



2021-2022

**OCCUPATIONAL THERAPY
ASSISTANT PROGRAM**

STUDENT HANDBOOK

JACKSON STATE COMMUNITY COLLEGE (JSCC)
OCCUPATIONAL THERAPY ASSISTANT STUDENT HANDBOOK

TABLE OF CONTENTS

Welcome	Pg. 4
Section I Foundational Statements	Pg. 5
Historical Overview	Pg. 6-7
Accreditation	Pg. 8
Mission	Pg. 9
Vison	Pg. 9
Philosophy	Pg 10-11
Section II Curriculum	
Curriculum Design	Pg.12-13
Content Sequence	Pg. 14-22
Fieldwork	Pg. 23-24
Section III Admission Policies	Pg. 25
Program Organization	Pg. 26
Important Telephone Numbers	Pg. 27
OTA Advising/Student Professional Behavior Competence	Pg. 28
OTA Advisory Committee	Pg. 29
Admission	Pg. 30
Section IV Student Policies	Pg. 31
Classroom Dress and Behavior Policy	Pg. 32
Professional Behavior and Classroom Standards	Pg. 33
Cell Phone Use	Pg. 34
Retention Policy	Pg. 35
Program Retention 2 year	Pg. 36
Program Retention –approved 3 year	Pg. 37
Course Failure Policy	Pg. 38
Program Probation	Pg. 39
Grievance/Appeal Procedure	Pg. 40
Transfer Policy	Pg. 41
Prior Work Experience	Pg. 42
Program Withdrawal	Pg. 43
Readmission	Pg. 44
Attendance	Pg. 45
Objective Assessment Testing Policy	Pg. 46-47
Laboratory Testing and Assessment	Pg. 48-49
Infection control and Safety	Pg. 50-51
Fieldwork Attendance	Pg. 51-54
Student Disability Services	Pg. 54-56
Fees and Dues/Criminal Background Check/Health Requirements	Pg. 57
Financial Aid/Textbooks/Insurance Policy	Pg. 58

Preparing for Graduation	Pg. 59
Certificate Preparation/State Licensure/Placement Services	Pg. 60-61
Library/Writing Center	Pg. 62
Program Evaluation	Pg. 63
Professional Development Opportunities and Memberships	Pg. 64-69
Section V Appendix	Pg. 70
Curriculum	
Course Descriptions	Pg. 71-73
Academic and Classroom Misconduct	Pg. 74
Disciplinary Written Warning	Pg. 75
Written Reprimand	Pg. 76
Notification of Probation	Pg. 77
Academic Course Failure Notice	Pg. 78
Competence Document Professional Behaviors	Pg. 79
Competence Document Therapeutic Interactions	Pg. 80
Lifelong Learning	Pg. 83
Lecture Note Taking Advice	Pg. 84
Textbook Annotation Hints	Pg. 86
AOTA Student Resources	Pg. 88
Consent to Drug and Alcohol Testing	Pg. 92
Release of Liability	Pg. 93
Statement of Acknowledgement and Understanding	Pg. 94
Statement of Acknowledgement and Understanding: HIPAA and Social Media	Pg. 95-96
OTA Program Contract	Pg. 97-100

Welcome!

Congratulations on your admittance into the Occupational Therapy Assistant Program at Jackson State Community College! We are excited that you have chosen Occupational Therapy as a health career and that you chose to have Jackson State Community College assist you with your education. Occupational Therapy is a rewarding and challenging field with diverse opportunities.

You are entering a profession that has a strong heritage of assisting individuals reach their greatest participation in life activities. The aim of the Occupational Therapy Assistant Program is that you progress successfully through the courses leading to your preparation as an entry-level Occupational Therapy Assistant. The next two years will be exciting, demanding, and very gratifying. You will be expected to work hard as you study and learn about the profession of Occupational Therapy. This will require a great deal of effort, commitment, and dedication to excellence. We encourage and expect that you will be an active participant in this formal learning process that serves as the beginning of lifelong and continuous learning related to your chosen profession. The faculty and staff are here to help you succeed. If you need assistance, seek out your faculty and college staff to advise and support you.

The Occupational Therapy Assistant Program has developed a handbook to orient you to the policies, procedures and expectations of the program. You will want to reference the materials included in this handbook throughout the program. This handbook does not replace the Jackson State Community College student handbook which can be found at www.jsc.edu, but serves as a guide. The information contained in both handbooks applies to the program. Please feel free to contact the program director or your advisor for any questions you may have.

I would like again to **welcome** you to the Occupational Therapy Assistant Program at Jackson State Community College.

Best Wishes for your Success,

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SECTION I Foundational Statements

HISTORICAL OVERVIEW

In 1963, the Tennessee General Assembly responded to recommendations made in the Pierce-Albright Report by establishing a group of state community colleges. Jackson State was selected as the first such institution in West Tennessee.

Jackson State Community College (JSCC) occupies a 97-acre main campus located in Jackson, Tennessee and maintains three college centers in Humboldt, Lexington, and Savannah, Tennessee. The main campus contains 80 acres of open land with wooded areas, a pond, performance area, and walkways. JSCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges. It is a public, nonresidential institution of higher education governed by the Tennessee Board of Regents of the State University and Community College System of Tennessee. Jackson State's physical community consists of a 14-county service area in predominantly rural West Tennessee.

Jackson State Community College began envisioning the Occupational Therapy Assistant Program in the fall of 1992, in response to community expression of need for certified occupational therapy practitioners. An advisory committee was formed consisting of Jackson State Community College (JSCC) faculty, administrators, healthcare practitioners, and occupational therapy practitioners within the community. A feasibility assessment was created and sent out to facilities and practitioners in the surrounding region to assess the need for the establishment of an occupational therapy assistant program at JSCC. In fall of 1994, an academic proposal was submitted to the Tennessee Board of Regents (TBR) Based upon the positive results of the feasibility assessment. Approval from TBR was received in 1995 to launch an OTA program at JSCC. Administration at the college worked diligently to secure an OTA Program director with unsuccessful results. Approximately ten years later, the OTA program was again open for discussion. In 2005, a letter of intent was submitted to ACOTE; however, an OTA Program Director was unable to be hired. In 2013, another letter of intent was submitted to ACOTE with a program director hired in the fall of 2014.

JSCC began its self- study process in August of 2014 under the direction of OTA Program Director Dr. Julie Bezold. Dr. Bezold comes to JSCC with an in-depth history as a practitioner, manager, and business owner. Dr. Bezold completed her degree as a Certified Occupational Therapy Assistant (COTA/L) in 1998 from Penn State, Berks Campus. She worked in various healthcare settings as a COTA in Tennessee to include: long term care, pediatrics, mental health in the community, skilled nursing and out-patient rehabilitation. Dr. Bezold returned to The University of Tennessee Health Science Center to complete her Bachelors of Science in Occupational Therapy. In 2004, she co-founded an aquatic out-patient rehabilitation center known as AquaTherapies in Jackson, TN. In 2010, Dr. Bezold completed her Post Professional Doctor of Occupational Therapy at Rocky Mountain University of Health Professions.

In May 2015, Gwen Foxx, MA, COTA joined the OTA team at JSCC as the Academic Fieldwork Coordinator. Gwen graduated with an Occupational Therapy Assistant Certificate in 1986 from Nashville State Technical Institute. Ms. Foxx continued with her education to pursue a Bachelor of Science in Health Administration in 2010 and a Masters of Arts in Teaching and Learning Technology. Gwen has an extensive work history in various settings to include skilled nursing, long term care, pediatrics, mental

health within the community, and consultant with the assistive technology efforts of 26 schools across Shelby County, TN. In 2013, Gwen became the Academic Fieldwork Coordinator and Instructor for Brown Mackie College in Salina, KS. Gwen shares with the OTA Program's vision to be recognized for academic excellence, leadership, community employment, and graduating students who are committed to the delivery of quality services and professional development. JSCC will be the number one choice in our region for students to pursue their future career as an occupational therapy assistant.

Dr. Bezold submitted the OTA candidacy application for developing program status on January 15, 2015 to ACOTE. A decision from ACOTE was received in May 2015 which granted JSCC developing program status and the green-light to officially accept students into the OTA Program. In December 2015, Dr. Bezold submitted the OTA Program Self-Study and was granted Pre-accreditation status in April of 2016. Official Accreditation was granted for 7 years to the OTA program December 2016.

Accreditation Information:

The occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Timeline set by ACOTE for the Occupational Therapy Assistant Program at JSCC.

Letter of Intent Received	February 13, 2013
Candidacy Application Due	January 15, 2015
ACOTE Candidacy Application Decision	April 2015
Students may be notified of acceptance into the Program	May 2015
First Class Starts	August 2015
Initial report of Self-Study due	December 1, 2015
ACOTE Initial Review Decision	April 2016
Initial On Site Evaluation	August-November 2016
ACOTE Accreditation Decision	December 2016
First class begins Level II Fieldwork	January 2017
First class graduates	May 2017
NBCOT Certification Examination	2017
Interim Report	April 2020
Reaccreditation	2023-2024

OTA Program Mission Statement

Consistent with the mission of the Jackson State Community College, the Occupational Therapy Assistant Program will provide an accessible learning opportunity that will enhance the lives of its students, strengthen the occupational therapy workforce, and empower the diverse communities of this geographical region.

The Jackson State Community College Occupational Therapy Assistant program will provide a comprehensive, occupation- based program designed to prepare students with the essential skills, knowledge, professional and ethical behaviors, and aptitudes to perform as entry level certified occupational therapy assistants (COTAs). The OTA Program's unique focus and emphasis on occupation and use of the Occupational Therapy Practice Framework throughout the curriculum will effectively prepare students to work under the supervision of registered therapists in developing, maintaining, or restoring adaptive skills in people whose abilities to engage in desired occupations is hampered by environmental restrictions and/or challenges to their physical or psychological health. The faculty, of the OTA Program, work closely with health care personnel and OT professionals to respond to existing and emerging occupational needs within our community. This continuous interaction with occupational therapy practitioners ensures that the program is meeting the needs of the community. The OTA Program is committed to educating the public concerning OT and advancing the skills of practicing COTAs. The faculty will be available for community workshops, education, as well as volunteering for state and national professional associations.

The Student Occupational Therapy Association (SOTA) organization is an integral part of the OTA Program as well as the college student activities system. Students participate in a variety of community service and public relations activities which promote the profession of occupational therapy and increase knowledge through community volunteer projects. SOTA organization assists in developing leadership skills and provides a basis for lifelong learning.

Vision:

The vision of the OTA program is to be recognized for academic excellence, leadership, community employment, and graduating students who are committed to the delivery of quality services and professional development. JSSC will be the number one choice in our region for students to pursue their future career as an occupational therapy assistant.

OTA Program Philosophy

The philosophy of the OTA program at JSCC is guided by the Person-Environment-Occupation (PEO) Model. The PEO model illustrates how human occupational performance occurs and evolves throughout a lifespan. This model places a significant emphasis on the interconnectivity between the person, the environment and their occupational roles. The philosophy provides a framework consisting of three key components; Person, Environment, and Occupation. These components describe what people do in their daily lives, what motivates them, and how their personal characteristics combine with the situations in which occupations are undertaken to influence successful occupational performance (Christiansen & Baum, 1997, pp 48-70). The person is defined as a unique being who assumes a variety of roles simultaneously. The environment is described as the context in which occupational performance takes place which may include socio-economic, institutional, physical and social considerations. Occupation is defined as groups of self-directed, functional tasks and activities in which a person engages over the lifespan. Occupational performance is the outcome of the transaction of the person, environment and occupation (Law et.al, 1996). Through occupation, people have the ability to develop their self-identity, and derive a sense of fulfillment, which over their lifespan will allow them to develop an understanding of who they are and what their place is in the world performance (Christianson & Baum, 1997).

As the human being develops, there is continual interaction between the person and the environment, which constantly produces changes and reactions in both the person and the environment. As this interaction with the environment develops, the person acquires skills, values and habits, which in turn affect mastery of the environment. This resulting pattern of human activity follows a developmental sequence that guides and influences growth and development. The process allows for individual uniqueness as the stage of development influences activity; the activity affects the environment; and the environment promotes significance to the individual. As new roles are assumed, new skills and interests are developed. Activity, an essential function of health in human beings, occurs in a social context, which includes family, cultural groups, and government. Each of which provides goals and supports that simultaneously encourage and constrain the individual. Yet, the individual must meet their own needs while interacting with those around them. A person's drive to competency may be altered by physical and mental illness, aging, or social conditions. The role of the occupational therapist is to provide intervention that disrupts or reverses the cycle of non-activity to productive levels of function. OT is also concerned with preventing the interruption of purposeful activity in individuals at risk and maintaining maximal, self-directed, purposeful activity in individuals affected by chronic health conditions. OT assists people in adapting to their changed physical or mental condition or new environment by teaching skills which will meet their needs with the demands of their value system and role requirements with an appropriate balance of self-care, work and leisure activity.

The program director and faculty believe that every human being is unique and has an instinctive need and right to participate in occupations that are meaningful throughout their lifespan. Humans have a relationship with the environment that is interdependent and constantly changing. One engages in occupation for three primary reasons: (1) to acquire the skills and behaviors necessary for insuring one's survival, (2) to achieve a sense of quality in one's life, and (3) to contribute to the progress and well-

being of society by being a productive member of that society (AOTA, 2007; AOTA, 2008). Humans develop a sense of accomplishment and gratification through mastery and meaningful participation in daily occupations. Their behavior is established by the dynamic interactions among the individual, the environment, and the requirements of the occupation. The occupation of the student is education. As with any other occupation a person engages in, it is influenced by the environment (context) in which the learning takes place. The environment in the PEO model is defined as the context in which occupational performance takes place. This includes, but is not limited to, the physical space, social (including rapport with educators and classmates), temporal, and virtual environment. Each of these aforementioned items influences the student's behavior and optimizes the quality of student learning. The learning environment is designed to support optimal occupational performance for each student as she or he moves forward in the program. The OTA faculty strives to create a safe, positive, respectful, and participatory learning environment that encourages experimentation and practice and will enhance the quality of student learning. Only in a safe learning environment can each student engage in both the familiar and unfamiliar successfully.

The OTA program affirms that learning is an ongoing process that is best facilitated by students being actively involved and participating in meaningful tasks that promote a sense of achievement and encourages life-long learning. OTA faculty recognizes students are diverse in age, life experience, skill, education level, income level, attitudes, beliefs, and needs. Faculty will ensure educational activities are purposeful, meaningful, and relevant to the learner by using methods of experimentation, practice and feedback. Faculty will act as facilitators to establish goals, clarify expectations, and guide and direct the students towards their end goal as entry level occupational therapy assistants. Faculty will act as role models that will inspire and motivate life-long learners by participating in their own community and professional service while simultaneously asking the same commitment of students.

The educational approach of the OTA faculty is based on the principles that the preparation of entry-level occupational therapy assistants is a collaborative effort between every student, every faculty member, and our fieldwork educators. Students are educated through a developmental sequence building from foundations of the profession, to challenges, and to interventions and practice. At each stage, students are encourage to be active listeners and to build on self-reflection to develop higher clinical reasoning skills. The curriculum supports active learning through hands on laboratory activities, community engagement, and fieldwork opportunities which promotes professional growth.

