



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT HANDBOOK

DR. RAMIRO R. CASSO
NURSING AND ALLIED HEALTH CAMPUS
1101 E. Vermont Avenue
McAllen, TX 78503
(956) 872-3161

DIVISION AND PROGRAM CONTACT INFORMATION

Division Dean: Jayson Valerio, DNP, RN. 956-872-3142

Program Chair: Layman D. Miller, MBA, COTA 956-872-3035

Fieldwork Coordinator: Maria Elena Galvan M Ed, OTR 956-872-3150

Full-time Faculty: Celina Casas, OTD, OTR 956-872-3041

Lizette Guevara, OTD, OTR 956-872-3042

Adjunct Faculty: Cynthia Ponce, MOT 956-872-3042

Lab Assistant: Claudia Luna, COTA 956-872-3042

Nereida Montanez, COTA 956-872-3042

Isaac Perez, COTA 956-872-3042

Secretary: Mari Ponce-Vargas 956-872-3161

ACCREDITATION STATEMENT

The Occupational Therapy Assistant Program was granted re-accreditation for a period of ten (10) years on April 2014. The next on-site evaluation will be scheduled during the 2023/2024 academic years The OTA Program is accredited by the:

Accreditation Council for Occupational Therapy Education (ACOTE)

American Occupational Therapy Association

4720 Montgomery Lane, Suite 200

Bethesda, MD 20814-3449

301-652-2682

www.acoteonline.org

Graduates of the program will be eligible to register 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). Texas also requires licensure in order to practice. Regular licenses are issued by the state after the successful completion of the NBCOT certification examination.

A felony conviction may affect a graduates' ability to sit for the NBCOT Certification exam or to obtain state licensure to practice as a COTA. Applicants are required to clear a criminal background check prior to being accepted into the OTA Program.

DISCLAIMER:

The Occupational Therapy Assistant Program Student Handbook does not conflict with the policies in effect for all students of South Texas College and/or the Standards in effect for all NAH Program students, but may be more specific than those written in the STC College Catalog and/or the NAH Student Handbook. Students are held accountable to these standards upon admission to the program.

Updated: 8/8/2017

American Occupational Therapy Association Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

Beneficence

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

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

Nonmaleficence

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

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker. Page 5 of 10

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Veracity

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

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NOTIFICATION REQUIREMENTS

The OTA Program at South Texas College must adhere to all requirements established by the credentialing agencies in order to maintain compliance to established Standards and Rules.

The purpose of the Curriculum and Accreditation Department is to support student learning by coordinating the regional accreditation processes for the College, facilitating the development and ongoing revision of instructional programs, and ensuring efficient processes for student evaluations of faculty and course scheduling.

In addition, the OTA Program Director must work with the College's Curriculum and Accreditation Officer to assure that the following activities which affect the Program's accreditation status with ACOTE are completed:

- a. Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- b. Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- c. Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- d. Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- e. Pay accreditation fees within 90 days of the invoice date.
- f. Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, and Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- g. Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- h. Demonstrate honesty and integrity in all interactions with ACOTE.

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Occupational Therapy Assistant Program

The Associate of Applied Science with a major in Occupational Therapy Assistant (AAS-OTA) program is a two-year program designed to provide students with an entry-level academic foundation, technical knowledge, and hands-on clinic experience. Our focused curriculum will allow you to master content that will prepare you for relevant certification and licensure examinations. The program partners with local entities to facilitate clinical training, lifelong learning, and social responsibility of faculty and students. Graduates will be competent and ethical professionals in collaboration with the supervising OTR in providing occupational therapy services that display the values and attitudes that reflect the AOTA's professional standards of practice.

THE OTA PROGRAM MISSION STATEMENT

The program is designed to prepare a workforce of Occupational Therapy Assistants by providing a quality academic education at the technique career level. The program will promote partnering with local health care setting for external learning experiences to provide close linkages with the community in order to meet the unique needs of a multi-cultural environment by:

- Maintaining a high standards of excellence in education.
- Creating an environment in which development of human potential is the highest priority.
- Offering open access and opportunity for lifelong learning
- Recognizing the cultural, racial, and ethnic diversity of individuals and communities.

The mission of the South Texas College's Associate of Applied Science degree Occupational Therapy Assistant Program reflects the mission of the College. The mission of the OTA Program is therefore to prepare the AAS graduates to be providers or care and members of the occupational therapy profession. Students are committed to serve a culturally, racially, and ethnically diverse community. They will provide intervention to selected clients with health care needs in a variety of settings. The OTA is a vital member of the OTA profession who practices within the guidelines of the American Occupational Therapy Association's Standards of Practice and Code of Ethics, and with applicable state regulation. The program prepares professional OTA's through academic learning, clinical practicum experiences and various learning situations where problem-solving skills are developed. The faculty of the OTA Program is responsible not only to support the mission of the college, but also to insure continuous accreditation of the program and eligibility of the graduates to seek national certification and state licensure. Therefore, the program policies for placement, progression, and graduation of the OTA student will differ in specific instances

This program has a Competitive Entry selection process based on a competitive point system designed to prepare a qualified Certified Occupational Therapy Assistant in the work-field. The mandate of the profession is:

- To assist patients to develop life skills by providing services with the ultimate goal of increasing their performance and participation in desired daily occupations.
- The recipients of therapy are those who have encountered problems that interfere with their ability to function in any stage of their development.
- The scope of services includes physical, cognitive, and psychological and/or psychosocial disorders such as Cerebral Palsy, Down Syndrome, Strokes, and Spinal Cord Injuries.

Occupational Therapy Assistants typically are employed in the following settings under the supervision by an Occupational Therapist is required for practice in Texas:

- Clinical or community settings working in out-patient clinics.
- In-patient rehabilitation centers.
- Long-Term Care settings.
- Psychiatric and Mental Health Care Centers
- Public schools.
- Patients' homes.
- Hospital Settings.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM GOALS

The curriculum of the Occupational Therapy Assistant Program was formulated according to the Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education and is monitored by the Division of Academic Affairs. The curriculum design was recommended by the Community Advisory Committee, which is composed primarily of Occupational Therapy professionals.

The Fieldwork practicums scheduled at several intervals during the course of study will progressively allow the students to practice and apply all of their knowledge base in a clinical setting with a variety of patients.

Occupational Therapy Assistant Program Learning Objectives description:

1. Be prepared to advocate for themselves as a professional, for the services they offer, and for those they serve.
2. Have achieved entry-level competence through a combination of academic and fieldwork education.
3. Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
4. Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
5. Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
6. Be prepared to be a lifelong learner and keep current with the best practice.
7. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.

STATEMENT OF EQUAL OPPORTUNITY

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status or disability.

This document is available in an alternative format upon request by calling (956) 872-8302. Individuals with disabilities requiring assistance or access to receive these services should contact Disability Support Services at (956) 872-2173.

OTA CURRICULIM DESIGN

ADMISSIONS REQUIREMENTS

All applicants must:

1. Meet general admission requirements to STC.
2. Have a High School diploma or GED.
3. TSI complete.
4. Complete the ACT Exam including the Writing component. Achieve an ACT composite of 19 or above and a minimum of 16 in all individual areas (English, Math, Reading, and Science). ACT Writing domain scores must be a 6 or above in each individual area. Scores must be current within the last 5 years. ACT Exemptions are not permitted.
5. Earn a minimum cumulative GPA of 3.0 on a 4.0 scale in all transfer courses if applicable.
6. Earn a minimum cumulative GPA of 3.0 on a 4.0 scale in all courses completed at STC.
7. Complete all prerequisite courses with a minimum grade of "B" as listed in the Occupational Therapy Assistant Program degree plan.
8. Submit a completed Program application by stated deadline. For more information contact the Occupational Therapy Assistant Program at 872-3161 or access the information online at www.southtexascollege.edu/nah
9. Participate in student advisement per program requirements. For more information contact the Occupational Therapy Assistant Program at 872-3161.

