Supervisor Call*

If a call is received from the fieldwork education supervisor about any type of student issue, the following procedures will be followed:

The academic fieldwork coordinator will:

- Notify the program director of the situation and provide ongoing status reports.
- Document all direct communications with the supervisor and/or student in the student data management system (DiamondD)
- Request that the fieldwork educator notify the student of this communication and instruct the student to call the fieldwork education supervisor or AFWC.

- Request copies of all written documentation and of all communications between the fieldwork educator, the student and the AFWC. Copies will be placed in the student's permanent record.

2) *Student Call*

Any concerns and/or problems a student has during fieldwork must be communicated to the supervisor. Only after several attempts to resolve the concerns should the academic fieldwork coordinator be contacted. If the academic fieldwork coordinator deems intervention to be necessary, the student is instructed to inform the fieldwork educator of the communication with the OTA program and to expect a telephone call from the AFWC.

- An appointment with all parties concerned is scheduled as soon as possible.
- All communications are documented and copies are placed in the student's permanent record.
- The program director is notified of this occurrence.

3) *Student Performance Contract*

If necessary, a formal Student Performance Contract will be developed and documented in writing. The contract will include all identified performance problems, measurable goals addressing each area, timelines for achievement, and a student acknowledgement of understanding of the problem(s) and the implications that failing to meet the requirements of the contract will have on the evaluation of the fieldwork experience. All parties involved will sign the Student Performance Contract. A copy of the agreement will be placed in the student's permanent record.

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