Blooms Taxonomy is the overarching guide for our educational philosophy with the end goal of students acquiring knowledge at higher levels of the Taxonomy. Our commitment to the teaching and learning process is built on several assumptions (described in the revised, 2011, Taxonomy):

1. Learning is an active process. The Taxonomy uses "action words" to describe the cognitive processes by which thinkers encounter and work with knowledge.
2. Building knowledge is the goal. There are different types of knowledge used in cognition: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.
3. Inherent in building knowledge is also learning how to learn –creating life-long learners and the ability to transfer knowledge across contexts.
4. Active learning is facilitated through reflection , critiquing, collaboration, and discussion
5. Teaching students to be reflective and critical thinkers is central to the educational process.

The curriculum fosters the acquisition of clinical reasoning, and critical thinking through teaching and active learning activities that promote evidence-based decision making in a student-centered learning environment.

CURRICULUM DESIGN

The curriculum design builds upon the frames of reference that harmonize with the mission of the institution, the purpose, goals and philosophy of the OTA Program and the beliefs and experience of the faculty. The content, scope and sequence of course offerings are informed primarily by two key resources, (1) the Person-Environment-Occupation Model (PEO) and (2) the Occupational Therapy Practice Framework (OTPF): domain and Process, 4th ed. The PEO model conceptualizes a dynamic view of human occupational performance as it occurs and evolves throughout the lifespan and the relationship of the person within his or her environment and to the occupation or meaning that the three are related. The curriculum wraps itself around OTPF to reiterate the profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings, (AOTA, 2008). The OTA curriculum supplements the PEO Model theory with a continuum of cognitive process outlined in the revised Bloom's Taxonomy. The application of these foundational resources to a curriculum design are intended to develop OTA graduates who demonstrate professional and ethical behaviors, incorporate knowledge of multicultural perspectives to meet the needs of diverse populations, use critical thinking skills integrating evidence-based research, identify the roles of the Occupational therapist and occupational therapy assistant, understand and communicate concepts related to occupation, display leadership, excellence, and success, value life-long learning and the need to keep current with best practice, and prepare students to be competent professionals who advance the profession. The curriculum design provides the basis for program planning, implementation, evaluation, selection, sequence, and scope of coursework. Bloom's Taxonomy supports the advancing understanding of the curriculum material and guides student learning to best prepare students to be an entry-level OTA. The curricular threads and educational goals are embedded in the design.

Curricular Threads:

7 major curricular threads are woven throughout the curriculum design and program. They are introduced and reinforced throughout coursework with increasing complexity. They serve to focus the curriculum coursework to highlight knowledge, skills, and abilities that have been identified as important by the profession, program faculty, Jackson State Community College, and the community. These threads include student learning outcomes and reflect the educational goals of the JSCC OTA Program.

- 1. Developing the professional:** faculty and staff places high regard on the ethics, values, and core beliefs of the profession instilling them into the foundation of the curriculum. By the conclusion of the program, students will be confident in their role as an OTA and their ability to document and communicate professionally across multiple healthcare settings. The curriculum strives to instill a commitment to the personal and professional responsibility for on-going enhancement of competence through professional development activities.

2. **Developing knowledge and understanding of the profession:** Use and application of the occupational therapy practice framework to all practice settings, knowledge of the OT process, and grounding in the history and philosophy of the profession provide the students with a solid concept of and respect for the profession they are entering.
3. **Understanding Occupation:** A review of the relationship of occupation to normal development followed by the challenges to engagement in occupation in areas of mental health, physical health, and the environment provides the student with the conceptual ability to apply occupation to a variety of circumstances and situations, and lays a foundation for the students to apply that knowledge and to understand how to facilitate participation.
4. **Maximizing Occupational Performance:** Once the students understand occupation, they can begin to learn and use the therapeutic use of self, choose client-centered, relevant occupation-based activities and interventions, and demonstrate skill-based competencies. The importance of culture, education, socioeconomic factors, and spiritual beliefs and practices as they are seen through the lens of occupation facilitates student ability to work with a diverse group of individuals using effective interventions and programming.
5. **Global Perspectives and Cultural Awareness:** Faculty believes that it is necessary for students to be knowledgeable in the skills and strategies to be able to interact with culturally different persons. Students will at one point engage with clients of all ages and their families in clinical settings that have various beliefs regarding health, well-being, illness, disabilities, and activities of daily living. Through case-studies, assignments, and clinical experiences in the community, students will plan and implement culturally appropriate intervention approaches.
6. **Community Engagement:** The goal of community engagement is to provide students with learning opportunities that support professional growth and, as in the AOTA 2025 Vision, to identify and provide effective solutions that facilitate participate in everyday living (AOTA). Throughout the curriculum, students are provided with opportunities to engage with the community-guest lectures, experts in traditional and emerging practice, community visits, and interactions with people of differing abilities. Teaching, modeling, and assignments assist students to engage, learn, and reflect about community practice skills.
7. **Effective Practice and Practice management-** as students learn and articulate the rationale and need for role delineation, supervision, and documentation across the spectrum of practice settings they are able to apply that knowledge as they enter practice. Students learn to apply principles of management, collaboration, leadership, ethics, advocacy, accountability, responsibility, and evidence-based practice for their practice of occupational therapy as it applies to the content of each course.

The faculty of the JSCC OTA program work together to ensure that these threads are woven throughout each course to the proper degree and level of complexity. Repetition of concepts, skills, and techniques is planned to promote student clinical reasoning and application of occupation-based interventions once practicing as occupational therapy assistants.

Content Sequence:

Bloom's Taxonomy is used as a guide to facilitate progress from beginner to entry level occupational therapy assistant. The curriculum is developmentally structured and sequenced to support students as they move up the Taxonomy to more complex learning and knowledge construction (remembering, understanding, applying, analyzing, evaluating, and creating). The curriculum begins with identification of foundational skills and information about occupation, the profession, and practice settings in the first semester, and then moves to manipulating and building an understanding of basic therapeutic skills, techniques, challenges to occupational performance, and initial clinical reasoning. During the final didactic semester, students must synthesize and utilize all of the prior information and skills as they use their developing clinical reasoning to analyze, disseminate, and implement client-centered, preparatory and occupation-based interventions and activities. Progressively more complex Level I Fieldwork experiences are scheduled during each of the three didactic semesters in order to enhance student comprehension of classroom learning. Level II Fieldwork makes up the final semester of the program with students having the opportunity to further learn, as well as apply their knowledge and skills in clinical settings. Throughout each semester, seven curricular themes are emphasized and learning is facilitated using Bloom's Taxonomy.

Curricular Flow:

General Knowledge – reflects broad areas of study to include general education and pre-requisite courses which serve as foundations to the basic premises of occupational therapy. This content is about remembering and recalling relevant knowledge and using it to pursue admission into the occupational therapy assistant program (PSYC 1030, ENGL 1010, COMM 2025, BIOL 2010, Humanities)

Semester One: What is Occupational Therapy?

As students complete sequenced coursework guided by the PEO Model and the Occupational Therapy Practice Framework, they learn to define occupations, come to understand the impact of occupation on development across the lifespan, and identify how occupational opportunity, in the context of culture and environment, influence occupational performance. Students begin to articulate and understand the purpose, techniques, and parameters of occupational therapy documentation, and recall knowledge of the history, foundational principles, and philosophies of the occupational therapy profession. Also included in this semester is the training in use of basic research techniques in order to access consumer and professional literature or online resources, and to cite sources using the APA format. Students begin to recognize and retrieve peer reviewed articles and apply knowledge of evidence-based practice in select cases. During their first Level I fieldwork experience students observe the practice of occupational therapy one full day per week over a period of five weeks.

Curricular Threads-Developing the professional, developing knowledge of the profession, understanding occupation, maximizing occupational performance, global perspective and cultural awareness, community engagement, and effective practice and practice management.

- OTAP 1210-introduces profession of OT, history, philosophical base and values, standards of practice, service-delivery models, program's mission, curriculum design, frames of references,

models of OT practice, the importance of evidence-based practice and understanding research, current issues and emerging practice areas, and professional organizations.

- OTAP 1140- This course introduces concepts essential for evidence-based practice in occupational therapy. The process of locating, reviewing, and understanding professional literature will be examined. Principles related to research design and statistical methods will be introduced.
- OTAP 1310- Introduces observation skills, identification of milestones across the lifespan and how typical development impacts different aspects of occupation, therapeutic use of self, and student reflection.
- OTAP 1320- introduces students to the OT Practice Framework, occupational profile, task analysis, grading and adapting, the teaching-learning process, and gathering and sharing data for evaluating a client's occupational performance. Students identify how occupation is used in the promotion of health and the prevention of disease and disability for the individual, family and society.
- OTAP 1220- Introduces students to the basics of OT documentation, reimbursement and the SOAP note writing process. Students identify strategies for documentation through assignments and observation opportunities during level I fieldwork experience.

Semester Two: "What do Occupational Therapy Practitioners look for?"

Students build on the foundational skills of research and documentation, their understanding of typical development, and the concept of occupation from the first semester in order to explore mental and physical health challenges which impact occupational participation and performance. They begin to utilize clinical reasoning to gather data about and determine performance problems in the OTPF performance areas as they apply to specific conditions, state those problems in objective, client-centered terms, and then research simple preparatory and occupation-based interventions and activities to minimize those problems. Students learn group processes and dynamics and conduct groups in the classroom and in four different community settings which cross the lifespan. Students also develop skills of presentation and teaching as they share knowledge about conditions and interventions with their classmates. During this semester, students learn and apply principles and techniques of body mechanics, ergonomics, transfers, adaptive technology, environmental adaptations, adaptive positioning, driving evaluation overview, and functional mobility both with and without using adaptive equipment. Students learn about mental and physical assessments and apply the anatomical knowledge learned during their pre-requisite Anatomy and Physiology course to measurement of ROM and MMT. During their second Level I experience, students spend five full days in a practice setting where they organize and apply knowledge and skills on the psychosocial needs of the clients, regardless of the nature of the setting or areas of occupation.

Curricular Threads - Developing the professional, developing knowledge of the profession, understanding occupation, maximizing occupational performance, global perspective and cultural awareness, community engagement, and effective practice and practice management.

- OTAP 1350- students begin to manipulate and continue to build an understanding of OT models, frames of reference, therapeutic use of self, developing group dynamic skills, self-awareness, cultural competence, empathy, leadership skills, and how factors within a group environment affect their occupational performance, health or well-being. Students will build an understanding of and reflect upon service learning, and one's personality, insights, perceptions, experiences, judgments and its pertinence in today's healthcare
- OTAP 1360- students develop an understanding of how a variety of mental health conditions may affect a person and their occupational roles, and how the environment may support or hinder occupational performance. Students manipulate research evidence to identify mental health symptoms, prognosis, and interventions and how psychosocial factors impact engagement in occupation. Students begin to connect evaluation data with occupational performance concerns and start to develop skills in occupation- based interventions.
- OTAP 1370- Students begin to form an understanding of basic therapeutic skills, techniques, challenges to occupational performance, and initial clinical reasoning. Students continue to build upon their foundational research and documentation skills by applying these skills through case study and performance- based competencies. Students learn how a variety of physical and neurological injuries and disease commonly impact client factors and, subsequently, occupational performance. Emphasis is placed on symptoms, conditions, and medical and social supports and the impact on occupational engagement related to those diagnosis. Research is used to identify evidence- based OT interventions associated with specific pathologies. Students begin to connect evaluation data with occupational performance concerns and start to develop skills in occupation -based interventions.
- OTAP 1340- Students begin to form an understanding of basic therapeutic skills, techniques, challenges to occupational performance, and initial clinical reasoning. This course requires the student to apply functional information presented in BIOL 2010 and "Introductory Foundational Coursework" through clinical and practical applications or lab practicums, lab assignments, discussion topics, and performance- based competencies. Students begin to connect physical performance data gathered through evaluation with occupational performance concerns and start to identify therapeutic and occupation-based interventions.
- OTAP 1240- Students begin to understand how mental health concerns can be addressed by the OTA, regardless of the intervention setting. Students apply professional communication, observation skills, developing documentation and clinical reasoning skills through fieldwork assignments, interviews, and discussion topics. Students continue to hone their documentation skills through weekly practice, using both case studies and Level I fieldwork observations.
- OTAP 1380- develop strategies to utilize professional literature and informational resources on Assistive Technology and Environmental Adaptations to assist in enhancing personal, professional abilities and develop competence in the use of technology in OT. Students will learn how to assess and synthesize environments within the home, community, and work settings for the promotion of optimal independence and how these environments affect an individuals' client factors, performance skills, and performance patterns and overall occupational performance challenges that impact engagement in occupation. Students will build an understanding of and reflect upon service learning, and one's personality, insights, perceptions, experiences, judgments, and its pertinence in today's healthcare.

Semester Three (Summer OTAP 2220 only) and Semester Four (fall semester OTAP 2110, 2310, 2340, and 2330) “How do Occupational Therapy Assistants Promote Occupation?”

During the final didactic semesters, students learn to apply principles of management, collaboration, leadership, ethics, advocacy, accountability, and responsibility for their practice of occupational therapy. Students synthesize, analyze, and use all prior information and skills as they use their developing clinical reasoning to implement client-centered interventions for pediatric, adult mental health and adult physical health challenges. Some of the specialized techniques and skills which learned include interventions in mental health settings, splinting, sensory processing interventions, facilitation of eating/feeding, taping, MFR, CIMT, and an introduction to PAMs. Student occupational performance is demonstrated and assessed as they research, plan, implement, demonstrate, and document preparatory and occupation- based interventions for course specific conditions. Students also participate in a one-day OTA certification examination preparation course to review content, test taking strategies, identify test taking strengths and weaknesses, as well as design a study plan and critical thinking. Students are provided an opportunity to apply skills of assessment, clinical reasoning, collaborative treatment and referral planning and collaboration concepts and skills throughout demonstrations, practicums, and competencies. The final Level I Fieldwork provides students with a full-time, week -long experience at a practice setting. This more intense fieldwork experience provides opportunities for the student to gain closely supervised practice of a variety of specific occupational therapy interventions, and to apply, analyze, and evaluate the OT processes.

Curricular Threads - Developing the professional, developing knowledge of the profession, understanding occupation, maximizing occupational performance, global perspective and cultural awareness, community engagement, and effective practice and practice management.

- OTAP 2210- Through laboratory activities, exploration of population specific evaluations and assignments, as well as student demonstration and competency assessments, students begin to use their developing clinical reasoning skills to choose and implement pediatric treatment activities based on the client’s occupational performance, environmental contexts, and overall occupational needs.
- OTAP 2310- Students will be required to develop applications for enabling function and physical well- being. Students will analyze and synthesize how the person, environment, and occupation subsystems affect mental health and occupational performance. Through written work, presentations, competencies, therapeutic interaction, development of mental health occupation-based treatment interventions, documentation, and research, students demonstrate knowledge and understanding of how mental health factors, and challenges to mental health may affect engagement in occupations and overall occupational performance. Students will begin to use their developing clinical reasoning skills to choose and implement mental health treatment activities based on the client’s occupational performance, environmental contexts, and overall occupational needs.
- OTAP 2330- This course builds on student knowledge of both typical occupational development and challenges to occupation as addressed during in prior semesters. This course provides students an opportunity to learn and practice a variety of occupation based physical intervention techniques and strategies to begin to use their clinical reasoning skills through

case- based application scenarios. Students use evidence- based practice to guide their decision- making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through practicums, competencies, demonstrations, documentation and assignments, students begin to describe and use clinical reasoning to plan, choose, and implement interventions designed to enhance occupational performance based on the client’s occupational needs.