10. Pass a background check and drug screen through approved providers. Students with criminal histories must provide proof of certification and licensure eligibility from the National Board for Certification in Occupational Therapy (NBCOT) and the Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE). For more information contact the Clinical Affairs Specialist at 956-872-3022 or visit NAH room 1.602.

11. Present documentation of volunteer experience of a minimum of 25 hours each at Pediatric and Adult client settings.

12. Meet technical standards as stated by Occupational Therapy Assistant Program.

Students who have met the above requirements may submit their application. Applications will be evaluated through a competitive selection process. Due to program size limitations, meeting application requirements does not guarantee admission into the program

APPLICATION PROCESS

The student will:

1. Complete a specific program application for admission by the deadline date posted.
2. Complete an Information Form for the OTA Program.
3. Request a Documentation of Experience Form from the OT Practitioner who supervised the volunteer experience.

South Texas College's Office for Admissions and Records will:

1. Verify that the minimum requirements for admission are met.
2. Document student's College readiness completion status.

The OTA Program Admissions Committee will:

1. Verify total eligibility points based on GPA and number of academic courses completed.
2. Verify completion of Student Information Form and Verification of OT Experience Form within deadline date.
3. Review completed application packets (Program Application Form, Verification of Experience Form, Admission Office clearance of THEA and pre-requisite course completion.

If the number of qualified applicants exceeds the number of admission slots available, then the following selection procedure will apply:

- a. Complete the Student Application Score Sheet
- b. Rank order student applications based on the total score earned
- c. Rank order the applicants based on highest to lowest score. The final ranking of scores will be done using student ID number identification only. If there is a tie for the last slot, the student with the earliest application submission date will be selected.
- d. Notify the candidates of their approval or denial into the program. The students with the highest total scores and two alternates will be selected for each Fall semester.

Schedule and conduct a new student Orientation class for the top students and alternates to review the OTA Student Handbook and rules and regulations specific to the Program. The alternates may be admitted if any of the top students chooses not to accept their slot.

If any of the top applicants are unable to start the program during the Fall semester, he may request in writing that his slot be held for one year. The student will not be required to re-apply for his position the following year. Slots are not held open for approved students for more than one year.

COURSE DESCRIPTIONS

The course descriptions were developed from the Community Advisory Committee's review of desired competencies after grouping the content needed for each specific course. The Committee reviewed course names and subject content before sequencing the OTHA courses. The Committee reviewed all draft course descriptions and made revisions to course descriptions at the February 1997 meeting. These descriptions were subject to approval by the Allied Health Division and the College-wide Curriculum Committees. The accrediting agencies, The Texas Higher Education Coordinating Board (THECB) and the Accreditation Council for Occupational Therapy Education (ACOTE) gave final approval for the coursework implementation effective the Fall 1997 semester.

The course descriptions have been revised in accordance with the THECB guidelines re: standardization that insures portability of WECM courses among the Texas OTA programs. All OTHA courses offered by Texas public institutions of higher learning may be transferred to another accepting program, as the descriptions are consistent.

PRE-REQUISITES:

OTHA 1305 Principles of Occupational Therapy:

This course is an introduction to occupational Therapy including the historical development and philosophy. Emphasis is placed on the roles of the occupational therapy assistant. Topics include occupation in daily life, education and functions, occupational therapy personnel, current health care environment and moral, legal and ethical issues.

Prerequisite: Completion of and/ or concurrent enrollment in all other OTA pre-requisite coursework and permission from the department.

FIRST YEAR – FALL SEMESTER

OTHA 1409 Human Structure and Function in OT:

This course is a study of the biomechanics of human motion. Emphasis is placed on the musculoskeletal system including skeletal structure, muscles and nerves, and biomechanical assessment procedures.

Prerequisite: Acceptance to the Occupational Therapy Assistant Program.

OTHA 1341 Occupational Performance-Birth to Adolescence:

This course covers occupational performance of newborns through adolescents. It includes frames of reference, assessment/evaluation tools and techniques, and intervention strategies specific to this population.

Prerequisite: Acceptance to the Occupational Therapy Assistant Program.

OTHA 1415 Therapeutic Use of Occupations or Activities I:

This course covers various occupations or activities used as therapeutic interventions in occupational therapy. Emphasis is placed on awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities.

Prerequisite: Acceptance to the Occupational Therapy Assistant Program.

FIRST YEAR – SPRING SEMESTER:

OTHA 1349 Occupational performance of Adulthood:

This course is a study of occupational performance of adults. It includes frames of reference, assessment/evaluation tools and techniques, and intervention strategies specific to his population.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

OTHA 2201 Pathophysiology in OT

This course is a study of the pathology and general health management of diseases and injuries across the lifespan encountered in occupational therapy treatment settings. Topics will include etiology, symptoms, and the client’s physical and injury.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

OTHA 1419 Therapeutic Interventions I

This concepts, techniques, and assessments leading to proficiency in skills and activities used as treatment interventions in occupational therapy (OT). Special emphasis is placed on the Occupational Therapy Assistant’s role in the OT process.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

OTHA 2335 Health Care Management in OT

This course explores the roles of the occupational therapy assistant in the health care delivery. Emphasis is placed on documentation, reimbursement, credentialing, occupational therapy standards and ethics, health care team role delineation, and management.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

SECOND YEAR – FALL SEMESTER:

OTHA 1253 Occupational Performance for Elders

This course covers occupational performance of elders. It includes frames of reference, assessment/evaluation tools and techniques, and intervention strategies specific to this population.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

OTHA 2209 Mental Health in Occupational Therapy

This course is a study of the promotion of mental health through occupational therapy. Emphasis is placed on theory and intervention strategies to enhance occupational performance.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

OTHA 2405 Therapeutic Interventions II

This course is a continuation of therapeutic interventions I with an emphasis on current rehabilitative interventions. Students will practice clinical interventions necessary for entry-level practice as per the ACOTE Standards.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

OTHA 2160 CLINICAL- OTA

This course is health related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. This course is a method of instruction providing training and supervised beginning/developing work-based experience and direct patient care at a clinical site. Specific detailed learning objectives are developed by the faculty.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

SECOND YEAR – SPRING SEMESTER:

OTHA 2366 CAPSTONE: Practicum – OTA (A)

This course provides practical, general workplace training supported by an individualized learning plan developed by the employer, college and the student. This course is an advanced Level II Fieldwork experience that offers intensive training and experience at the workplace leading to entry-level skills. The emphasis is on practical work experience for which the student has already acquired the theoretical knowledge and basic skills in the classroom setting. The clinical educator provides direct supervision and learning objectives are established in collaboration with college faculty.

Prerequisite: Completion ALL OTHA courses form the previous semester with a grade of “C” or better and permission from the department.

OTHA 2367 CAPSTONE: Practicum – OTA (B)

This course provides practical, general workplace training supported by an individualized learning plan developed by the employer, college and the student. This course is an advanced Level II Fieldwork experience that offers intensive training and experience at the workplace leading to entry-level skills. The emphasis is on practical work experience for which the student has already acquired the theoretical knowledge and basic skills in the classroom setting. The clinical educator provides direct supervision and learning objectives are established in collaboration with college faculty.

Prerequisite: Completion ALL OTHA courses form the previous semester with a grade of “C” or better and permission from the department.

OTHA 2330 Workplace Skills for the OTA

This seminar based course is designated to complement Level II Fieldwork by creating a discussion forum addressing events, skills, knowledge, and behaviors related to the practice of didactic coursework to the clinic and test taking strategies for certification exams.

Prerequisite: Completion of previous semester courses with a grade of “C” or better.

STUDENT CONDUCT

The students in the South Texas College Occupational Therapy Assistant Program are expected to adhere to all South Texas College Program Standards, STC Nursing/Allied Health Handbook Standards (<http://nah.southtexascollege.edu/pdf/Student%20Handbook.pdf>) and the South Texas College Student Code of Conduct (http://www.southtexascollege.edu/pdf/Student_Code_Of_Conduct.pdf).

Standards, guidelines and codes apply to both academic and Fieldwork experiences. Students must adhere to their assigned clinical sites guidelines, policies, and procedures.

PROFESSIONAL BEHAVIORS AND CONDUCT

Students in the OTA Program are expected to conduct themselves in a professional manner at all times, not only in interaction with clients, but also with peers, faculty, and staff. Students represent the OTA program and the Occupational Therapy profession; thus students assume responsibilities toward society. These responsibilities are delineated in the Occupational Therapy Code of Ethics (2015). The statements of the Standards of Ethical Conduct and their interpretation provide guidance for occupational therapy personnel behavior in relation to carrying out responsibilities within the framework of ethical decision-making. Students are obligated to function at all times within the framework of the principles of OT Code of Ethics.

Professional behaviors are graded based on The Division of Nursing and Allied Health standards. All students are expected to display professional behaviors inside and outside the classroom in preparation for OTA Fieldwork I and II experiences, as well as for their future professional careers.

OTA students will receive a professional behaviors grade in each program course which weighs as 5% of the overall course grade. In OTHA 2405, the student must attain a professional behaviors score, as well as a course grade of 75% or better, to progress in the program sequence.

Students must successfully attain a professional behaviors score of 75% or better. If a student receives a professional behaviors score below a 75% in any course, a corrective plan of action will be created and initiated by the student, in collaboration with the faculty member. The student must successfully complete the corrective plan of action to be allowed to progress in the OTA program. If a student receives a professional behaviors score below a 75% in all courses during any given semester, the student will not have met the program and division standards, not be allowed to progress in the program sequence and will be immediately dismissed from the OTA program.

A copy of the Professional Behaviors Rubric has been included below:

OTA Program Professional Behaviors Rubric

Name of student: _____

Semester: _____

Please rate your professional behaviors on a POINT SCALE of (4-0).

(4) Very Good 90 - 100% of the time **(3) Good** 80 - 89% of the time **(2) Fair** 70 – 79 % of the time **(1) Poor** 50 – 69% of the time **(0) Deficient** Less than 50% of the time

Name of student: _____ Semester: _____

| % Weight | Behaviors | 4 points each | % Weight received |
|----------|--|--|-------------------|
| 16% | Commitment to Learning | | |
| | <ul style="list-style-type: none"> • Assuming responsibility by self-starting projects and other tasks, including own learning. • Doing more than what is minimally expected. • Showing an energetic, positive and motivated manner in class, lab, and in clinic. • Accepting one’s limitations and participating in appropriate self-assessment | <hr/> <hr/> <hr/> <hr/> | <hr/> |
| 24% | Communication Skills | | |
| | <ul style="list-style-type: none"> • Active in-class participation (Both individual and group) verbally interacting in class activities/discussions and verbalizing opposing opinions constructively • Appropriately controlling expression of emotion: verbal, postural, gestural, & facial. • Remaining quiet when fellow classmate(s) /instructor is speaking/presenting in class (no talking with others , on electronic devices, or on cell phones) • Communicating ideas and opinions clearly and concisely verbally and in written papers, notes, and reports/article abstracts. • Attentive in class using body posture and affect that communicates interest or engaged attention. (includes no sleeping in class) • Proper appearance and mature behavior (professional appearance, speech, and conduct, including wearing I.D. badges, appropriately dressed and personal hygiene) for all classes and program related activities | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> |

| | | | |
|---------------|--|---|--------------------------------------|
| 24% | Responsibility | | |
| | <ul style="list-style-type: none"> • Being prepared for class (Ready for in class discussions, having required supplies: book, print outs, assignments, etc.) • Responsible for obtaining assignments missed from classmate(s) and following through with commitments and responsibilities in class, clinic, and program related activities. • Being on time for class, clinic, and labs including full attendance of entire class time (No tardiness & Not leaving early). • Absent providing instructor with notice via email or phone call prior to class time (No unexcused absences). • Submission of complete assignments & on time (no late submissions) • Completing required coursework in a timely fashion; not waiting for last day to begin projects/ask for help (No procrastination). | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> |
| 8% | Effective Use Of Time | | |
| | <ul style="list-style-type: none"> • Maintaining resources, equipment and classroom lab workspace clean and in good working order • Prioritizing self and tasks, managing time to meet commitments. | <hr/> | |
| 12% | Use Of Constructive Feedback | | |
| | <ul style="list-style-type: none"> • Accepting constructive feedback/criticism with appropriate emotional and mature reactions • Modifying performance and striving for improvement in response to constructive criticism/feedback in the classroom, lab, or clinic. • Respecting the rights of those in authority to make decisions and complying with those decisions without complaining. | <hr/> <hr/> <hr/> | <hr/> |
| 16% | Honesty/Integrity | | |
| | <ul style="list-style-type: none"> • Respecting others, maintaining confidentiality, their property and STC instructional materials. • Refusing to lie, steal, cheat or deceive in any way. • Displaying ethical behaviors by observing the profession's code of ethics and demonstrating mature values and manners. • Compliance with all STC policies, procedures, and OTA program standards. | <hr/> <hr/> <hr/> <hr/> | <hr/> |
| Total 100% | | | Actual Total for student ____% |

PROFESSIONAL APPEARANCE

Students are encouraged to consider the public relation effects of dress and grooming for South Texas College and the program's image. Appropriateness of one's appearance and attire should be considered when in the school and community settings; i.e. Field trips, professional meetings.

Classroom setting:

Scrubs: Red, with only a white or black undershirt.

Athletic Closed toe shoes

Labs:

Students may be requested to wear swimsuit tops or warm-ups for lab practical sessions.

Shorts (athletic or bike style) and halter-tops may be required for some the lab activities. Non-skid low heel shoes must be worn for safety purposes.

Student dressing rooms and storage lockers are available in the Gym area.

Fieldtrips/Class Presentations:

Program polo shirt

Solid color slacks (tan or black)

School Shirt must be worn tucked in waistbands

Student ID/Name badge

Fieldwork sites:

In addition to wearing a name badge, the students should contact the Fieldwork supervisors to clarify the dress code expectation at each clinical site assigned to the student. If required, OTA Program students may wear a lab coat with the South Texas College insignia patch sewn on the left sleeve.

General:

Fingernails must be clean and neatly trimmed in order to not scratch others during lab activities. Artificial nails are not allowed due to infection control issues.

Hair must be clean, well groomed, and pulled back away from the face to be in compliance with Infection Control Standards. Males must keep beards and/or mustaches clean and neatly trimmed, or must be clean-shaven.

Good oral hygiene and clean bodies, free of odor is essential.

Cosmetics should be applied discreetly; excessive use of perfume or cologne is not acceptable.

One earring per ear allowed. Lip, nose, eyebrow, and multiple ear piercings are not allowed while in OTA uniform. Gages no larger than 00g (3/8") allowed. Large hoop earrings not allowed.