- OTAP 2340- students will collect data on a well-elderly individual within their community, build an occupational profile, and then use profile data as they work through six different health scenario modules with their individual. Students are provided an opportunity to practice skills of assessment, clinical reasoning, collaborative treatment, referral planning, and documentation through module work, competencies, and template assignments. Students collaborate with their “OT” instructor to experience and apply communication, role delineation, and collaboration concepts and skills. Students apply their observation and clinical reasoning skills, and combine physical and psychosocial approaches and interventions into “real life” situations.
- OTAP 2220- This course pulls together information about different practice areas learned in prior semesters and addresses practice management from a practical perspective. This course assists in preparing students for their final fieldwork experiences and the transition from school to employment through the introduction of common reimbursement guidelines, review of supervisory responsibilities, importance of professional associations, and the development of professional development plans. Students use evidence- based practice to guide their decision- making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through module work, documentation, research and assignments, students learn the importance of program planning, advocacy, and program quality improvement. Students will prepare for future employment through the preparation of professional development plans, resumes and completion of a mock employment interview.
- OTAP 2110- This progressively more complex fieldwork experience offers opportunities for the student to gain supervised practice of a variety of specific occupational therapy interventions. The Professional Behavior Competence Document and the Therapeutic Interactions Competence Document is utilized to provide feedback to students based on their Level I C Fieldwork Experience. Through assignments and fieldwork experience, students critically apply task analysis skills to plan and implement treatment activities based on the individual client’s occupational profile, occupational performance, environmental contexts, and overall occupational needs.

Final Semester:

During this semester, students participate in two level II fieldwork experiences, each focused on a different type of practice setting under the supervision of a qualified OT and/or OTA FW educator. In addition to any requirement of the FW educator, the student participates online with the AFWC in a series of assignments and discussions designed to enhance the experience. Students also meet with the AFWC following completion of both of their Level II fieldwork experiences to review the process for the NBCOT exam, and licensure in the state of TN.

OTAP 2610 and OTAP 2620- Students will cross apply knowledge and skills from previous semesters into practice and use critical and clinical thinking to develop and perform client-centered, occupation- based tasks that will enhance occupational performance under the supervision of an occupational therapy practitioner. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting.

The curriculum is designed, so that a graduate will be mindful of the changing dynamics of the health care system, and be able to collaborate with their clients, and the Occupational Therapist in order to implement intervention plans designed to enhance occupational performance in both traditional and emerging practice areas. Students will be able to effectively utilize the Occupational Therapy Practice Framework and the Person, Environment, Occupation theory to ensure that service delivery is aimed at improving occupational performance.

Student Learning Outcomes

The OTA faculty prepare competent entry-level occupational therapy assistants through a curriculum that focuses on developing the professional, developing knowledge and understanding of the profession, understanding occupation, maximizing occupational performance, global perspectives and cultural awareness, community engagement, and effective practice management (**curricular themes**). We expect that, through successful completion of the program of study, students will demonstrate, through explanation and performance, their knowledge and understanding of the following:

Developing the professional (curricular theme)

Graduates will:

- Understand the importance of evidence in professional practice and consistently seek to improve therapeutic skills through professional development activities.
- Demonstrate a positive attitude showing satisfaction and enjoyment in their work and a desire to fulfill their need for continued growth.
- Recognize the basic terminology relating to the structures, functions and systems of the human body in addition to identifying major symptoms, progressions, and signs of the pathological conditions commonly seen in occupational therapy practice.
- Demonstrate the ability to make accurate, complete, and pertinent observations of client performance and to communicate these observations clearly and correctly, both verbally and in writing

Developing knowledge of the profession (curricular theme)

Graduates will:

- Demonstrate knowledge of the function of other professions which contribute to the maintenance and recovery of health, as well as the various levels of occupational therapy personnel and their relationship in total service to the client.
- Appreciate the concept of occupational therapy as a means of developing or maintaining the adaptive skills necessary to allow an individual to attain a maximum occupational performance and participate in activities of choice.

Understanding occupation (curricular theme)

Graduates will:

- Demonstrate knowledge of the human body, with and without performance limitations, and how to implement treatment plans to maximize occupational potential.
- Demonstrate knowledge of human growth and development, the impact of the environment on individuals, and the importance of occupations or activities in the developmental process.

Maximizing occupational performance (curricular theme)

Graduates will:

- Demonstrate the ability to perform and teach the processes involved in tasks and activities useful in maintaining and developing adaptive skills, and to use these activities safely and effectively.
- Demonstrate familiarity with current technology available in the profession.
- Demonstrate the ability to assess the client in adaptive skill components, plan and discuss goals with the client and family, and select tasks and activities when appropriate.

Global perspective and cultural awareness (curricular theme)

Graduates will:

- Understand multicultural values and systems and their effects on individual development and function.
- Demonstrate knowledge and understanding of personality development, therapeutic use of self, and human interaction.

Community engagement (curricular theme)

Graduates will:

- Understand the impact of the environment and its influence on a person's ability to participate in daily activities.
- Understand interpersonal relationships, both dyadic and group, with the ability to function effectively in a group and exercise competent leadership skills.

Effective practice and practice management (curricular theme)

Graduates will:

- Demonstrate a consistent philosophy of ethical responsibility to their clients, to their occupation, and to the facility in which they serve.
- Demonstrate the ability to adapt to constructive change in their profession by evaluating new procedures and concepts, selecting for use only those which appear to have merit.
- Demonstrate the ability to accept and seek out consultation and supervision from reliable sources.

PROGRAM OBJECTIVES:

1. Recruit and retain qualified students that are committed to becoming Certified Occupational Therapy Assistants.
2. Provide an occupation based educational program that prepares graduates for entry-level employment as a Certified Occupational Therapy Assistant in the West Tennessee service area.
3. The OTA program will prepare all graduates for employment as entry-level Certified Occupational Therapy Assistant to work in a variety of healthcare and community settings, with many different types of patients, while displaying professional behavior.
4. The OTA program will provide effective didactic, collaborative, and clinical experiences that include opportunities for creative activity and problem solving. This shall include teaching students to think holistically, following the Person, Environment, Occupation Model, and systematically, using the Occupational Therapy Practice Framework as a guide.
5. To prepare students to successfully complete the certification exam to become Certified Occupational Therapy Assistants and qualify them for licensure.
6. Provide experiences that allow students to participate in professional activities through the JSCC OTA organization, as well as the local, state, and national OT organizations.

References

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Christianson, C. & Baum, C.M. (1997). Person-environment occupational performance; A conceptual model for practice. In C. Christiansen & C. Baum (Eds.), *Occupational therapy: Enabling function and well-being* (2nd Ed.). Thorofare, NJ:Slack.

Christiansen, C.H. & Baum, C.M. (2005). Person-environment-occupation-performance: An Occupation-based framework for practice. In C.H. Christiansen, C.M. Baum & J.Bass-Haugen (Eds.) *Occupational therapy: Performance, participation, and well-being* (3rd ed.) (pp.243-259). Thorofare, NJ: Slack.

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OTA CURRICULUM SCHEDULE (TWO YEAR)

See Appendix

OTA PROGRAM CURRICULUM

See Appendix

Fieldwork

Fieldwork at Jackson State Community College is an integral part of the OTA program curriculum. Fieldwork is the link between a concept and its application to practice. The faculty, OT practitioners and students are mutually involved in the fieldwork education and training process. In keeping with the developmental frame of reference, the fieldwork experience is carefully planned so that each clinical experience builds on a prior experience.

Fieldwork placements will also provide opportunities for students to utilize both the PEO approach and the Occupational Therapy Practice Framework (OTPF) to expand their development of professional and ethical behaviors as well as plan and implement OT services under the supervision of an occupational therapist. The OTPF is used across fieldwork settings as an organizing structure focusing students on occupational performance and participation. Students are made aware of and identify psychological and social factors that influence engagement in occupation as they interact with clients in every fieldwork practice setting. To ensure that fieldwork educators and sites are effectively able to carry out JSCC OTA program curriculum, mission, vision, and fieldwork objectives, fieldwork site visits, frequent communication with fieldwork educators, and opportunities for consistent access will be required.

Each student is assigned to a fieldwork site for each Level I and Level II experience by the Academic Fieldwork Coordinator keeping in mind the curriculum sequence and student learning needs. This planning process begins when the student is accepted into the OTA Program. Each student meets with the Academic Fieldwork Coordinator so that needs and learning styles can be considered in planning their Level I and Level II placements.

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

The OTA program will have a continuing system for reviewing the effectiveness of its educational program, faculty performance, and student achievement. Faculty effectiveness and performance in their assigned teaching responsibilities will be reviewed by instructor and course feedback forms submitted by students upon completion of each semester, Surveys from fieldwork coordinators upon completion of fieldwork, and program graduates following graduation. A qualitative and quantitative study will be conducted to provide information

regarding student's graduation rate, performance and pass rate on The National Board for Certification in Occupational Therapy, job placement, job satisfaction, and employer satisfaction rate based on employee performance.

SECTION III Admission Policies

PROGRAM ORGANIZATION

The OTA Program is incorporated within the Division of Allied Health Studies at Jackson State Community College. Academic courses and instruction are furnished by the college and clinical experience is provided by the Fieldwork affiliates.

The Occupational Therapy Assistant Program faculty members include:

- A. Director of the Educational Program (Program Director)
The program director shall be responsible for the organization, administration, periodic review and development, and general effectiveness of the educational program.
- B. Academic Fieldwork Coordinator (AFWC)
The AFWC shall be responsible for obtaining clinical sites, scheduling student fieldwork rotations, and maintain records for each student ensuring sufficient supervision and representation during the clinical experience. He/she is responsible for informing the clinical instructors of changes in curriculum and program procedures.
- C. Instructional Staff and guest lecturers
The academic faculty and guest lecturers shall be qualified through academic preparation or experience to teach the subjects assigned. Non-clinical instructors shall be proficient in their field as indicated by the faculty position or acceptance by the director of the program.
- D. Fieldwork Clinical Affiliates
Fieldwork affiliates are facilities such as hospitals, outpatient clinics, schools, rehabilitation centers, community centers, and home health agencies that have a contractual agreement with Jackson State Community College to provide a supervised instructional environment for occupational therapy education. Each facility will have a Clinical Educator or instructors to supervise student practice.

IMPORTANT TELEPHONE NUMBERS

Dr. Julie Bezold.....	424-3520 ex. 50755
Gwen Foxx.....	424-3520 ex. 50738
Janet Stanfill.....	424-3520
Admissions.....	425-8844
Records.....	425-2654
Student Clubs.....	424-3520 ex.50239
Bookstore.....	425-2650
Security.....	225-5952
Library.....	425-2609
Financial Aid.....	425-2624
Learning Center/ Tutoring.....	425-8848
Information.....	424-3520
Student Union.....	425-0842

Faculty Office Hours

Each faculty will have scheduled office hours on the campus to which they are assigned. Students are encouraged to take advantage of these periods when faculty members have arranged advisement times for students. Appointments can be made individually with a faculty when a special need arises. In addition, students are provided with phone numbers and email for all faculty members including the program director for convenient access and ongoing communication opportunities.

OTA PROGRAM ADVISING

All currently enrolled OTA students are assigned to an OTA Program faculty advisor.

Students will have a mandatory individual advising session with their faculty advisor during each semester. The advising session in the first year will emphasize the student's strengths and growth areas in working with patients and professionals so that areas of growth can improve over the next two semesters. The advising session in the second year will emphasize strengths and growth areas of students completing the academic portion of the curriculum and preparing for Level II fieldwork and employment.

Following completion of Faculty Feedback for each course (at intervals of 2 weeks, 6 weeks and 12 weeks), indicating projected grade for the course and any noted concerns, a summation of student's progress and academic standing will be made based on grade reports. This information will be discussed in monthly department meeting of OTA faculty and also with the student at mid-term advising session. This policy is to ensure students and program officials have timely updates regarding student's progress and academic standing.

If you have any problems concerning school or personal life, which are affecting your school performance, it is important for you to schedule an appointment with your OTA faculty advisor. By midterm, your advisor will notify you if you are performing below expectations. The advisor will also recommend a course of action. It is important for the student to show responsibility by contacting instructors and advisors about problems and following through with suggestions for improvement.

Each student will be evaluated by his/her assigned faculty advisor using a Professional Behavior Competence Document included in this manual. The student must obtain a satisfactory performance in all behavior categories in order to be a candidate for assignments to Level I Fieldwork each semester and to Level II Fieldwork.

PROFESSIONAL BEHAVIOR COMPETENCE DOCUMENT See Appendix

OTA ADVISORY COMMITTEE

The OTA Program Advisory Committee is representative of the OT field in our service area. The purpose of the committee is to advise the program on matters related to:

- goals and objectives that impact the program's curriculum
- policies regarding classroom and fieldwork
- specific OTA skills required in the workforce
- current and future trends in the field of OT
- instructional supplies, equipment selection and acquisition
- the adequacy of existing facilities and equipment
- recruiting resource persons within the business/industry community who will provide external learning experiences and/or student employment
- professional development of the faculty
- program review and evaluation

In addition to representing the needs of special populations, the committee members serve a public relations function in promoting and publicizing the program to the community and to business and industry. The Advisory Committee meets 1x a semester or as needed.

Advisory Committee

Jim Nelson, OTR/L

Jeff Wright, OTR/L

Nina Woods, OTR/L

Cody Stovall, OTR/L

Lauren Voorhees, OTR/L

Morgan Morris, COTA/L

Kelsey Gadberry, COTA/L

Suzy Smith, OTR/L

Amanda Stewart, OTR/L

Joyce Speight, OTR/L

Woody Tatman, OTR/L

Susan Gilbert, COTA/L

Suzy Smith, OTR/L

ADMISSION

Upon receiving notification of acceptance from Jackson State Community College's Occupational Therapy Assistant Program, students must confirm their acceptance by returning the designated form to the Program Director. Students must also attend the program's mandatory pre-semester orientation session as scheduled by the Program Director.

Once matriculated into the OTA Program, students must comply with the OTA Program policies. Failure to inadequately do so as determined by the Program Director may result in program probation and/or dismissal. Signed acknowledgement of these policies is maintained in the student's permanent file. Disciplinary action based upon a student's failure to comply with all program related college policies may result in any one of the following actions depending upon the severity of the related issue. (See appendix regarding written warning, probationary status, and program dismissal).

SECTION IV Student Policies

OTA PROGRAM CLASSROOM DRESS AND BEHAVIOR POLICY

The OTA Program at JSCC prepares students to enter the health care profession. Students are representing JSCC and the profession of Occupational Therapy on and off campus and are required to dress and behave in a professional manner. See the Fieldwork manual for fieldwork specific dress code.

PROFESSIONAL APPEARANCE

Students are expected to dress in a conservative and professional manner. Shirts/blouses with collars and dark or khaki pants are preferred in the clinical setting. Sandals, cloth tennis shoes, or T-shirts are NOT appropriate.

Proper personal hygiene is expected at all times:

- Nails should be short and well groomed.
- Students' hair should be arranged so it doesn't interfere with patient treatment or the safety of the student or the patient. Long hair should be kept pulled back neatly away from the face.
- Males must be clean shaven (beards or mustaches must be well groomed).
- No perfume or cologne is to be used. Clients/patients may have an allergic or other negative response to certain odors.
- Wedding rings and small earrings only are permitted. Multiple finger rings and large dangling earrings are inappropriate for the clinical setting for reasons related to safety and infection control. Other body jewelry is inappropriate for the clinical setting. Tattoos must not be visible while in the clinical setting.
- Remove hats (men and women)
- Clothes should be clean, neat, and unwrinkled
- Shoes should be conservative-no spikes, sandals or open toed shoes
- No exposed undergarments
- No jeans with holes
- No short shorts

PARTICIPATION IN CLASS

- Be prepared and read assignments prior to class; review important ideas in reading
- Participate in class discussion with pertinent information and in a professional and timely manner.
- No studying for other tests in class
- No working on projects or presentations on other courses in class
- No texting or cell phones in class unless arrangements have been with the instructor in advance.

ATTITUDE

Be professional, polite, show interest, and actively participate.

JSCC PROFESSIONAL BEHAVIOR AND CLASSROOM STANDARDS

JSCC has a zero- tolerance policy for disruptive conduct in the classroom. Students are expected to conduct themselves as health care professionals in the classroom and laboratory or in off-campus assignments. All student conduct policies as outlined in the Jackson State Community College Catalog and Student Handbook, pages 150-167, are rigidly adhered to and enforced by the OTA Program.

- Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as, but not limited to:
 - Offensive language
 - Harassment of students or professors
 - Repeated outbursts from a student which disrupts the flow of instruction or prevents concentration on the subject being taught.
 - Failure to cooperate in maintaining classroom etiquette
 - Text messaging/Smart watch
 - Continued use of any electronic or other noise or light emitting device which is disturbing to others.

Students who are removed from class for disruptive behavior will not be allowed to return until the issue at hand is resolved.

CLASSROOM STANDARDS

- Academic honesty is central to the educational process. Acts of academic dishonesty with either on-ground or online course requirements are considered to be serious offenses at Jackson State Community College. Suspension from the college can be the consequence for acts of academic dishonesty. Therefore, no student shall:
 - Claim or submit the academic work of another as one's own.
 - Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without authorization.
 - Complete or attempt to complete any assignment or examination for another individual without proper authorization.
 - Allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
 - Attempt to complete an examination with the aid of unauthorized materials, information or aids.
 - Alter, tamper with, misappropriate, destroy or otherwise interfere with the use of institutional property, including but not limited to classroom fixtures, laboratory and/or computer equipment and supplies, and instructional materials.
 - Fabricate or falsify data or results. A student commits plagiarism if he/she submits as his/her own work:
 - Part or all of an assignment copied or paraphrased from another person's manuscript, notes or talk (lecture)
 - Part or all of an assignment copied or paraphrased from anything published.
 - Using previous graduates work and submitting it as one's own work.

USE OF CELL PHONE IN THE CLASSROOM

The use of cell phones is prohibited at JSCC. The faculty has determined that cell phones disrupt the academic process.

Students who are required to carry cell phones for employment and/or family responsibilities must inform the instructor at the beginning of the semester concerning the necessity for the phone. The instructor and student will discuss the need/s for the phone, and a decision will be made by the instructor concerning its use.

Students may not text during class

Smart watch-Students will be given a warning if continuous use of smart watch is noted in class as this is distracting to the instructor, student, and students nearby.

In all cases relating the use of cell phones in the classroom is at the instructor's discretion and the instructor will determine if the use of a phone constitutes disruptive behavior.

OTA COURSE POLICIES

See Appendix

OTA PROGRAM RETENTION POLICY

Revised 7/2018, 6/2019, 6/2020, 7/20, 5/21

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

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

93-100	A
85-92	B
75-84	C
68-74	D
Below 68	F

General Education Course Requirements

BIOL 2010 Anatomy and Physiology I must be completed before beginning the OTA Program.

PSYC 1030 General Psychology must be completed no later than the **first** fall semester in the OTA Program.

COMM 2025, ENGL 1010, and a Humanities Elective must be completed no later than the **last** fall semester in the OTA Program.

Students must pass each Level I and competency components each semester. If the student does not pass the Level I experience or fails a competency, he/she fails that class.

Level II Fieldwork

Students have a maximum of 12 months to complete the Fieldwork Level II portion of their OTA education. This begins at the point when a student is eligible to participate in Level II Fieldwork. Students are expected to begin their Fieldwork experience at the first month of eligibility. If a student desires to postpone their Fieldwork Level II experience, they must provide a document showing proof of hardship, physician statement, or other evidence deemed necessary. The OTA faculty must approve a plan outlining the student’s schedule for completion.

Policy of Evaluation of Student Progress and Academic Standing

Following completion of Faculty Feedback for each course (at intervals of 2 weeks, 6 weeks and 12 weeks), indicating projected grade for the course and any noted concerns, a summation of student’s progress and academic standing will be made based on grade reports. This information will be discussed in monthly department meeting of OTA faculty and also with the student at mid-term advising session. This policy is to ensure students and program officials have timely updates regarding student’s progress and academic standing.

PROGRAM RETENTION POLICY: TWO YEAR PLAN

In an effort to ensure student success, the JSCC OTA Program has developed a policy that outlines reasonable timeframes to complete the Program. Exceptions to the outlined plan of study will be considered for students that require accommodation due to disability, accident, injury or medical/family emergencies. All exceptions will be considered on a **case by case basis and may require additional documentation**.

Students have a maximum of three years to complete the didactic portion of their OTA education. Three- year period begins when the student initiates his/her first OTA class.

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

Note: Students must pass each Level I and competency components each semester. If a student does not pass the Level I experience or fails a competency, he/she fails that class. Course Failure policy applies.

General Education Course Requirements

- BIOL 2010 Anatomy and Physiology I must be completed before applying to the OTA Program.
- PSYC 1030 must be completed no later than the first FALL semester in the OTA Program.
- COMM 2025, English Composition I and the Humanities Elective must be completed no later than the last FALL semester in the OTA Program.

Level II Fieldwork Students have a maximum of 12 months to complete the Fieldwork Level II (internship) portion of their OTA education. The 12- month period begins at the point when a student is eligible to participate in Level II fieldwork. Students are expected to begin their fieldwork at the first month of eligibility. Students desiring to postpone their Level II experiences must provide proof of hardship, physician statement and/or other evidence deemed necessary. Faculty must approve a plan outlining student schedule for completion.

JACKSON STATE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROGRAM RETENTION POLICY: THREE YEAR PLAN

In an effort to ensure student success, the JSCC OTA Program has developed a policy that outlines reasonable timeframes to complete the program. Exceptions to the outlined plan of study will be considered for students that require accommodation due to disability, accident, injury or medical/family emergencies. All exceptions will be considered on a **case by case** basis and may require additional documentation.

Students have a maximum of three years to complete the didactic portion of their OTA education. Three year period begins when the student initiates his/her first OTA class. For students completing the three-year program, the maximum of three years to complete the didactic portion of the OTA education is especially significant.

If a student fails a course, and has the opportunity to repeat that course within the three year time frame, a student may remain in the program. If a student fails a course, and the repeat course would extend the student beyond the three year time frame, the student would be dismissed from the program. (this means that is a three-year student fails an on campus course in the last semester of the program, they will be dismissed from the program)

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

OTA Course Requirements

OTAP 1210, 1130, 1310, 1320, 1220 level courses must be completed by the end of Fall semester, year two, in order to progress through the program.

OTAP 1350, 1360, 1370, 1340, 1240, 1380 level courses must be completed by the end of spring semester, year two in order to progress through the program.

OTAP 2210, 2310, 2330, 2340, 2220, 2110 level courses must be completed by the end of Fall semester, year three, in order to progress through the program.

Note: Students must pass each Level I and competency components each semester. If a student does not pass the Level I experience or fails a competency, he/she fails that class. Didactic Course Failure policy applies.

General Education Course Requirements

BIOL 2010 Anatomy and Physiology I must be completed prior to applying to the OTA Program.

PSYC 1230 must be completed no later than the first spring semester in the OTA Program.

COMM 2025, English Composition I and the Humanities Elective must be completed no later than the last fall semester in the OTA Program.

Level II Fieldwork

Students have a maximum of 12 months to complete the Fieldwork Level II (internship) portion of their OTA education. The 12- month period begins at the point when a student is eligible to participate in Level II fieldwork. Students are expected to begin their fieldwork at the first month of eligibility. Students desiring to postpone their Level II experiences must provide proof of hardship, physician statement and/or other evidence deemed necessary. Faculty must approve a plan outline student schedule for completion.

COURSE FAILURE POLICY

OTA Didactic Course Failure policy

If a student earns a grade of a “D” or “F” in an OTA didactic course, they are allowed one opportunity to successfully complete the course with the next OTA cohort. If a student fails the second attempt, they are removed from the program.

Students are allowed to retake a maximum of one didactic course. If a student fails (grade of “D” or “F”) a second course, they will not be allowed to retake the course and will be dismissed from the program.

Note: Students must pass each Level I and competency components each semester. If a student does not pass the Level I experience or fails a competency, he/she fails that class. Didactic Course Failure policy applies.

Students must successfully complete all OTA and all General Education courses before they will be allowed to participate in the Level II experiences. Students must complete all OTA and all General Education courses within the timeline outlined in the student manual and follow guidelines according to the RETENTION POLICY. If a student is unable to complete all OTA and General Education coursework within the prescribed timeline (barring special circumstances as outlined in the RETENTION POLICY), he/she will be dismissed from the program.

OTA Level II Fieldwork Failure policy

Students must successfully complete two, eight-week Level II Fieldwork experiences to graduate from the JSCC OTA Program. Successful completion is defined as the student receiving a passing score on the AOTA Fieldwork Evaluation of the OTA Student.

If a student fails one Level II Fieldwork experience, the student will review performance with the Level II Fieldwork Coordinator. Each student must develop a plan for remediation that is accepted by the OTA Faculty. This plan must be deemed appropriate, and all steps of plan must be completed prior to initiation of a placement search for another affiliation.

If a student fails two fieldwork experiences, they fail the program and are not granted a degree. Refer to your JSCC Student Manual for specifics on the appeal process.

OTA PROGRAM PROBATION

The OTA Faculty reserves the right to place an OTA student on Program probation status at any time.

Probation may occur for a variety of reasons. These include, but are not limited to:

- Arriving late or missing OTA Program orientation
- Failing a mid-term Professional Behavior evaluation
- Disrespectful attitude towards faculty, fieldwork supervisors, and/or other students

If a student is placed on Program probation, the terms of the probation will be explained to the student, a copy will be provided to the student, and a copy will be placed in the students OTA Program file. Students will be required to sign the probationary letter. Signature does not indicate agreement with the terms, but confirms that the student has reviewed the information and understands the requirements for successful probation completion.

Terms of Probation

Terms of probation may include, but are not limited to:

- Scheduled meetings with the Program Director and/or individual faculty members
- Themed papers (example: prepare a paper that outlines the AOTA Code of Ethics and its implications for student practice)
- Conditions placed on absences and tardiness for OTA classes
- Score requirements on certain portions of the Professional Behavior Competence Document (Example: Student must achieve a “Yes” or “Needs Improvement” on personal hygiene and respect of others to meet probationary conditions)

Consequences of Probation

If a student on probationary status meets 100% of the probation requirements, probation status is lifted and student continues the Program. Probationary letter remains in OTA student file.

OTA Program faculty reserve the right to determine appropriate consequences if probationary requirements are not met to the full satisfaction of the faculty. Consequences will be determined on a case-by-case basis. Consequences include, but are not limited to:

- Dismissal from the Program
- Student is moved from the “2 Year” to the “3 Year” Program
- Delay of Level II Fieldwork

Additional Recommendations

OTA Faculty cannot require students to seek additional supports, however supports such as mental health counseling or testing for learning disabilities may be recommended. Student actions toward recommendations will be reviewed and may impact faculty decisions regarding probation completion.

GRIEVANCE/APPEAL PROCEDURE

Students may appeal a grade that they believe is based on prejudice, discrimination, arbitrary and capricious action, or other such reasons. Students may not appeal a grade that is based upon academic performance. The procedures for the due process related to grade appeal are outlined in the Jackson State Community College Catalog and Student Handbook, page 20. Students must address the issue of a grade appeal in a very timely manner due to the nature of the program's sequential curriculum.

Clinical Grade Appeal Policy and Procedure: This policy is designed to provide the student with an avenue for appealing a clinical failure and/or dismissal which the student believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to actual student performance. In all cases, the burden of proof rests with the complaining student with regard to the allegations. The procedure is terminated if the student and the faculty agree on the grade or if the student fails to appeal a decision within the appropriate time limit. Every effort will be made to expedite the review of appeals.

Appeal Process: If the student's performance warrants a clinical failure and /or dismissal from the program, the program director will notify the student of the grade and dismissal and the right to appeal these decisions with two working days of a determination being made. Students who wish to appeal the failure/dismissal should comply with the following steps:

1. Submission of a written appeal to the program director within two working days of the receipt of notification of dismissal. Upon receipt of the appeal, the program director will immediately present the student's written appeal to the course/clinical faculty for review and notify the Dean of Allied Health and the Vice President of Academic Affairs. The course/clinical faculty must reach a decision on the appeal within three working days of receipt. The decision of the course/clinical faculty will be communicated to the student in writing within two working days of the final group decision. If these time limits are not observed, the student may go to the next level of the appeal process.
2. If the complaint is not satisfactorily resolved, the student may request to appeal to the Division of Professional and Technical Studies. A written request must be submitted to the Dean of Allied health within two working days of notification of the decision by the course/clinical faculty. The Dean of Allied Health and/or an appeal committee will review the student's written appeal and examine evidence to reach a fair and impartial decision. Copies of the decision will be forwarded to all concerned parties.

TRANSFERRING INTO THE JSCC OTA PROGRAM FROM ANOTHER ACOTE ACCREDITED OTA PROGRAM

JSCC accepts a maximum of 12 persons into the OTA Program per year. Students are selected from a list of applicants who have completed all requirements for JSCC and OTA Program admission and whom were selected through an interview process.

It is the goal of the OTA faculty to help each of the persons admitted complete the Program. If, however, there are spaces available due to attrition of those students accepted, there may be an available slot for a transfer student. The transfer student would be required to meet the admission requirements of JSCC before being considered for the OTA Program.

The student requesting transfer would be required to:

1. Provide a current official transcript from all colleges previously attended and course descriptions for evaluation by the OTA Program Director so that the student can be advised as to how many, if any, courses may be transferred into the curriculum. If less than nine credit hours are transferable, the applicant would not benefit from the transfer and would be required to take the courses in sequence like everyone else.
2. Have a letter of recommendation from the Director of the Program in which he/she is currently enrolled. This must be a positive recommendation of the student's professional behavior.
3. The student must make arrangements for an individual interview with the OTA Program Director to develop an understanding of the transfer status. S

Students should be advised that they must take a minimum of 15 credit hours at JSCC in order to be eligible for graduation.

PRIOR WORK EXPERIENCE

Prior work or volunteer experience may not be substituted for any JSCC OTA Program coursework.