All visible tattoos will be covered at all times while in OTA uniform.

PROFESSIONAL ATTITUDE

Occupational Therapy Assistants represent the OT profession to the client/families being served and to the professional community in general. The OTA's attitude may be reflected in non-verbal behavior such as facial expressions and body language, and/or by verbal interactions. It is very important that appropriate behavior and attitude is reflective of openness to learning and motivation to helping others.

ATTENDANCE

Regular class attendance is necessary to demonstrate adequate work habits, better assure acquisition of course content and skills, and enrich classroom activities that often rely on the participation and contribution of every student. Absenteeism will influence students' grades in the OTHA courses, just as it will have repercussions for client care and co-worker morale in the workplace.

Since this is a professional training program, all students are expected to attend all scheduled classes, on time, and to stay through the entire class period. Classes will start on time, and faculty may bar entry or assign special seating for students who arrive late. Generally, faculty will allow one ten-minute break per hour. If a student must leave at other than break time, (s) he is to do so quietly and unobtrusively, and return promptly.

Students are expected to attend all classes, community outings, school programs, and Fieldwork practicums as assigned, unless otherwise specified. The student is responsible for his own transportation and related expenses for all out-of-classroom activities.

Absences are reserved for personal illness, emergencies, or for religious holy days only. Excessive absences as determined by the instructor regardless of reason may place the student at risk for not meeting the course objectives, being dropped, and/or failing the course.

Absences are to be communicated directly by the student before class by contacting the instructor or the departmental secretary via phone call or e-mail. Any absences anticipated by the student are to be discussed with the instructor ahead of time. Absences that are not communicated in this manner will be considered unexcused. It is the student's responsibility to obtain lecture notes, handouts, and assignments for the day(s) absent from class from other class members.

OTA students are permitted a maximum of 3 excused absences per course. If a student accrues three or more excused absences they will be required to meet with OTA program faculty members to discuss cause of absences and will be referred to appropriate STC resources, if need for assistance is required.

Any "unexcused" absence (one in which the student did not contact the instructor prior to the class) automatically results in a deduction from the student's professional behaviors final grade. A Student Performance Improvement Plan of Action will be initiated after the first unexcused absence. Three unexcused absences will result in the initiation of a Student Performance Improvement Plan of Action and a decrease of one full letter grade in the final course grade for the course the three unexcused absences occurred. If the plan of action is not successfully completed in the allotted time the student will be administratively dropped from the course by the instructor, and the OTA program by the program chair and will not be allowed to progress in the program sequence.

A student who is not progressing satisfactorily toward completion of the course objectives due to non-attendance may be withdrawn from the course by the instructor with the Program Chair's permission.

A student is considered tardy if the instructor has taken and closed his/her attendance book before the student enters the class, is late returning from breaks, or leaves the class early without the instructor's permission. Three "tardies" equal one unexcused absence.

Absenteeism may inhibit the student adequately demonstrating course competencies and thereby passing the course. Faculty will discuss and document specific concerns and consequences with the student. Reliability in attendance must be demonstrated before being recommended to begin a Fieldwork course.

Fieldwork Level I & II attendance

The student may arrange to make up fieldwork contact hours by direct arrangement with the Fieldwork Educator at the clinical site. The student must make up any hours missed by the end of the semester. If the student does not complete the number of external contact hours required for the course, he will receive a failing grade and not be allowed to register for the second year of the program.

The student must also notify the Fieldwork Coordinator of clinical absences and advise her of the number of hours (eight hours or more) that must be made up.

Punctuality is a concern for both Fieldwork educators and employers. Lateness in getting to class or returning from breaks is often disruptive to the group and frequently has been a source of complaints from students. Occasional lateness may be unavoidable, and students will be asked to account for such lateness with the instructor, just as they would on the job. Arriving to class late or leaving early without instructor approval will be counted towards absences; i.e. 3 tardy = 1 unexcused absence. Habitual lateness would indicate that an important work habit has not been demonstrated; this would require remediation prior to placement in any Clinical or Practicum Fieldwork course.

Violation of this policy will result in a reduction in the professional behaviors grade.

OTA PROGRAM STUDENTS RIGHTS AND STANDARDS

OTA PROGRAM STUDENTS

Only those students who have been accepted into the OTA Program may be registered for OTHA courses. Initial registration is completed at the OTA Program location during the Orientation Class by program faculty. Registration for academic courses required in the degree plan can be completed at that time or in any other method as outlined in the Catalog (WEB, on-site etc.) Students must have evidence that they have begun the ‘Clearance to Register’ process, by completing a drug screen and a criminal background check before they may enroll in the program. Students who have not initiated the process by the first class day may not be admitted.

CONFIDENTIALITY OF STUDENT RECORDS

It is the procedure of South Texas College and the OTA Program to maintain confidentiality of the student’s educational records and to be in compliance with the provisions of all federal and states laws governing the release of student educational records. An unofficial program file for each OTA student’s academic and professional skill progress is maintained in the OTA Program Chair’s Office. It may be released only to an OTA faculty member and/or the Division Director or Vice-President or his designee upon request. A student may have access to his own file. If the student is age 18 years or older, he must authorize in writing his permission to share information with parents or other individuals. All formal communication regarding student progress, problems, disciplinary actions, etc. must be reviewed and co-signed by all applicable parties to document accuracy of the information contained therein.

COHORT

The OTHA courses are cohort in nature. They must be taken in the sequence described in the degree plan, as they are only offered one time a year. The student must complete each course satisfactorily with a grade of “C” or better in order to progress to the next semester as outlined in the program’s degree plan.

At the beginning of the program sequence, the OTA Program may offer some flexibility for students who wish to be employed and also attend classes by the scheduling of labs. During the second year and as the program sequence progresses, OTHA coursework increases, thus requiring the student to attend on a full-time status. Students are discouraged from full-time employment, as this may interfere with the students’ ability to participate in open lab and other optional learning experiences.

STUDENT OCCUPATIONAL THERAPY ASSISTANT CLUB

Student organizations and clubs provide students with the opportunity to supplement classroom work with activities that meet personal needs for companionship, civic involvement and creative effort, and promote leadership development and effective group participation.

All OTA students are encouraged to obtain membership in the Student OT Association, SOTA. Active SOTA club involvement helps students develop the profession-related awareness, commitment and organizational skills needed to support consumer groups, community service organizations, and professional associations. Students may participate in fund-raising activities and service projects to support their attendance costs to out of area meetings and other club activities.

Students are further encouraged to become members of the American Occupational Therapy Association (AOTA) and the Texas Occupational Therapy Association (TOTA) There are many benefits associated with student membership in professional associations.

The Student Occupational Therapy Assistant (SOTA) Club is a service organization comprised of students in the OTA program. The goal of the organization is to promote networking and personal growth opportunities, encourage involvement, and develop students as active participants in their professional organization as well as contributing members of society. Members will promote the profession of occupational therapy through membership in the TOTA, and participation in local, state, and/or national PT related meetings, conferences or activities. They will foster social responsibility via service to the local community and participation in community events.

Members of every incoming class will join and participate in the existing Club regardless of whether or not they hold an officer position. Dr. Celina Casas, OTA Program Faculty or a designee will serve as the faculty sponsor for the SOTA Club. In consultation with faculty sponsors, elected officers lead the organization in service activities, fund raising, social events to benefit collaborative efforts among students, and other activities deemed appropriate by the organization.