WITHDRAWAL FROM THE OTA PROGRAM

Withdrawal from the OTA Program at JSCC is highly discouraged. Students who voluntarily withdraw from the program with documented “good standing” status (as determined by the OTA Program Director) may request readmission per the Readmission guidelines.

If a student finds it necessary to withdraw from the Program, they should provide the Program Director with documentation of reasons for withdrawing (such as a letter from a physician) as well as a proposal for re-admittance if feasible. A physician letter stating that the student can perform the OTA program essential functions may be required if the withdrawal is due to a medical condition.

If a student verbally informs instructors that he/she is withdrawing from the Program, and does not register for the next semester courses, the student is considered withdrawn. If a student desires to return to the Program, he/she must reapply according to published procedures.

If a student finds it necessary to withdraw from the Program, he/she should follow the proper procedures for withdrawing as outlined in the JSCC Catalog.

Each student will be reviewed on a case by case basis upon the program directors discretion and student needs.

OTA PROGRAM READMISSION POLICY

Students who withdraw or who are academically dismissed from the program may request readmission to the program per the following criteria.

- Students who are dismissed from the OTA Program due to failing grades may reapply to the OTA Program one time. If the student is readmitted to the Program, he/she may be required to retake all coursework, including any OTA coursework that was successfully completed. Students may be required to complete remediation prior to readmittance to the program.
- If a student reapplies for the OTA Program and is not accepted, he/she may not reapply.
- If a student reapplies to the OTA Program, is accepted, and is dismissed for failing two or more courses, and/or is removed for poor professional behaviors, he/she may not reapply.
- Students dismissed for poor professional behaviors may not reapply.

JACKSON STATE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Attendance Policy and Procedure

Classroom Attendance

Students are expected to attend and be on time for all classes, labs and Fieldwork experiences. The Instructors have observed that student's ability to follow attendance policies often predicts academic and Fieldwork performance.

In order to facilitate the best performance from each student, Instructors will

- Require that all students communicate via text/voicemail/email/another student with the instructor if running late. This will count as a tardy.
- Mark the student as absent if he/she is running late and does not contact the instructor
- Lock doors at 5 minutes after scheduled start of class
- Allow late students to enter the class only at the break time

Excused Absence

- Student sick: Doctors note required
- Student's child is sick: Doctors note required
- Immediate family member is sick or requires immediate medical attention: note from hospital staff person required
- Death in immediate and/or extended family: Note from funeral home required
- If a student cannot pass campus COVID screening protocol, the student must be cleared to return by a medical professional or obtain a COVID test with a negative result.

Unexcused Absence

- Anything not listed under excused absence

Tardy/Absence Calculation

- Two (2) tardies = 1 absence
- Three (3) unexcused absences or a combination of tardies and absences that equal a total of three (3) unexcused absences in one class = Instructor to lower final grade by 10%, greater than three (3) unexcused absences in one class will result in course failure with a grade of an "F"
- A total of 5 absences (excused, unexcused or combination) for all OTA classes = student must meet with OTA Advisor and Program Director to discuss strategies for program completion.

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

Presentations

Presentations are an integral part of the teaching/learning process. Students who do not present on the day they are assigned disrupt the teaching/learning process and affect classroom continuity and learning. Most courses require students to participate in both individual and group presentations. The following applies:

Individual Presentations

- If a student is unable, for any reason, to present their assignment as scheduled, they must contact the Instructor as soon as possible, BEFORE class is scheduled to begin
- This is important for all assignments, but especially individual presentations. For individual presentations, the Instructor must be able to have adequate time to prepare material to cover your presentation.
- In cases of emergency, instructor discretion applies.
- If a student is absent on their scheduled presentation day (individual or group), student must provide a medical excuse signed by a physician.
- If the student does not contact the Instructor in a timely manner (BEFORE class is scheduled to begin, allowing for adequate instructor preparation time) or is absent for an unexcused reason, he/she will receive a grade of "0" for that assignment.

Group Presentations

- All presentations will begin at their scheduled time
- If a group member is tardy/absent, the group will still present at their scheduled date/time. Group members are expected to be familiar with the entire presentation and be able to share the information as scheduled
- If a group member is tardy/absent and the group is unable to share all information per assignment guidelines, the group grade will be affected. If the absent group member has an unexcused absence, they will receive a "0" for the assignment.

JACKSON STATE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Objective Assessment Testing Policy

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

Students must achieve a grade of 75 or higher on all objective assessments to demonstrate content mastery. The student's grade will be recorded as their first attempt on all assessments. If 75% is not achieved, students will have 2 opportunities to retake the assessment to demonstrate mastery.

Exam/Test/Quiz Attendance

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

Quiz/Tests: Students are required to pass all quiz/tests with a score of a 75 or greater. If a student scores lower than a 75, the student will be required to notify the instructor and retake the quiz. The original score will be entered into grades.

Virtual Attendance

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

student misses class for an unexcused reason, the student may not attend virtually and the course will not be recorded.

Competencies

Performance competencies are an integral part of the OTA curriculum. Students must be able to demonstrate the ability to perform a specific skill, and demonstrate effective clinical reasoning to apply that skill in the appropriate manner given a clinical scenario. Students must earn a grade of “75” or above on each competency to pass the course. Students have two opportunities to successfully complete each Competency. If a student fails to complete a Competency with a grade of 75 or better on their first attempt, they are provided a second attempt. If a student is successful on their second attempt their grade from the second attempt will be recorded as the comp. grade, max grade of 75. Students must earn a grade of “75” or better on the second attempt to pass the competency and the course. NOTE: If a student has a passing grade in the course, but fails a competency on the second attempt, they fail the course.

Students will retake a competency within one week with a different scenario provided.

All competencies will be recorded.

Excused absences for competencies:

- Student sick: Doctors note required
- Students child is sick: Doctors note required
- Immediate family member is sick or requires immediate medical attention: note from hospital staff person required
- Death in immediate and/or extended family: Note from funeral home required
- Pre-arranged schedule conflict (such as a legal appointment): proof of appointment required, must notify instructor at least two days before competency. NOTE: Regular doctor’s appointments do not apply in this situation.

Schedule conflict approval is at the discretion of the instructor. If a student misses a scheduled competency (first or second attempt), and has an unexcused absence, s/he will earn a grade of “0”. An unexcused absence for the second attempt will result in course failure. Students are responsible for contacting the instructor within one week for rescheduling a missed competency. If the student does not contact the instructor within the one-week timeframe, the student will earn a grade of “0”.

JACKSON STATE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

LAB TESTING AND ASSESSMENT

The purpose of skill checks and lab practical's is to establish the mastery of specific skills learned or acquired in the OTA Program. Each skill, procedure, exercise, and technique is a component of successful integrated behavior on the clinical level. It is anticipated that success in individual checks will lead to successful fieldwork experiences.

- Competency: A skill checklist and/or rubric will be distributed to each student prior to the check off date. The skill checklist identifies specific behaviors and actions appropriate for that course will be evaluated during the check off. The student is expected to perform each component on the skills checklist independently, without verbal or manual cues.
- Lab practical: All lab application practical's must be successfully demonstrated prior to progression to fieldwork placements.

Body Mechanics

The use of proper body mechanics helps ensure the safety of the student and the client. Students are instructed on proper body mechanics which are reinforced throughout the curriculum. Each student is given specific feedback about his or her application of proper body mechanics in the clinical situation.

LABORATORY USAGE POLICY

The on-campus laboratory experience is considered to be a critical element of the student's learning experience. Student safety is addressed through the following measures. Both supervised and unsupervised laboratory experiences occur.

Unsupervised periods or "open lab" are define below.

- Open lab is defined as the time in which the lab is unlocked and students are allowed to practice skills previously learned and discussed in lecture and scheduled lab. This time is only appropriate when a member of the OTA Program faculty is on campus. Open Lab is encouraged and proper documentation applies (sign in/out).
- During unsupervised laboratory experiences students may only utilize laboratory equipment that has been previously discussed in lecture and lab content.
- During unsupervised laboratory experiences students are required to sign in and out on a specific lab sign-in document posted within the laboratory entrance. On this document students must also specify the activity in which they have participated.
- During supervised and unsupervised laboratory experiences students will practice specified activities only on other currently enrolled program students.

- Proper attire is required at all times in the laboratory, whether it is for supervised lab time or open lab. Proper attire includes shorts, t-shirts, and athletic shoes when necessary. This is also required for off campus lab assignments.
- Any failure to abide by the above laboratory usage policies will result in student probationary status within the program.

Infection Control

Infection control is of critical importance. The Fieldwork Educator should review the site's policies on infection control including standard precautions with students. Students are educated on standard precautions during their first academic semester which are reinforced throughout the curriculum. These precautions must be adhered to at all times. Students are taught the importance of hand washing and the necessity of this process at the beginning and end of work day, before and after interacting with clients, and upon completion of personal grooming and toileting.

SAFETY AND EMERGENCY PREPAREDNESS POLICY

The JSCC emergency preparedness policy is available to students in the OTA Laboratory and in the Allied Health office. All program students are required to review this policy. Emergency evacuation routes are posted in the hallway outside the OTA classrooms. Campus security (731-225-5952) is available 24 hours a day. Other safety policies can be found in the Jackson State Community College Catalog and Student Handbook, pages 150-167. A first aid kit is available in the OTA Laboratory. Students are required to inform an OTA Program faculty member of any incidents occurring in the lab requiring medical attention.

SAFETY POLICIES AND PROCEDURES

As required by the Accreditation Council for Occupational Therapy Education (ACOTE), Standard A.4.11 policies and procedures regarding appropriate use of equipment and supplies that have implications for the health and safety of clients, students and faculty are provided below.

Proper Attire: Lab attire will be determined by instructor per lab course. Different courses require different types of lab attire; otherwise normal class attire is acceptable.

Safety Rules:

General: Avoid danger by using common sense. Some people accept a greater risk of danger in order to work faster, more conveniently, etc. Do not hurry and cut corners on safety. The most obvious

safety rule is to be careful. Pay attention to what you are doing and do not rush. Repetitious jobs are more likely to cause inattention.

Do not operate a piece of equipment until the instructor has demonstrated how it is to be used.

Housekeeping:

- **Clean up your work area at the end of each lab.**
- **Do not leave tools and supplies out unnecessarily.**
- **Do not let your work area become too cluttered; this can lead to trip hazards.**
- **Do not block fire extinguishers or doors.**
- **Keep pathways to fire exits and for crossing the lab clear.**

Handling, Lifting and Carrying Heavy Objects:

- **Lift correctly: bend your knees and lift with your legs**
- **Look where you are going, especially through doorways and around corners.**
- **Use good body mechanics in all you do.**
- **If you are carrying a tall object, lift with one hand high and one hand low. This allows one hand to carry the weight while the other hand helps balance the object.**

FIELDWORK ATTENDANCE

The same criteria for excused or unexcused absences in the classroom apply to the fieldwork (to include Level I and Level II) experiences. Authorized absences for reasons other than illness will be considered on an individual basis. Permission must be granted by the AFWC in conjunction with the fieldwork supervisor for the absence to be excused. If the fieldwork supervisor doesn't receive verification, the absence will be unexcused. In the case of inclement weather (regardless of JSCC's decision to open/close), the student must make a reasonable attempt to be present at their assigned fieldwork site. It is the student's responsibility to determine if their travel is unsafe. Both the AFWC and the fieldwork supervisor must be advised of this decision as soon as possible prior to beginning that business day. If at all possible, students are expected to make-up any missed days that occur due to weather related issues.

Notification of Absence: The student must notify the fieldwork supervisor and the AFWC at the earliest time available prior to the beginning of the facility's work-day. If the student fails to notify the fieldwork supervisor and the AFWC during the missed day, the absence will be unexcused.

- **Fieldwork Level I:** Students are required to attend each day scheduled for Level I A, Level I B, and Level I C. Considerations for make-up of Fieldwork Level I will only be done for excused absences.
- **Fieldwork Level II:** This will be completed in 2, 8 -week rotations in 2 different practice areas allowing for cross application of material learned during on-campus courses. The student is allowed up to 3 excused absences for illness of self only. The second day must be made-up by the student. If the fieldwork site is more stringent, the student must abide by the fieldwork site policy.
- If a student is unable to complete Fieldwork, regardless of level, at required/needed/assigned fieldwork sites, because of personal history information and no alternatives can be found (sites which will accept student based on personal history information) the student will not be able to complete the fieldwork course, thus having to accept and "F" in the fieldwork course, thus must forfeit his/her place in the program.

Consequences:

An unexcused or unauthorized absence requires the completion of a written warning by the AFWC

- Three (3) unauthorized absences are considered a valid reason for program dismissal.

Excused absence for clinical site visit

Excused absences must include a treating medical professional's excuse for illness for each day missed while fieldwork level I is scheduled. Other "extenuating circumstances beyond one's control" will be determined by the faculty, and documentation may be required. At the discretion of the Program faculty, Fieldwork Level I may, or may not be rescheduled based on the "extenuating circumstance."

For Fieldwork Level I, when missed for excused absence based on treating medical professional's excuse or approved extenuating circumstance, the student will receive an (I) incomplete for the course until another rotation can be scheduled at the *end* of the didactic portion of the course of Program. Thus, leading to a delay in completing the Program.

If Fieldwork Level I is rescheduled, the student must have completed the Fieldwork Level I rotation in its entirety, for that facility, consisting of the 1 week rotation. All efforts on the part of the AFWC will be to reschedule the rotation over semester breaks between fall and spring semesters, or spring/summer semesters but, this is not guaranteed, as it is up to the clinical site to accept the student. If the student refuses a rescheduled placement, or does not attend, the student accepts an "F" for the Fieldwork Level I and the student forfeits his/her place in the program.

ACOTE Standards

C.1.2 Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.

C.1.7 Ensure that at least one fieldwork experience (either level I/II) has its focus on psychological/social factors that influence engagement in occupation.

C1.1.8 Ensure that Level I Fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

C1.13 Require a minimum of 16 weeks full time Level II Fieldwork. This may be completed on a part-time basis as defined by the Fieldwork placement in accordance with the fieldwork placements usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.

CLINICAL EDUCATION ATTENDANCE AND PUNCTUALITY

Attendance at all fieldwork education sessions is mandatory. Each student is expected to arrive on time and remain for the entire day at fieldwork. The same criteria for authorized or unauthorized absences in the classroom apply to the clinical education experience. Authorized absences for reasons other than illness will be considered on an individual basis. Permission must be granted by the Fieldwork site in conjunction with the clinical instructor for the absence to be authorized. If the clinical instructor doesn't receive notification, the absence will be unauthorized.

Notification of absence-The student must notify the clinical instructor at the earliest time possible prior to the beginning of the facility's work day. The Academic Fieldwork Coordinator should be notified as well of the day missed and the scheduled makeup day. If the student fails to notify the clinical instructor or the Academic Fieldwork Coordinator during the missed day, the absence will be unauthorized.

CONSEQUENCES

Criteria for hours/days to be made up will be addressed with each clinical course.

- **An unexcused or unauthorized absence requires the completion of a written warning by the clinical instructor.**
- **Three (3) unauthorized absences will be considered as a valid reason for program dismissal.**

STUDENT DISABILITY SERVICES

At Jackson State Community College, we want students with disabling conditions to have every opportunity to succeed. We strive to provide reasonable accommodations so that no student, solely because of their disability, will be excluded from any college activity or function.

We want college to be a positive and rewarding experience for you, so we are here to help you reach your goals!

The Disability Resource Center staff serves as liaisons between people with disabilities and Jackson State Community College faculty, staff and students. We work with you to:

- Coordinate and provide support services
- Advise faculty and staff on appropriate accommodations for you
- Assist in ensuring we have accessible campus facilities
- Make referrals

For students coming to Jackson State after having received services in high school, please be aware that the law governing services is much different. However, we will do everything we can to ensure your access to a JSCC education. Please see "Getting the Process Going" in the menu to your left for information on registering with the Disability Resource Center (DRC).

The DRC is located inside the Student Union Building. While construction is going on next to our building, please use the "Prospective Student and Visitor" parking spaces facing North Parkway, the handicapped parking spaces in the small lot between the Administration Building and Library, or the large parking lot in front of the Gymnasium.

Student Responsibilities

All Jackson State students are responsible for obtaining a Jackson State Catalog and Student Handbook and are held accountable for being familiar with its contents including all dates, policies, processes, and guidelines. Students are responsible and held accountable for knowing and complying with the dates and policies regarding (but not limited to):

- Providing appropriate test scores and transcripts for admission to the college in a timely manner
- Financial Aid status.
- Registration.
- Fee payment deadlines.
- Registration Confirmation - The student also is responsible for confirming his/her intent to attend the classes for which they have registered by paying fees or authorizing the application of financial aid or third-party resources toward payment of fees on or before the term's last day to pay, as published in the catalog, semester class schedule and on the website.
 - Last day to add a course each term.
 - Last day to drop a course each term.
 - Last day to withdraw from classes each term.
- Parking and ticketing policy.
- Obtaining a student I.D. card, carrying it at all times and validating it each semester.
- Appeals process (Financial Aid Suspension, Academic Suspension, Grade Appeal, Parking Tickets, Refunds, Late Withdrawals, etc.)
- Submitting graduation proposals.
- Supplying current address and phone numbers to the Records Office or submitting them online.
 - Using their JSCC e-mail account to receive important communication from the college and are responsible for communicating with instructors regarding progress and attendance.
 - Using their JSCC student account to view grades, unofficial transcripts, payment history, etc.
- Making and keeping appointments with their assigned faculty advisors.
- Knowing program application deadlines and requirements (Nursing and Allied Health programs)
- Knowing all the graduation requirements for their major.
 - If a student is planning to transfer to another college or university, he/she needs to know the requirements for graduation at that school and select courses at Jackson State accordingly.
 - Students are responsible for their own learning and success.

There are many support resources available to Jackson State students and students are responsible for making use of these. All above referenced dates, policies and processes are available in the current college catalog and student handbook. The catalog can be found online at www.jsc.edu or in print at any J.S.C.C. campus or center.

AMERICANS WITH DISABILITY ACT

The policy on non-discrimination on the basis of disability in the admission and access to academic programs, procedures and activities should be noted in the Jackson State Community College Catalog and Student Handbook; Americans with Disabilities Act Policy and Grievance Procedure, page 163.

- It is the student's responsibility to notify the program director and/or instructor in writing if he/she has a documented disability for which reasonable accommodations are required as soon as possible.
- It is preferred that the student's written notification of a documented disability and request accommodation be made upon the student's acceptance to the program in order to allow for accommodations to be in place by the beginning of the program curriculum.

NOTICE OF NON-DISCRIMINATION

The OTA Program follows the institution's policy of non-discrimination on the basis of race, color, national origin, sex, disability, or age in its regard to recruitment, admission and retention of students.

PROGRAM FEES AND DUES POLICY

Students are required to complete various items that require a fee prior to entering the OTA Program such as background checks, drug screens, purchase professional liability insurance, etc. Students are also required to purchase additional supplies and materials such as: a student hip kit, adaptive switch, splinting materials, , shirts/uniforms, SOTA organization, CPR certification, immunizations, AOTA and TOTA student memberships, etc.

All fees required for program participation are non-refundable and subject to change.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

Students are required to submit to the program specified criminal background check prior to participation in the clinical experience. Most Clinical Fieldwork sites require a background check and drug screen on students before they are allowed to participate in the fieldwork experience. A positive report will most likely delay fieldwork placement. These screens are at the student's expense.

HEALTH REQUIREMENTS

Copies of the health requirements of the program will be provided to the assigned fieldwork site. The following are required of each student before beginning fieldwork experiences:

- Either a negative TB skin test within the past year or a chest x-ray, if there is a history of a positive TB skin test.
- If born after January 1, 1957, two live measles (rubeola) vaccines given no less than one month apart; or written documentation of a MMR vaccine since 1989, or written documentation of physician diagnosed rubella infection.
- Rubella titer drawn from a reputable laboratory within the last five years. This titer is not necessary if MMR or Rubella vaccine was given since 1989.
- Varicella (chicken pox) titer drawn from a reputable laboratory
- Completed series of three hepatitis B vaccine.
- Tetanus/diphtheria booster if ten years have elapsed since last booster.
- Current certification of AHA CPR.
- Current Flu vaccination

FINANCIAL AID

Any student needing financial aid may contact the Financial Aid Office at JSCC. Several State and national grants, loans, and scholarships are available to those who apply and are qualified. Also, the program director may be aware of some corporate scholarships and/or tuition assistance plans which are available to students.

TEXTBOOKS AND EQUIPMENT

Students are informed of the required textbooks at the beginning of each semester. These are available in the college's bookstore. Students are also required to purchase a lab kit. Students will be notified by the instructor of any other equipment needed for a given course. The instructor should be made aware of any equipment malfunctions or breakage noted by students. Equipment is for demonstration and use by students in the classroom/laboratory and is not to be removed from these areas for any reason without the written permission of the instructor.

HEALTH AND LIABILITY INSURANCE POLICY

A health examination must be completed prior to beginning the OTA Program. Students are responsible for their own medical insurance.

Students are required to have professional liability insurance prior to the first clinical education course. This must be purchased during orientation, and before the beginning of each academic year enrolled in the program.

Proof of both health insurance and professional liability insurance is required for both Level I and Level II Fieldwork. It is the student's responsibility to inform the program of any changes to their insurance policies, and to provide copies of cards as information changes.

If a student fails to obtain/or maintain health and liability insurance, they will not be allowed to participate in Level I and/or Level II placements until appropriate documentation of insurance is provided. If proof of insurance is not provided prior to Fieldwork Level I A, the student may be assigned a grade of "F" for the course. See course failure policy for additional details.

PREPARING FOR GRADUATION

Students must complete all requirements for the degree sought and file a graduation proposal in the Admissions and Records Office.

All Students are required to take the General Education Exit Exam prior to graduation. This exam is designed to measure achievement in general education and if applicable, in the major for the purpose of evaluating the effectiveness of the institution or the program as required by public policy. In order to comply fully with this provision, students must authorize the release of their scores to the institution. Individual scores will be treated as confidential.

Graduation Instructions:

- Complete graduation proposal form
- Degree requirement sheet for your program of study
- Schedule the exit exam
- Submit the cap and gown order form to the Counseling and Career Services Office.
- All graduation proposals must be completed and submitted to the Admissions and Records Office. Deadlines for submission of graduate proposals will be posted on the JSCC homepage.

CERTIFICATE PREPARATION AND EXAMINATION

The Jackson State Community College Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

STATE LICENSURE

Requirements for licensure vary with each state. You will need to contact the State Board to determine the procedure for licensure in the state where you want to practice. In Tennessee, the Program Director submits a list of those individuals who are eligible for graduation to the licensure board.

BOARD OF OCCUPATIONAL THERAPY EXAMINERS

Tennessee Board of OT
227 French Landing
Suite 300
Nashville, TN 37243
615-532-5096
<http://health.state.tn.us/Boards/OT>

PLACEMENT SERVICES

Placement services are located inside the Student Union Building, room 136.

Placement services will help prepare you for your job search, with advice on writing resumes, cover letters, thank you letters, and preparing for interview.

Students in the second -year class are encouraged to register and make an appointment prior to graduation.

JSCC LIBRARY

The JSCC Library is an important resource for OTA students through their learning experience. It provides books, periodicals and other supporting materials in Occupational Therapy and related subjects.

The inter-library loan provides access to materials that are not available in the JSCC Library

Please refer to the Occupational Therapy Assistant Library Guide and review the periodicals and materials available all on one site.

<http://libguides.jssc.edu/occupationaltherapy>

WRITING CENTER

The Writing Center is an open and supportive learning community where you can come to write, to think, and to collaborate on writing assignments with your peers. This center's focus is on writing as a process rather than just a means to an end. Their mission is to help create better writers, not just better papers. The writing center encourages you to come in at any and every stage of the writing process, from brainstorming to putting the finishing touches on your paper. No matter the stage of your writing, they help you with the aspects of your paper with which you are most concerned. They do their best to help you with organization and structure first, so they can focus on grammar and syntax later on in the process.

The writing center is here to help you with any assignment from any class, and will also help you with personal writing projects, including scholarship applications, creative projects, etc.

PROGRAM EVALUATION

The OTA Program has a system for ongoing program evaluation. Following graduation, most graduates will be fieldwork supervisors, class lecturers, and members of the Advisory Board Committee which will contribute to the program evaluation surveys. Information from graduates and other resources will assist in the collection and analyzing process in reference to the Program's theoretical framework and standards providing both process and outcome information.

Program outcomes will be assessed on a regular basis to determine the effectiveness of the OTA program and that the goals of the program are being achieved. These surveys will include but are not limited to: student course evaluation surveys, fieldwork educator surveys, graduate surveys, NBCOT exam results, and employer surveys.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND MEMBERSHIPS

A graduate of the JSCC OTA Program is expected to assume responsibility for continuing competency and to maintain a commitment to the professional organization. A student's involvement and membership in the American Occupational Therapy Association (AOTA) and Tennessee Occupational Therapy Association (TNOTA) are required.

Examples of opportunities available for professional leadership development are as follows:

OCCUPATIONAL THERAPY ASSISTANT STUDENT ORGANIZATION

The SOTA Organization is open to any student within the occupational therapy program at JSCC. It is an affiliate of the national student OT organization, Association of Student Delegates. SOTA works to promote campus and community awareness of the occupational therapy profession. Throughout the year, SOTA members plan class activities such as fundraisers, social events, a graduation party, and much more. SOTA gives students the opportunity to get involved, assume leadership roles, and form professional relationships with classmates. Elections for offices are held annually, and memberships are paid the first semester of each year.

AOTA ASSEMBLY OF STUDENT DELEGATES

The membership of the Assembly of Student Delegates (ASD) is made up of the student members of AOTA. Annually, the ASD Delegate from each educational program in the United States represents the school at the ASD Pre-Conference Delegate Meetings. ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the Executive Board, the ASD Steering Committee represents the student point of view to the Executive Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.

ASD MISSION STATEMENT

The mission of the Assembly of Student Delegates is to support student members of AOTA by communicating their interests and advancing their professional contributions. This Assembly upholds the AOTA mission, promotes Association membership, and provides a forum for the development of student leadership and political awareness to enhance the viability of the profession.

Class Representative

One student from each cohort will be elected by their peers to represent their class. Their role is one of liaison with the student body and the faculty. Their responsibility is to work in a collaborative relationship on issues concerning the academic program, student issues and concerns, and to facilitate communication and participation in program activities.

TENNESSEE OCCUPATIONAL THERAPY ASSOCIATION (TNOTA)

All students in the OTA Program are encouraged to maintain a current TNOTA membership. This membership promotes professional growth and education, enhances communication among occupational therapy practitioners, and demonstrates advocacy for OT, health care, and consumers.

TNOTA Individual Membership Benefits Include:

- An active Executive Board addressing member needs and statewide issues, including lobbying efforts by TNOTA Volunteers
- Our State Lobbyist, who helps to advance and promote the OT profession in this time of changing health care
- Networking opportunities at the national, state and local levels
- State representation at the Annual AOTA Conference
- District meetings throughout the state (see the TNOTA Districts link in the left sidebar)
- Membership in the TNOTA email List and Members Only Sections of the website
- Membership discount for the Annual TNOTA Conference
- Discounts on TNOTA sponsored continuing education throughout the year at the state and district level
- Free Ethics and Jurisprudence education for practitioners.
- Voting privileges – Members choose TNOTA Board Members
- Awards and Recognition for Members and Volunteers
- Scholarships for students attending a Tennessee OT or OTA Program
- Student representation at the Executive Board Level

TNOTA Mission and Vision**Mission:**

Through communication, education, professional development, advocacy and legislative involvement, the Tennessee Occupational Therapy Association supports and encourages the provision and availability of quality occupational therapy services to enhance the occupational performance of consumers in Tennessee.

Vision:

The Tennessee Occupational Therapy Association's member participation, promotion of occupational therapy, and provision of professional development designed to enhance occupational performance among consumers will be a model for state occupational therapy associations.

More information on TNOTA can be found at: www.tnota.org

Membership information: www.tnota.org/membership

American Occupational Therapy Association Membership

Membership in the American Occupational Therapy Association (AOTA) is required as part of the curriculum design as well as a professional obligation. Benefits include weekly and monthly periodicals, discounts on publications, access to loans, grants and fellowships, professional meetings and educational sessions with discounts. By becoming a member, the student is acting in support of the profession.

RESOURCES

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA)

All OTA students are required to acquire and maintain an AOTA membership. The materials from AOTA website and resources are used heavily in the OTA Program at JSCC.

The American Occupational Therapy Association is a national professional society established in 1917 to represent the interests and concerns of occupational therapy practitioners and to improve the quality of occupational therapy services.

Occupational Therapy is a vital health care service whose practitioners help to restore and sustain the highest quality of productive life to persons recovering from illness or injuries, or coping with developmental disabilities or changes resulting from the aging process.

Current AOTA membership numbers more than 44,000, including registered occupational therapists (OTRs), certified occupational therapy assistants (COTAs), and occupational therapy students. Members reside in all 50 states, the District of Columbia, Puerto Rico and 65 foreign countries. AOTA's major programs and activities are directed toward:

ASSURING THE QUALITY OF OCCUPATIONAL THERAPY SERVICES

- **Accreditation.** Since 1935 AOTA has accredited occupational therapy education programs in collaboration with the American Medical Association. To apply for certification or licensure in occupational therapy, one must be a graduate of one of the 69 occupational therapist education programs or the 67 occupational therapy assistant programs throughout the country.
- **Quality Control.** AOTA sets standards for occupational therapy practice and helps members develop skills to monitor and improve the quality of care.
- **Research.** In cooperation with the American Occupational Therapy Foundation, AOTA supports and encourages research that examines the effects of occupational therapy services and tests new theories and techniques.
- **Improving Consumer Access to Health Care Services**
 - **Communication.** AOTA delivers expert testimony on health care issues to Congress, state legislatures and the courts. The Association also works with other organizations to improve access to services through state and federal legislation and through business and industry insurance programs. AOTA distributes information on health care issues and occupational therapy services to lawmakers, insurance providers, other health practitioners, the press and the public.
- **Promoting the Professional Development of Members**
 - **Continuing Education.** AOTA provides continuing educational programs, publications, audiovisual materials and information on new and traditional areas of practice.
 - **Publications.** AOTA houses a

comprehensive library of occupational therapy materials and publishes the American Journal of Occupational Therapy, the Occupational Therapy News, seven practice Special Interest Section Newsletters. The Federal Report legislative newsletter, and OT Week, a weekly employment bulletin.