Student Club Officers are selected to act as spokespersons for the students' respective classes. Club Officers are also responsible for maintaining communication between the students and the OTA Faculty or College staff. Selection for a one-year term will be by majority vote of the class. If an officer is unable to complete the one-year term, an election will be held for a replacement to serve the remaining portion of the term.

*Student Club Officers are nominated and elected by their fellow class members for the following positions:

- President – Preside over meetings, lead programming, plan strategy and set goals, select committees and make special appointments. Act as a liaison between PTA Program Faculty or staff members, class, and if indicated, the community.
- Vice President – Support the president, support officers, oversee committees.
- Secretary – Take club meeting minutes, maintain records, keep club materials organized, answer club correspondence, and send thank-you notes.
- Treasurer – Control the collection and disbursement of club's money, coordinate with

program secretary, STC cashier and/or the business office.

- Historian –Take pictures throughout the year to record class activities, meetings and events. Create media releases for club activities and service projects. Manage and update the PTA display case.

Elections will be held annually in the first month of the fall semester (year 1 and year 2). The SOTA Club functions according to the College's policies and procedures for College clubs, therefore all club activities and transactions must be approved by the Faculty Sponsor and the student activities office as needed. Club members participate in various community involvement activities as well as fundraising activities.

Fund raising activities are determined and organized by the Club and require college approval (Student Activities Dept.). Funds generated by the Club are typically used for membership in the Texas Occupational Therapy Association, travel expenses for Level II students to attend the annual TOTA Mountain Central Conference, pinning ceremony expenses, and to help. The Faculty Sponsor or Program Chair must approve travel and Pinning Ceremony budgets. Funds may also be used for other student related activities or expenses as the Club deems fit and determines via majority vote. The College must approve said expenditures. Any monies in excess of the current year expenses will be donated to the subsequent class' Club account (for use by the upcoming senior class). Membership and active participation in the SOTA Club is expected of all students. Failure of the student to participate in club activities, i.e. attending meetings, not participating in fundraising activities disqualifies the student from receiving the benefits of club membership.

CONTINUING EDUCATION

Maintaining one's competence and broadening ones skills are an on-going process and responsibility of the OT practitioner. Students are notified of appropriate continuing education opportunities and are encouraged to participate. Students are advised to maintain a folder of such activities for documentation purposes.

GRADE STANDARDS

Scholastic achievement is not only for meeting the student's learning needs but also for insuring a sound knowledge base when treating future clients. Grades become a statement for competency. As such, all course work outlined in the OTA Program degree plan must be completed with a grade of C or better. Students with a grade of C or lower at mid-term must seek faculty advisement and develop a plan to improve deficit areas. Any OTHA course completed with a grade of less than a C will have to be repeated during the next year as per the scheduled sequence. Students must request re-admission into the program.

Every OTHA course with the exception of Clinical and Practicum courses will be assessed by at least two categories. Students must pass both grading categories with a minimal average of 75%. If less than 75% in one or both categories are scored, a grade of "D" will be recorded and the student will not be eligible to progress in the program.

Nursing & Allied Health Division's System of Grading will be utilized as follows:

| Grade | Number Grade | Grade Meaning | Grade Point Per Semester Hour |
|-------|--------------|---------------|-------------------------------|
| A | 100-90 | Excellent | 4 |
| B | 89-80 | Good | 3 |
| C | 79-75 | Average | 2 |
| D | 74-60 | Failing | 1 |
| F | 59 and less | Failing | 0 |

EXAMINATION AND QUIZ PROCEDURES

Examinations will begin promptly at beginning of class on scheduled dates unless otherwise specified by instructor. All exams will be timed. Students must take exams at the scheduled time and date. No exam grades will be dropped. NO MAKE UP exams will be given if the student does not notify the course instructor before the scheduled start time for the exam that he/she will be absent. The student will receive a grade of “0” if the instructor is not notified. Documentation must be submitted to the course instructor regarding and justifying the absence (i.e. doctor’s excuse if ill). Arrangements for makeup exams must be made with the instructor before the student returns to the classroom. The format of the exam may differ from the original exam, i.e. an essay exam instead of multiple choice exam. **Grades for make-up exams will not exceed 90.**

If a student scores below 75% on an exam they will receive a referral to make an appointment with the Student Success Specialist. It is the student’s responsibility make and attend this appointment. The student must also schedule a meeting with the instructor to identify areas of weakness and formulate a plan of action. At a minimum, this plan will require that student participate in mandatory 1 hour per week tutoring sessions with either the course instructor, OTA lab assistant, and/or CLE staff. Tutoring sessions will be scheduled at the instructor’s convenience and will require weekly attendance until a passing grade is earned on the subsequent exam. Students failing 3 or more exams in a course will be required to attend a Team Intervention with the Student Success Specialist, Course Instructor, and Program Chair to investigate reasons for lack of success and to develop strategies for improvement.

During examinations student desks are to remain clear of items not specifically required for testing during an exam such as cell phones, electronic devices, purses, wallets, books, etc. Personal electronic devices are to be turned “off” and put away prior to the exam.

Students must demonstrate competency of at least 75% to pass all written or computer-assisted tests. If a student receives a grade below 75% in the Exam/Quiz category, a grade of “D” will be recorded as the final course grade or the lesser grade if the final overall grade average at the end of the semester is below a “D” average. As a result the student will not be allowed to progress in the OTA Program sequence.

RE-EXAMINATION:

Students will not be given an opportunity to re-take failed examinations or quizzes.

LAB PRACTICAL EXAMINATIONS

Students must successfully complete all practical skills checklists for this course with a score of 75% or better. If a student receives a grade below a 75% on any practical skills checklist, he/she may request **only one retake** with a maximum score of “75%” recorded. If a grade of 75% or higher is not earned by the student on the retake, he/she will not have met the competency skill for the course and will be immediately removed from the OTA program. A score of 75% or higher in this category is required before the student is allowed to progress in the program sequence. If a student receives a grade below 75% in the Practical Examination/Checklist Category, a grade of “D” grade will be recorded as the final course grade or the lesser grade if the final overall grade average at the end of the semester is below a “D” average. As a result the student will not be allowed to progress in the OTA Program sequence. Students are required to practice the skill prior to testing.

MISSED/LATE WORK

Online Participation may be a combination of homework, group participation, and/or discussion questions for any of the covered chapters. They will be posted on Blackboard and are due at the beginning of the designated class session. Any assignments requiring online participation will only be accepted through Blackboard submission. You will not be able to submit after the cutoff date and time and a “0” will be awarded if submitted after the deadline. Case studies, research on new treatment techniques, review of recent articles, and video assignments are just some of the in-class assignments that will be conducted. There is no makeup for in-class assignments that are missed and a score of “0” will be given for that day.

In-Class projects will be completed either in a group or on an individual basis depending on the assignment.

Assignments that are to be turned in to the instructors are due at the beginning of the class session. A 5 point deduction will be applied if the assignment is turned in late during the day it is due. A 10 point deduction will be applied each day thereafter.

ASSIGNMENTS

One’s efficiency can affect costs to consumers; therefore, time management and organization skills will be reinforced throughout the curriculum. All assignments are to be completed and turned in at the beginning of the class period on the designated due date. Any late assignments will be reduced by one letter grade per class day late. Assignments due during an appropriately communicated absence will not be considered late until the student returns to the next class session. As each assignment is designed toward students meeting specific professional competencies, it is the student’s responsibility to submit all required assignments in order to pass the course.

All Fieldwork Level II Practicum coursework must be completed within eighteen months of completion of the classroom non-capstone courses. A student will not be eligible for graduation until all academic and Fieldwork requirements are met. Failure to do so will prohibit the student from successfully completing the educational program requirements as per the professional

accreditation agency. The student will not be eligible to graduate or apply to sit for the national certification examination.