- Practice Information. AOTA offers its members a wide range of practice information and consultation through staff experts and a large volunteer resource network.
- Benefits. Other member services include employment assistance, financial benefits and scholarships, insurance programs, awards and recognitions.

ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE)

The mission of the Accreditation Council for Occupational Therapy Education (ACOTE) is to foster the development and accreditation of quality occupational therapy education programs. By establishing rigorous standards for occupational therapy education, ACOTE supports the preparation of competent occupational therapy practitioners.

More information about ACOTE can be found at:

www.aota.org

AOTA
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929

AOTA can be reached by phone at 301-652-2682 or TDD 1-800-377-8555. Send faxes to 301-652-7711.

BOARD OF OCCUPATIONAL THERAPY EXAMINERS

Tennessee Board of OT
227 French Landing
Suite 300
Nashville, TN 37243
615-532-5096
<http://health.state.tn.us/Boards/OT>

National Board for Certification in Occupational Therapy, INC



*The essential credentialing
organization for occupational therapy*

About NBCOT

Educated. Tested. Certified.

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession. NBCOT also works with state regulatory authorities and employers, providing information on credentials, professional conduct, and regulatory and certification renewal issues. Above all else, NBCOT's mission is to serve the public interest. NBCOT provides a world-class standard for certification of occupational therapy practitioners. NBCOT develops, administers, and continually reviews its certification process based on current and valid standards that provide reliable indicators of competence of the practice for occupational therapy.

NBCOT is governed by a Board of Directors comprised of Occupational Therapists Registered, Certified Occupational Therapy Assistants, and Public Members. The Board of Directors is responsible for establishing the strategic vision and management oversight for the organization.

Located in Gaithersburg, Maryland, NBCOT's certification programs are nationally and internationally accredited by the National Commission for Certifying Agencies (NCCA) and the American National Standards Institute (ANSI).

Occupational Therapist Registered (OTR®) and Certified Occupational Therapy Assistant (COTA®) are healthcare professionals. They are committed to providing safe and effective occupational therapy services to children, adults, the elderly, and communities. NBCOT has certified over 214,000 OTR and COTA certificates. NBCOT initial certification is a requisite for licensure in all 50 U.S. states and the District of Columbia.

To be eligible for certification, the OTR or COTA candidate must meet specific eligibility requirements and to maintain certification, they must satisfy the professional development requirement and agree to abide by our [Practice Standards/Code of Conduct](#).

If you are receiving occupational therapy services and want to verify that you are receiving services from a nationally certified occupational therapist or occupational therapy assistant, please use our [online verification tool](#).

Get in touch with the NBCOT team:

Phone: (301) 990-7979

Fax: (301) 869-8492

Email: info@nbcot.org

12 South Summit Avenue

Suite 100

Gaithersburg, MD 20877

SECTION V Appendix

JSCC OTA Course Descriptions

OTA CORE CURRICULUM COURSE LIBRARY MAP

COURSE	credits	COURSE DESCRIPTION
OTAP 1310 Occupational Human Development	3	A study of performance and growth in areas of occupation (social participation, ADL, IADL, education, work, play, and leisure) in normal development from conception to death. Topics include developmental milestones in performance skills through the life span with an emphasis on typical developmental changes.
OTAP 1320 Exploring Occupations	3	This course provides in-depth study of occupations and begins to introduce students to how therapeutic occupations are used in OT practice. Topics include occupational and activity analysis, grading, exploration of therapeutic media, selection, adaptation and sequencing of purposeful/meaningful activities.
OTAP 1210 Foundations of OT	2	This course introduces the basic tenets of the occupational therapy profession. Topics include history, philosophy, the OT Practice Framework, the OT process, ethics, role delineation, standards of practice, professional organizations, and evidence-based practice.
OTAP 1220 OT Doc.w/Level I A	2	Course introduces concepts and strategies for OT documentation and includes a Level I Fieldwork experience. Fieldwork experience includes opportunities for documentation practice, directed client observation, and participation in delivery of OT services as appropriate for assigned setting.
OTAP 1140 Foundations of Research in Occupational Therapy	1	This course introduces concepts essential for evidence-based practice in occupational therapy. The process of locating, reviewing, and understanding professional literature will be examined. Principles related to research design and statistical methods will be introduced.
OTAP 1380 AT and Environments	3	A study of adapting, altering or designing environments that support participation and facilitate engagement in social, family and community activities. All levels of assistive technology will be reviewed and discussed. Topics include but are not limited to home modifications, driving evaluations, communication devices and community mobility. Students will evaluate participation limitations and facilitators for individuals and communities
OTAP 1350 Group Process and Dynamics	3	A study of client-practitioner interactions. Topics include professional behaviors, therapeutic use of self, and group process and dynamics.

OTAP 1360 Challenges to Mental Health	3	A study of individuals who are limited in their ability to engage in life activities due to challenges to their mental health. Topics include major DSM 5 diagnoses with emphasis on symptoms, behaviors, cultural influences, and medical and social supports related to those diagnoses, OT evaluations and treatment planning for the mental health population are practiced.
OTAP 1370 Challenges to Physical Health	3	This course examines individuals who are limited in their ability to engage in daily life activities and occupations due to challenges to their physical health. The major medical, orthopedic, and neurological diagnoses will be studied with emphasis on symptoms, physical conditions, and medical and social supports and the impact on occupational engagement related to those diagnoses. OT evaluations and planning of interventions for the physical health population are reviewed, discussed, and practiced.
OTAP 1340 Human Movement for Occupation	3	This course provides a foundation for the understanding of the kinetics of human motion of the musculoskeletal system and its impact on occupational performance. Topics include, but are not limited to: procedures for range of motion, muscle testing, biomechanical principles, posture/positioning, and body mechanics.
OTAP 1240 OT Documentation with Level I B	2	Course provides an experiential Level I Fieldwork focused on psychosocial aspects of health and wellness with emphasis on clinical observation and documentation. Includes participation in delivery of OT services as appropriate for assigned setting. A variety of documentation formats, including but not limited to the electronic medical record, are discussed.
OTAP 2210 OT Interventions and Treatment: Pediatric	2	This course will address limitations and obstacles to occupational engagement (self-care, play, school) for persons from birth to age 22. Common diagnoses, evaluation methods, and treatment environments will be presented. Treatment for areas of occupation (ADL, IADL, education, work, play, leisure, and social participation), considering performance skills, performance patterns, client factors and context will be reviewed. Students will be required to develop applications for enabling function and well-being
OTAP 2310 OT Interventions and Treatment: Mental Health	3	This course will address mental health limitations and obstacles to occupational engagement for individuals and populations. Common diagnoses and treatment environments will be presented. Treatment for areas of occupation (ADL, IADL, education, work, play, leisure, and social participation), activity demands, client factors and context will be reviewed. Students will be required to develop applications for enabling function and physical well being
OTAP 2330 OT Interventions and Treatment: Adults	3	A study of physical and mental health limitations and obstacles to occupational engagement for individuals and populations. Topics include common diagnoses and treatment environments, treatment for areas of occupation (ADL, IADL, rest and sleep, education, work, play, leisure, and social participation), considering performance skills, performance patterns, client factors and context will be reviewed.

		Students will be required to develop applications for enabling function and physical well-being.
OTAP 2340 OT Interventions and Treatment: Geriatric	3	A study of physical and mental health limitations and obstacles to occupational engagement for individuals and populations. Topics include common diagnoses and treatment environments, treatment for areas of occupation (ADL, IADL, rest and sleep, education, work, play, leisure, and social participation), considering performance skills, performance patterns, client factors and context will be reviewed. Students will be required to develop applications for enabling function and physical well-being.
OTAP 2220 Practice Management	2	This course addresses issues related to the delivery of occupational therapy services. Topics include, but are not limited to: professionalism and ethical practice, administration and management, regulatory requirements for practice and patient care, current trends and issues, program planning, marketing, advocacy, quality improvement, reimbursement, and transition from student to practitioner.
OTAP 2110 Level I C	1	Opportunity for the OTA student to apply academic knowledge of occupational therapy to practice through a Level I Fieldwork experience.
OTAP 2610 Level II A	6	first of two eight-week fieldwork experiences (ACOTE requirement) designed to provide the OTA student the opportunity to work in an OT setting, under the supervision of an OTR or COTA. Students will participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting.
OTAP 2620 Level II B	6	Second of two eight-week fieldwork experiences (ACOTE requirement) designed to provide the OTA student the opportunity to work in an OT setting, under the supervision of an OTR or COTA. Students will participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting.

Academic and Classroom Misconduct

JSCC has a zero- tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary sanctions.

The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conducts which violates the general rules and regulations of the College.

Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from cell phones, iPad, computers, etc.)

Procedure for disruptive behavior: If a student disrupts the classroom, the instructor should...

- Ask the student to leave the classroom and meet with the instructor after class to discuss the incident. If the incident is resolved the instructor should make a report with the Dean of Students concerning the incident and how the matter was resolved.
- Should the student refuse to leave, the Office of Security should be called to remove the student from the classroom.
- After class, the instructor should send a report to the Dean of Students concerning the incident with a recommendation of desired outcome.
- Prior to the next class meeting, the student must meet with the Dean of Students. The student may not attend class until the disruptive incident is resolved by the student, instructor and Dean.
- The student and instructor will receive written copies of any disciplinary sanctions imposed.
- If a student denies guilt, he/she will be advised of the opportunity to elect the procedure they wish to pursue toward the disposition of proposed action against them.

DISCIPLINARY WRITTEN WARNING

The following was issued today and is to be made part of the student's official record:

Name: _____ Date: _____

I have counseled with _____ regarding the following:

1. () Unexcused Academic Absence
2. () Unexcused Clinical Absence
3. () Excessive Excused Absences
4. () Sleeping in Class/Clinical
5. () Dishonesty
6. () Lack of Interest
7. () Failure to Obey Orders
8. () Poor Personal Appearance in Class/Clinical
9. () Lack of Cooperation with Personnel
10. () Leaving Without Permission
11. () Improper Clinical Uniform
12. () Tardiness
13. () Inappropriate Conduct
14. ()

Other: _____

15. () The counseling ended positively with no future problems anticipated.
16. () The student acknowledges the gravity of the problem and will attempt to alleviate it.
17. () The student understands what must be done to eradicate the problem and will attempt to do so. Further counseling will be given _____.

Student Statement:

Signature: _____

Instructor Signature: _____

WRITTEN REPRIMAND

The following was issued today and is to be made part of the student's official record:

Name: _____ Date: _____

1. () The instructor has previously completed a written warning regarding the same inappropriate action.
2. () Due to the severity of the offense a written reprimand is being completed.

I have counseled with _____ regarding the following problem:

1. () Violation of Safety Rules
2. () Inability to Comply with Clinical Objectives and Policies
3. () Carelessness
4. () Destruction of Property
5. () Unethical/Illegal Behavior
6. () Other

Set Forth all Facts in Detail by

Observer: _____

Student

Statement: _____

Instructor

Statement: _____

Signature: _____

Date: _____

NOTIFICATION OF PROBATION

The following was issued today and is to be made a part of the student's official record:

Name: _____ Effective Date: _____

I have counseled with _____ regarding the following problems listed below, and the above named student is being placed on probation.

1. () Violation of Safety Rules
2. () Excessive Absences: Academic or Clinical
3. () Inability to Comply with /meet Clinical Objectives and Policies
4. () Carelessness
5. () Destruction of Property
6. () Unethical or Illegal Behavior
7. () Other: _____

Criteria for reinstatement:

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

Student Statement:

Student Signature: _____

Instructor Statement:

Instructor Signature: _____

**JACKSON STATE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

ACADEMIC PERFORMANCE/COURSE FAILURE

The following was issued today and is to become a part of the student's official record:

Name:

Date:

This is notification of your present academic status.

Course:

Exam Average/Competency:

Comments:

Date: _____

Instructor: _____

Program Director: _____

ACTION PLAN

Date of Last Attendance:

Competence Document

Professional Behaviors

Jackson State Community College

Occupational Therapy Assistant Program

Professional Behaviors: Does the Individual Exhibit...	YES	NEEDS IMPROVEMENT	NO	N/A
Positive Attitude	5	3	0	5
—Fosters positive communication	5	3	0	5
—Accepts change	5	2	0	5
—Manages stressors in positive and constructive ways				
Flexibility	5	3	0	5
—Can adapt and cope with change	5	2	0	5
—Modifies performance after feedback				
Professional communication skills				
—Practices positive verbal and non-verbal interpersonal communication skills in work interactions	5	3	0	5
—Is concise in verbal and written communication	5	3	0	5
—Handles conflict constructively	5	3	0	5
—Uses assertive communication skills	5	3	0	5
—Written communication demonstrates correct grammar, spelling, punctuation, terminology, etc.				
A willingness to “go the extra mile”				
—Seeks ways to improve	5	3	0	5
—Volunteers for additional responsibilities	5	3	0	5
—Takes on additional responsibilities	5	3	0	5
Respect of others				
—Follows the chain of command	5	3	0	5
—Is supportive of others	5	3	0	5
—Can listen to other viewpoints-whether agree or disagree	5	3	0	5
—Respects diversity	5	2	0	5
—Attentive to guests needs	5	3	0	5
—Is sensitive to others timeframes	5	3	0	5
—Meets deadlines, if unable to meet deadline informs necessary parties and schedules new deadline	5	3	0	5
A “team player” attitude				
—Strives to achieve team goals	5	2	0	5
—Is proactive and anticipates needs of others	5	3	0	5
—Pools resources and works efficiently within a group.	5	3	0	5
—Assists with resolution development after problem is identified	5	3	0	5

<i>Personal responsibility</i>				
—Is aware of strengths and weaknesses	5	3	0	5
—Punctual	5	3	0	5
—Demonstrates initiative	5	3	0	5
—Follows safety precautions	5	3	0	5
—Respects and maintains confidentiality	5	3	0	5
—Demonstrates an awareness of/follows the Code of Ethics	5	3	0	5
<i>Appropriate dress and hygiene</i>				
—Follows program guidelines	5	3	0	5

Yes: The individual exhibits these behaviors a minimum of 90% of the time

Needs Improvement: Exhibits behaviors 50-89% of the time, but needs improvement

No: The individual exhibits these behaviors less than 50% of the time

All “Needs Improvement” and “No” marks should be identified through examples. Copyright 1998

Developed by Donna Whitehouse, MHA, OTR

Chris Ahr, OTR, Debbie Dinzebach, OTR and Jan Duchek, PhD

Each “Needs Improvement” and “No” mark should be documented through examples.

Recommendations for improvement are appreciated. Students will meet with the Coursemaster of the Professional Practice class for areas needing improvement.

Action plans incorporating the suggestions of each fieldwork site will be developed at the school in an effort to address areas identified.

1. Item: _____

Example: _____

Recommendation: _____

2. Item: _____

Example: _____

Recommendation: _____

3. Item: _____

Example: _____

Recommendation: _____

4. Item: _____

Example: _____

Recommendation: _____

5. Item: _____

Example: _____

Recommendation: _____

Comments:

Student Signature Date

Supervisor Signature Date

Scoring Criteria

Professional Behaviors Competence Document (PBCD):

- **Third Level I: Min Score of 124/155**

Grades: 141-155 = A 123-140 = B
108- 122 = C

Therapeutic Interactions Competence Document (TICD):

- **Third Level I: Min Score of 40/50**

Grades: 45-50 = A 40-44 = B
35-39 = C

The minimum acceptable scores for the PBCD and TICD go up each semester. This occurs because we expect student level of competence to increase each semester they are in the program.