INCOMPLETES

Non-Capstone courses: Because OTHA courses build on previous courses, INCOMPLETES are rarely given and can affect a student's course of study. The student must initiate a request in writing, citing the reason for the request and attach any relevant medical documentation. A plan, including an alternate date for course completion, must also be included. Assignments to remove an Incomplete grade must be achieved by the student on an independent basis. Requests must be filed with the course instructor at least two weeks before the final exam. The Incomplete, if granted, must be removed by the end of the subsequent semester, or the grade will be changed to an F. All course requirements listed in the syllabus must be completed satisfactorily for a student to pass an OTHA course. All academic and/or OTHA course INCOMPLETES must be removed before initiating a Fieldwork Level II placement.

*The instructor may assign an INCOMPLETE because of illness or other unavoidable circumstances if the student is in "good standing". The student must complete work within one semester after the end of the semester in which the grade was issued or receive an "F" for the course.

Capstone courses: If passing and with the approval from the fieldwork educator and Fieldwork Coordinator, a student may request a maximum of two weeks additional time for OTHA 2366 if it is agreed that they need more time to refine their skills. The OTHA 2367 course will be then delayed for a later start date and the student may earn an "Incomplete" grade for that course.

A student may receive a "Drop-Pass" grade in a Practicum Capstone course if they present with a personal or medical problem within the first four weeks of the course and will not be able to complete the course. If they receive a "Drop-Pass" grade for OTHA 2366, they may be allowed to complete OTHA 2367 as scheduled, and then register for OTHA 2366 at a later date.

Capstone Practicum courses must be completed within eighteen months of the completion of the academic and technical non-capstone courses listed in the OTA degree plan.

PROGRAM EXIT EXAM

In order that South Texas College OTA program graduates are prepared to pass the NBCOT Certification Practice examination upon graduation, students are required to pass a comprehensive exit exam with a score of 75% or higher in the CAPSTONE course, OTHA 2330. Students will have only three opportunities to take and pass this NBCOT exit exam with a grade of **450** or higher.

PROGRAM WITHDRAWAL

Students choosing to withdraw from the OTA program should contact the Program Chair so that career/program alternatives can be discussed and/or a referral to a counselor may be made, if appropriate. The NAH Division Dean will also be notified of the student's withdrawal.

Any student in the OTA Program who drops or withdraws from an OTHA course will be withdrawn from the OTA program. It is the student's responsibility to initiate the withdrawal process. Merely discontinuing class attendance does not constitute a drop or withdrawal from an OTHA course.

1. Withdrawing students from Selective Admission programs, regardless of the reason for exiting, must schedule an exit interview with their Program Chair or Program Advisor. A written signed record and/or clinical evaluation tool must be completed. A Drop/Withdrawal form will also be completed with the student at that meeting and a copy attached to the exit documents.
2. Program Chair will maintain a file for their program's withdrawal forms for statistical purposes.

Note: Failure to formally meet with the Program Chair will make the student ineligible for readmission or admission to selective admission programs in the future.

3. When students withdraw from a program, they must also go to the College Admission Center to officially withdraw from the course with a grade of "W" and any other program courses in that semester. Failure to follow the withdrawal procedure will result in a failing grade of an "F".

A student who is not progressing satisfactorily toward completion of the course objectives due to non-attendance may be withdrawn from the course by the instructor with the Program Chair's permission. Students who withdraw due to extenuating circumstances (i.e. medically emergency, pregnancy, etc...) may request to be re-instated into the OTA program the following year. These requests will be reviewed a committee created by the program chair for review prior to determination. Students granted this request for "temporary" withdrawal from the program may do so for a period of no more than one academic year. A student must submit a request in writing with supporting documentation/rationale as to why they are withdrawing. They must submit a plan of action on how they will successfully complete the remaining program sequence. To assure adequacy of knowledge and skills, re-entering students will be required to re-take all courses from the semester withdrawn from.

STUDENT FAILURE

- A student may repeat an OTHA course previously failed or withdrawn from only one time.
- The student will obtain a failing grade if they do not achieve a minimum passing score on the AOTA Evaluation form or if they cannot demonstrate entry-level practice skills at the end of an eight-week Practicum course
- Students failing OTHA 2160 for safety or unprofessional behavior will need to petition the NAH Division Progression's Committee in order to be allowed to retake the course.
- If a student fails a Practicum course because of safety infractions involving patient care, they will not be allowed to register for the course a second time and will not be eligible for graduation. If the student receives a failing grade in OTHA 2366 due to "unsafe practice", illegal, or unethical behavior at the Practicum setting, they will not be allowed to progress to the next course, OTHA 2367.

There are established grievance procedures outlined in the College Student Handbook if a student does not agree with the grade earned.

A student who receives a failing grade (D or F) in an OTHA lecture course, they may be given permission to take the course a second time the next year following the program sequence. The student will be required to complete the following procedure before requesting permission to repeat the course:

1. Meet with the instructor or Program Chair to review the situation and plan strategies.
2. Write a self-assessment of the situation
3. Develop measurable goals for remediation of the difficulties and develop implementation strategies to master the goals
4. Review the document such as a portfolio with the program advisor
5. Petition for re-admission into the program with the Division's Progression Committee
6. Receive approval from the Division of Nursing and Allied Health Progressions Committee to continue.

PROGRAM RE-ADMISSION

The Program Chair, Fieldwork Coordinator and the Division Dean utilizing the following guidelines will evaluate consideration for a student's re-admission into the OTA Program:

- b. A student may request only ONE re-admission into the OTA Program
 - c. Readmission is dependent on availability of space in lab or clinical placements after the current class progression needs are met. (not automatic)
-

- d. Failure of two OTHA courses in one semester will result in ineligibility for readmission to the Occupational Therapy Assistant Program
- e. A student may be denied readmission to the OTA Program if failure or withdrawal was related to unsafe practice, dishonesty, and/or unethical practice.
- f. Consideration for readmission is based on the following:
 - Recommendation from a previous faculty member
 - Academic grade average and/or clinical evaluation
 - Reasons for withdrawal/failure
 - Resolution of external situation causing the problem, if appropriate
 - Adherence to and completion of any contractual agreements
 - Progression in program sequence will be dependent on the availability of clinical Fieldwork sites.

RE-ADMISSION PRIORITY

After ascertaining that the student has met the general criteria listed above, the following priority guidelines will determine placement on a waiting list for available openings in the following program class.

First priority: Students who were selected for admission into the program, but were unable to begin the previous Fall sequence.

Second priority: Once enrolled in the program, students who withdrew for personal/health reasons and were in good academic standing (GPA above 3.0) at the time of withdrawal. For example: family crisis, personal health, pregnancy, and finances.

Third priority: Students who withdraw or who failed an OTA or required academic course due to poor academic/clinical performance.

The waiting list will be compiled according to priority rating. The Nursing and Allied Health Division Progressions Committee will rank a student falling into more than one priority after evaluation. Students who have not adhered to and completed previous contractual agreements are ineligible for readmission.

RE-ADMISSION PROCESS

If the student plans to re-apply for admission, he will develop a remedial plan evaluating his problem areas and outline specific activities/courses to improve his performance if allowed to return. This plan should help the student to overcome the obstacles preventing his success if readmitted to the OTA Program.

When applying for readmission to the OTA Program, the student must schedule an interview with the Program Chair and submit a written request to be considered for readmission within the established timelines.

Students must re-enter the OTA Program with the new program class in order to insure continuity of learning. The student will be given credit for previous courses successfully completed, and allowed to re-enter in the corresponding semester from which they withdrew/failed. The student will be required to re-take all courses from the semester he/she failed out of.

The student will be given opportunity to give explanation for course withdrawal or failure. Following appropriate evaluation by the Committee and Program Chair, the student is expected to enter into a contractual agreement for the purpose of problem solving and resolution of areas of concern. The student will be required to furnish proof of successful completion to the OTA Program Chair, i.e. documentation, grades, skills/lab check-offs, course audits.

Readmitted students must schedule a meeting with the Program faculty within two weeks of re-entry. A regularly scheduled meeting time will be established for the remainder of the semester to ensure the student's compliance with course assignments. Failure to comply with this requirement may result in administrative dismissal.

ACADEMIC OR TECHNICAL COURSES APPEAL

Any South Texas College student has the right to appeal academic decisions or actions that he/she considers unjust or improper. The primary responsibility for assigning grades in a course belongs to the individual course instructor, and unless the student can present compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the instructor responsible for the course will stand.

A student who believes that an improper or incorrect grade was assigned should first take informal steps to resolve the situation. The request for a grade change must occur before the end of the semester following the semester in which the grade was assigned. The student should first discuss the matter with the instructor. If not resolved, the student should discuss the matter with the Program Chair who will attempt to resolve the grade dispute.

If these informal measures fail to satisfy the student, and he/she wishes to appeal, the following procedures should be followed:

- The student should submit a written request to the Division Dean requesting a formal review of the course grade. This request should include a description of the concern, reasons for the review, evidence to support the student's request, and the suggested remedy for the situation.
- The Division Dean should then notify the course instructor of the review and request a written response from the instructor.

The Division Dean should then appoint a committee of three persons consisting of one faculty member from within the division, one faculty member from outside the division, and a student appointed by the Dean. The committee's responsibility will be:

- to review the student's request and supporting evidence
- to consider the instructor's response
- To call any witnesses, if appropriate, to corroborate supporting evidence. If summoned to testify, either the instructor or the student, or both may decline.

The Division Dean should communicate the committee's decision to both the instructor and the student within 10 working days following the review.

OTA CREDENTIALING

Various credentialing methods (certification, licensure, and registration) assure the consumer that health professionals are qualified to practice. Certification as a COTA is separate from school graduation. The National Board for Certification in Occupational Therapy, Inc. (NBCOT) certifies entry-level competence of OTA's. Professional certification currently requires completion of an AOTA approved educational program and successful completion of the national qualifying exam. Applicant scores are forwarded to the state regulatory agency where the applicant intends to practice. In Texas, an applicant may apply for a temporary license once he submits an application, fees, and proof of supervision and NBCOT has confirmed that the applicant is eligible to take the certification exam. Once the state regulatory board (TBOTE) has been notified of the applicant passing the national certification examination, he will be issued a regular license to practice as a COTA. Regular licenses may be renewed every two years as long as the licensee maintains in good standing with the Board; i.e. current with continuing education requirements, is not subject to any disciplinary action from the Board, etc. During the Program Orientation, all new students will be required to sign a Conviction Statement acknowledging their understanding the national credentialing and state licensure application restrictions.

STUDENT SUPPORT PROGRAM ADVISING

All faculty, with an appreciation that professional growth develops throughout one's professional education, supports student professional development. Professional development skills such as the ability to communicate effectively and the ability to take responsibility for one's behavior are

necessary skills for Occupational Therapy practitioners. Faculty will monitor professional skill development and will work with the students to help them understand their strengths and weaknesses.

The Occupational Therapy Assistant program faculty and Program Chair will be responsible for all program advising and maintenance of student degree plans. Each student must meet with OTA faculty prior to registration for the next semester courses. Student information may be accessed via the Degree Works System for the purposes of advising students on coursework and other related issues.

Each new student will be assigned an OTA Faculty Advisor with one mandatory advising session each semester as the student progresses through the program sequence. Students must schedule their initial advisement appointment at the beginning of each semester. In addition to the required session, students are encouraged to initiate additional advisor appointments as needed for academic, professional, or career counseling. The course instructor completes program advising related to specific courses. The Program Chair is responsible for advising students regarding individualized plans of study.

TELEPHONE CALLS

Students may advise their families that only calls of an emergency nature can be made to the Division or Departmental offices. If the Division receives a call for a student that is of an emergency nature, the secretary or other person will locate the student to relay the message. It is the student's responsibility to maintain accurate phone numbers and e-mail addresses with the Program Secretary and faculty.

All personal cell phones must be placed on the "Silence/Mute/Vibrate" mode during classroom/lab activities so not to disturb instruction. Special consent must be obtained from the instructor to maintain the phone on "vibration" status if the student is expecting an emergency call.

STUDENT ETHICS

Each student is responsible for the academic integrity of all work completed. All reports, papers, projects, and examinations must represent the student's own work. References and other sources of information must be properly cited. Examples of academic misconduct may include: representation of work completed by others as one's own; use of unauthorized assistance in any academic work; failure to cite sources used; obtaining and/or using tests unauthorized by the instructor; copy another student's work during an examination; offering unauthorized assistance to another student; modification, without the instructor's authorization, of any examination, paper, record, report, or project for the purposes of obtaining additional credit or an improved grade; or failure to meet other conditions of academic integrity as required by the instructor.

The penalties for scholastic dishonesty in graded assignments include the possibility of failure in the course. Scholastic dishonesty in examinations will result in a grade of "F" on the examination and an "F" in the course. Students found guilty of scholastic dishonesty are subject to disciplinary action including dismissal from the program and possible dismissal from the College. **A student dismissed for dishonesty is not eligible for readmission.**

Cheating in any form is not compatible with the desired professional behavior and violates the professional Code of Ethics.

Fieldwork students are bound by the ethical standards outlined by the AOTA Principles of Occupational Therapy Ethics, Standards of Practice, the published procedures of the Fieldwork agency related to ethical practice, and by related governmental codes and standard.

See division handbook for additional information

APPROPRIATE USE OF EQUIPMENT AND SUPPLIES

OTA students must comply with the program's rules regarding the appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty to include infection control and evacuation procedures.

Loss of equipment and supplies is an indirect expense to students and is an inconvenience to all. Students are encouraged to make efficient use of materials, equipment, and supplies during class periods. Occasionally, borrowing of materials or equipment is required; these may be checked out with the course instructor's permission. A log for checking out items will be maintained. Students must return materials by the next class day, unless alternative arrangements have been made. Items must be returned to the same instructor who approved the lending of the material (s).

EQUIPMENT LENDING

Loss of equipment and supplies is an indirect expense to students and is an inconvenience to all. Students are encouraged to make efficient use of materials, equipment, and supplies during class periods. Occasionally, borrowing of materials or equipment is required; these may be checked out with the course instructor's permission. A log for checking out items will be maintained. Students must return materials by the next class day, unless alternative arrangements have been made. Items must be returned to the same instructor who approved the lending of the material (s). Students will be held financially responsible, and will be charged the replacement fee, for any lost, damaged, or stolen items they have checked out from the program.

OTA PROCEDURES/PROCEDURE DEVELOPMENT

Procedures are developed by the OTA faculty and reviewed and/or revised annually by the OTA Community Advisory Committee. Input from students is valued; Suggestions to be considered should be made in writing and submitted to the Program Chair.

OTA PROCEDURES/PROCEDURE ENFORCEMENT

OTA faculty will enforce these procedures to promote an effective operation of the program and to assure fair practices for all students. Confidentiality dictates that students should not be aware of any faculty actions with other students when administering these procedures.

PREGNANT AND PARENTING STUDENTS TITLE IX

South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact the Conflict Resolution Center for assistance at 872-2180. Absences considered necessary by the student's doctor for students who are pregnant or who give birth will not affect the student's grade. At the conclusion of the period of time the student is absent, the student will be given an action plan by the Program Chair that outlines what work needs to be made up and/or what the student needs to do to return to the program.

SOUTH TEXAS COLLEGE
NURSING and ALLIED HEALTH DIVISION
Standard for Technical Performance Standards of Nursing & Allied Health Programs

Technical Performance Standards are the essential functions which every South Texas College NAH student is expected to perform for successful participation in the Program. These are necessary in order to provide healthcare services in a safe, ethical, and legal manner. Students participating in a South Texas College NAH Program are expected to demonstrate the essential functions listed below, with or without reasonable accommodation. These are applicable in classroom, laboratories, and clinical/practicum settings.

The South Texas College NAH Program uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by the College. Any student wishing to request reasonable accommodations due to a documented disability must initiate the process by contacting an ADA representative from the STC Office of Disability Support Services for information and procedures at (956) 683-3137 or (956) 872-2513.

Please initial each item.

1. **READ:** Students must be able to read and understand printed materials used in the classroom and health care settings such as textbooks, signs, medical supply packages, policy and procedure manuals and patient records.
2. **ARITHMATIC COMPETENCE:** Students must be able to read and understand columns of numbers and measurement marks, count rates, tell time, use measuring tools, write numbers in records, and calculate (add, subtract, multiply, divide) mathematical information such as fluid volumes, weights and measurements, and vital signs.
3. **CRITICAL THINKING:** Students must possess sufficient ability to:
 - comprehend and process information in a timely manner
 - acquire and apply information from classroom instruction, skills laboratory experiences, independent learning, and group projects
 - Prioritize multiple tasks, process information, and make decisions
 - collect, interpret, and assess data about patients
 - observe, measure, and interpret normal and abnormal patient responses to interventions, and appropriately modify treatment interventions
 - act safely and ethically in the lab and clinical/practicum setting
4. **COMMUNICATION:** Students must be able to:
 - communicate effectively in English in oral and written form with peers, instructors, patients, and other health care professionals
 - complete assignments and tests in both written and oral formats
 - give directions, explain procedures, give oral reports, speak on the telephone and interact with others
 - document care using appropriate terminology, accuracy, efficiency, and in a legible manner.
 - comprehend, interpret, and follow oral and written instructions
 - recognize, interpret, and respond to nonverbal behavior of self and others
 - interpret and communicate information regarding the status, safety, and care of patients.
5. **BEHAVIORAL SOCIAL SKILLS:** Students must be able to:
 - develop therapeutic relationships with patients and others
 - work in stressful situations with multiple patients and colleagues at the same time

- interact appropriately with individuals of all ages, genders, races, socio-economic, religious, and cultural backgrounds
- establish rapport and work effectively with peers, patients/clients, and instructors (ask advice, seek information, and share)
- negotiate interpersonal conflicts
- cope with the fast pace of class/lab/clinic, heavy workloads, classroom and/or patient demands, changes in schedule, motivate a sometimes discouraged patient and demonstrate patience and empathy with patients
- focus attention on task, monitor own emotions, perform multiple responsibilities concurrently, deal with the unexpected, handle strong emotions (i.e. grief, revulsion), manage impulses
- tolerate close physical contact with co-workers and sick or injured patients who may have multiple problems and diagnoses
- cope with patients who may be terminally ill
- exercise appropriate work ethics including the maintenance of confidentiality.
- recognize and respond appropriately to potentially dangerous situations
- maintain the emotional health and stability required to fully utilize intellectual capabilities, demonstrate good judgment, and render patient care.

6. **FINE MOTOR:** Students must possess manual dexterity necessary to palpate muscles and/or bony prominences, pick up objects with hands, grasp small objects, write with pen or pencil, and squeeze fingers.

7. **MOTOR CONTROL:** Students need to be in good physical condition and have a moderate amount of strength in order to:

- Safely adjust, move, position, and lift patients and equipment
- Safely assist and protect patients who are walking with and without assistive devices, exercising, or performing other activities
- Provide for the patient's safety in all patient care activities
- Reach arms above head and below waist, stoop/twist, stretch, bend, kneel, squat, push, pull, walk, sit, or crawl as the need arises; move quickly (respond to emergency) while maintaining safe posture/body mechanics
- Perform bimanual activities easily
- Obtain and maintain CPR certification (American Heart Association CPR for Healthcare Providers)
- Use proper body mechanics for all skills related to patient care, and apply standard precautions when rendering patient care treatment
- Possess the endurance necessary to perform 40 hour work weeks during clinical education courses
- Stand and maintain balance during classroom or therapeutic procedures/activities for long periods of time, and maintain a high energy level throughout the day

8. **VISUAL:** Students must be able to:

- read small numbers/scales and fine print on goniometers and other measuring devices and computer screens accurately to ensure safe treatment
- recognize and interpret facial expressions and body language
- discriminate differences and changes in skin and soft tissue
- recognize a patient's physiological status

- assess a patient's environment
- recognize depths and use peripheral vision

9. **AUDITORY:** Students must be able to:

- recognize and respond to a normal speaking level sounds/verbal communication, auditory equipment timers, and alarms in an environment with a moderate level of background noise
- effectively use equipment to assess blood pressure, pulse rate, and breath sounds

10. **SMELL:** Students must be able to detect odors from client, smoke, gases or noxious smells.

11. **TACTILE:** Students must be able to:

- feel vibrations (palpate pulses)
- detect and assess changes or abnormalities in skin texture, skin temperature, muscle tone, and joint movement
- detect environmental temperature (drafts, cold and hot)
- adjust physical therapy equipment.

12. Students must have the ability to use computers and complete computer-based assignments.

13. Students must have the ability to complete tasks/ examinations within required time limits in the classroom, laboratory and in the clinical areas.

To the best of my knowledge, I am able to function in the classroom, laboratory and clinical/practicum component of Nursing & Allied Health Program.

Student signature: _____

Print name: _____

Date: _____

LAB TREATMENT CONSENT FORM

I _____, agree to be treated by my instructor(s) or classmate(s) during all mock lab and treatment sessions for the duration of the program. I understand that all efforts to provide modesty and safety precautions have been incorporated into the laboratory sessions. If I feel or think that I am uncomfortable with any draping, manner of touch or treatment, I will carefully confront my classmate about this issue. If I still do not sense that the issue is resolved by this action, I will inform my instructor(s). I will follow the dress code for lab and lecture according to the Dress Code guidelines listed in the OTA Student Handbook.

I will notify OTA faculty of any known allergies (i.e. latex, nylon fibers, cold hypersensitivity, etc.) or medical conditions prior to the start of the laboratory session.

I _____, will attempt to follow the OTA Student Handbook Code of Conduct during all mock lab and treatment sessions. I agree to drape my classmate(s), patient(s), or instructor(s) in a way that protects the modesty and safety for all “patients” treated. I will fully demonstrate professional behavior by practicing considerate and respectful non-verbal and verbal communication during all classroom and lab activities. I will adhere to safe behavior while using equipment during laboratory activities and will do so only under the supervision of OTA faculty. I will promptly report any malfunctioning equipment to OTA faculty as soon as it becomes evident.

Name of Student (PRINTED)

Date

Name of Student (SIGNATURE)

Signature of Program Chair

Date