The PBCD and TICD are scored separately because they measure different areas of practice. If scores were combined, a weaker score in one area would bring down the total overall score and not truly reflect student abilities and growth areas.

LIFELONG LEARNING

The OTA Department urges you to participate in the pursuit of continuing education. AOTA, TOTA and other companies sponsor continuing education workshops throughout the year. Workshops may be listed in publications such as O.T. Advance, O.T. Practice, and/or the AOTA website: www.AOTA.org.

JSCC offers courses which add to the enrichment of the COTA, especially in their Special Course offerings. Suggestions for workshops and courses are encouraged by the OTA Department. The Continuing Education Division can provide information concerning Special Courses.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM**LECTURE NOTE TAKING ADVICE**

(Adapted from *Teaching at Its Best* by Linda B. Nilson)

1. **Feel free to tape record lectures unless otherwise specified but you will learn better by taking notes actively during class. Besides re-listening to a taped lecture is time consuming.**
2. **Maintain a separate notebook for each class. Identify each lecture by the date and topic. Attach hand-outs securely with the appropriate lecture notes.**
3. **Review the reading assignment PRIOR to the lecture.**
4. **Come to class prepared with all of your note taking needs including the specified textbook.**
5. **Sit where you can see and hear well. Consider things that may be distracting to you.**
6. **Arrive early to class in order to be prepared physically and mentally. Be prepared to listen until the instructor is officially finished.**
7. **Star or highlight confusing information for questions later.**
8. **Write legibly. Avoid cramming too much information on to one page. Leave space for your additional notes later.**
9. **Note key phrases during the lecture that show transition. "The following," "the most important," and "on the other hand" are examples of these.**
10. **Note key cues for important points such as deliberate repetition, pausing, writing on the board, a specific slide display, etc.**
11. **Note the instructor's body language and voice tones. These may indicate importance of the lecture content.**
12. **Take notes in an outline form. Do not write in complete sentences! Drop all unnecessary words and only note words that are essential to your understanding of the information.**
13. **Draw pictures and diagrams.**
14. **Write fast. Use your own form of short hand, abbreviations, and symbols to increase the speed of your note taking.**
15. **Highlight or emphasize in some way key words or points during the lecture.**
16. **Don't hesitate to politely ask the instructor to repeat a point or to slow down if he or she is moving too quickly. Chances are someone else will be glad you did! Leave spaces for missed information. Avoid contradicting the instructor if needed until a private time.**
17. **Use pauses, lighter moments, or breaks to re-read your notes and add in left out information.**
18. **Stay focused on the lecture. Try to listen as well as write.**
19. **Avoid private conversations during the lecture. This is distracting and disturbing to your fellow classmates and the instructor.**

20. **Compare your notes with a fellow student. As you compare discuss your personal thoughts and perspectives.**
21. **The worth and validity of the lecture information may not be adequately reflected by the instructor's lecture style. We all have bad days from time to time.**
22. **Review, edit, clarify, and elaborate (with the use of the text and collaboration with your classmates) your notes within 24 hours of the lecture, a week later, and again often relation to the pertinent exam.**
23. **Think long-term learning in relation to this course. Your future career and personal aspirations may be highly dependent upon what you gain from this course. Keep that in focus and try to find ways to remember the material that you are learning.**
24. **Remember that your instructor is your best resource in this course. Ask questions and seek insight as needed. Strive to have a good rapport with the instructor. It is a relationship that is doubly conducive.**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

TEXTBOOK ANNOTATION HINTS

What is Annotation?

Annotation is summing up information in a text or article by writing brief key points in the margins. It is an active reading strategy that improves comprehension and is the beginning of the learning and remembering processes. It requires that the student take time to understand what he or she is reading and then put it into his or her own words.

Students who annotate their texts read to make meaning rather than read just to complete the assignment. Annotation helps the students to think about what they are reading because they know they have to put it in their own words. Though annotation takes more time than the passive activity of highlighting, students actually spend less time studying because they are actually learning the material while they are annotating.

There are many benefits for annotating.

- ☐ Provides a purpose for reading
- ☐ Improves comprehension
- ☐ Offers an immediate test of understanding
- ☐ Increases concentration
- ☐ Seldom necessitates a reread of the material
- ☐ Creates a study tool

Some possible annotation codes include:

R = Author repeats information in this part of the text

C = This part is confusing

S = I am surprised by this

U = I don't understand what the author means

D = Sentence defines an important word

! = This part brings on strong positive or negative feelings for me

RAQ = This part raises additional questions for me

Annotating a Text

1. Read everything at least twice.

The first time, read quickly to get a sense of what the text is about. Look for important ideas or content divisions. Think about the author's motivation and intended audience. The second time, read carefully. Mark concepts, definitions, examples, details or lists that you think are:

- inconsistent,

- interesting, or
- important.

Mark anything that is unfamiliar and keep going.

2. Begin to annotate. Pick up a pen, pencil, or post-it notes.

- Sum up important ideas in your own words
- Note relationships between concepts (cause & effect, comparison, contrast)
- Add your own examples
- Circle confusing or unknown words or phrases to look up later
- Note passages that you don't understand with a ?
- Write questions you have for your instructor or to investigate later
- Note passages that seem inconsistent
- Note passages that generate a strong positive or negative response
- Mark repetitions or any other signals
- Mark potential test questions with a TQ

Devise and refine a marking system that works for you.

Think about the connections between lectures, the text, and other texts that you have read.

AOTA Student Resources

FACEBOOK

<https://www.facebook.com/AmericanOccupationalTherapyAssociationAOTA>

TWITTER

@AOTAEvents; @AOTAInc; @AOTAIncPR

YOU TUBE

<https://www.youtube.com/user/AOTAInc>

INSTAGRAM

@aotainc

PINTEREST

<http://www.pinterest.com/aotainc>

LINKEDIN

<http://www.linkedin.com/company/aota>

ADVOCACY & POLICY Information and resources on federal and state legislative issues.

<http://www.aota.org/en/Advocacy-Policy.aspx>

- **Advocacy Tips and Tools:** <http://www.aota.org/en/Advocacy-Policy/Congressional-Affairs/Take-Action.aspx>

- **American Occupational Therapy Political Action Committee (AOTPAC) for Students:**
<http://www.aota.org/advocacy-policy/aotpac.aspx>

(click on AOTPAC for Students)

- **Hill Day:** <http://www.aota.org/en/Conference-Events/Hill-Day.aspx>

STUDENT CENTENNIAL COMMITMENT Pledge to stay an active AOTA member after graduation, through transition to professional practice,

and through the 100th anniversary of occupational therapy in 2017. Receive discounted student and new practitioner rates.

<http://www.aota.org/SCC>

CONFERENCES Information on Annual Conference, Specialty Conferences, and AOTA/NBCOT National Student Conclave.

<http://www.aota.org/Conference-Events.aspx>

BOARDROOM TO CLASSROOM Teleconference between students and the AOTA Board of Directors to increase knowledge about professional issues and opportunities.

<http://www.aota.org/en/AboutAOTA/Get-Involved/ASD.aspx> (click on Boardroom to Classroom)

THE OT STUDENT PULSE Monthly e-newsletter written for students, by students.

<http://www.aota.org/Education-Careers/Students/Pulse.aspx>

EVIDENCE-BASED PRACTICE Resources on how to apply evidence to everyday practice.

<http://www.aota.org/Practice/Researchers.aspx>

- **Evidence Exchange: Student and faculty opportunities to complete Critically Appraised Papers (CAPs)**

to be featured by AOTA. <http://www.aota.org/en/Practice/Researchers/Evidence-Exchange.aspx>

- **Journal Club Toolkit: Resources for planning and implementing a journal club.**

<http://www.aota.org/Practice/Researchers/Journal-Club-Toolkit.aspx>

- **Research Opportunities Tables: Tables outline priority research areas and can be used when choosing a research topic.**

<http://www.aota.org/en/Practice/Researchers/Research-Opportunities-Tables.aspx>

For more information, visit <http://www.aota.org/Education-Careers/Students.aspx>

VOLUNTEER OPPORTUNITIES AND RESOURCES

- **Student Occupational Therapy Association (SOTA) Handbook: Tips on how to develop and strengthen your SOTA**

<http://www.aota.org/Education-Careers/Students/sotas.aspx>

- **Assembly of Student Delegates:** <http://www.aota.org/en/AboutAOTA/Get-Involved/ASD.aspx>

- **Coordinated Online Opportunities for Leadership (COOL) Database and Volunteer Leadership Committees:**

<http://www.aota.org/AboutAOTA/Get-Involved/Leadership.aspx>

- Emerging Leaders Development Program: <http://www.aota.org/en/Education-Careers/Advance-Career/ELDP.aspx>

- Fieldwork Opportunities at AOTA: <http://www.aota.org/en/Education-Careers/Fieldwork/AOTA-Fieldwork.aspx>

MULTICULTURAL INTEREST GROUPS Independent groups supporting the profession's goal to increase diversity and inclusion.

<http://www.aota.org/Practice/Manage/Multicultural.aspx>

NBCOT® EXAM STUDY TOOLS

- AOTA's NBCOT® Exam Prep: Prepare for the NBCOT® OTR® and COTA® examinations with AOTA's study guides and practice tests.

<http://nbcotexamprep.aota.org>

- AOTA's NBCOT® Exam Prep Info Center: Facebook group to ask questions and share study tips. Note: practice questions are copyrighted

and cannot be shared. <https://www.facebook.com/groups/aotaexamprep>

OT CONNECTIONS An occupational therapy social network for students, educators, and clinicians to share resources, ask questions, and

connect with others.

- New Practitioners Group:

http://otconnections.aota.org/more_groups/public_groups/new_practitioners/default.aspx

- AOTA Member Forums (SIS and other specific topics):

http://otconnections.aota.org/sis_forums/default.aspx

- Students Forum: http://otconnections.aota.org/public_forums/f/107.aspx

JOB SEARCH RESOURCES

OT Job Link: Interactive career center with access to employers and tools to help update your resume, brush up on interviewing skills, and

more. <http://www.otjoblink.org>

PROMOTING THE PROFESSION Resources to help you promote the value of the occupational therapy profession.

<http://www.aota.org/en/Practice/Manage/Promote.aspx>

PRACTICE RESOURCES

<http://www.aota.org/Practice.aspx>

- **American Journal of Occupational Therapy:** Peer-reviewed journal on research, practice, and health care issues.

<http://ajot.aotapress.net>

- **OT Practice:** Magazine, which features comprehensive and relevant articles on practice issues and trends.

<http://www.aota.org/en/Publications-News/OTP.aspx>

- **Tip Sheets:** Designed to help clients cope with a variety of health conditions and explain how occupational therapy can help.

<http://www.aota.org/About-Occupational-Therapy/Patients-Clients.aspx>

- **Fact Sheets:** Designed to explain the role and scope of occupational therapy in various practice areas to other professionals.

<http://www.aota.org/About-Occupational-Therapy/Professionals.aspx>

SPECIAL INTEREST SECTIONS (SISs) Provide networking opportunities and practice resources in an area of interest.

<http://www.aota.org/en/Practice/Manage/SIS.aspx>

- **Quarterly Newsletters:** <http://www.aota.org/en/Publications-News/SISQuarterly.aspx>

- **SIS Internship Program:**

<http://www.aota.org/Practice/Manage/SIS/Announce/SIS-Student-Internship-Program.aspx>

CONSENT TO DRUG/ALCOHOL TESTING**STATEMENT OF ACKNOWLEDGEMENT AND UNDERSTANDING****RELEASE LIABILITY**

I, _____, am enrolled in the OTA Program at Jackson State Community College. I acknowledge receipt and understanding of the institutional policy with regard to drug and alcohol testing, and the potential disciplinary sanctions which may be imposed for violation of such policy as stated in the JSCC Catalog and the OTA Student Handbook.

I understand the purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff, and property. Accordingly, I understand that prior to participation in the fieldwork experience; I will be required to undergo drug/alcohol testing of my blood or urine. I further understand that I am also subject to testing based on reasonable suspicion that I am using or am under the influence of drugs or alcohol.

I acknowledge and understand the intention to test for drugs and/or alcohol and agree to be bound by this policy. I hereby consent to such testing and understand that refusal to submit to testing or a positive result of the testing will affect my ability to participate in a fieldwork experience, and will also result in disciplinary action up to and including dismissal from JSCC.

My signature below indicates that:

1. I consent to drug/alcohol testing as required by Fieldwork Affiliates/facilities or as directed by the Office of Student Affairs.
2. I authorize the release of all information and records, including drug/alcohol testing results to the Office of Student Affairs, and the OTA Program Director.
3. I understand that I am subject to the terms of the general regulations on student conduct and disciplinary sanctions of JSCC as well as federal, state, and local laws regarding drugs and alcohol.
4. I hereby release and agree to hold harmless JSCC and the Tennessee board of Regents, their officers, employees, and agents from any and all action, claim, demand, damages, or costs arising from such test(s), in connection with, but not limited to, the testing procedure, analysis, the accuracy of the analysis, and the disclosure of the results.

My signature indicates that I have read and understand this consent and release, and that I have signed it voluntarily in consideration of enrollment in the JSCC OTA Program.

Student's Signature

Date

RELEASE OF LIABILITY

Please review and sign the following consent, then return it to the Director for review. There are two sections, one containing guidelines regarding how you receive mock treatments/interventions and one for expectations about how you will be treating others. If you have any cultural, religious, or other individual differences that need attention or adjustments to the following, please seek advice from faculty for possible adjustments as soon as possible. Guests or other laboratory subjects should be directed to the program director for the proper consent form.

Your Treatment

I, _____, agree to be treated by my instructors, guest lecturers, or classmates during any or all lab and mock treatment sessions for the duration of my stay in the program. I understand that all efforts to provide modesty and safe conditions for me and that if I feel or think that I am uncomfortable with any draping, manner of touch, or treatment that I will carefully confront my classmate about this. If I still do not sense that the issue is resolved by this action, I will speak to my instructor or director about it. I will follow the dress code for lab, as explained in the student notebook. I will give notice to faculty of any allergies such as latex, nylon fibers, or asthmatic conditions to the director prior to the lab session.

Treatment of Others

I, _____, will endeavor to follow the AOTA Code of Ethics, along with the posted lab rules. I agree to drape my classmates, guests, or instructors in a way that protects the modesty and safety of all "patients" treated. I will practice considerate and respectful non-verbal and verbal communication during all classroom and lab activities. I will promptly report any malfunctioning equipment to faculty as soon as the unit is noticed to be causing problems.

Printed Name

Signature

Date

Faculty Reviewer

Date

STATEMENT OF ACKNOWLEDGEMENT AND UNDERSTANDING

My signature below affirms that:

- I have read and understand all policies and guidelines set forth in the JSCC OTA Program Student Handbook. I agree to abide by all program policies and guidelines as well as course syllabi mandates, clinical affiliate policies, and any other applicable regulations. I understand that my failure to comply with any of these policies or regulations may result probation and possible dismissal from the program. I have been provided with opportunity to discuss and ask questions about the handbook.
- I will maintain a copy of the handbook as a guide for the program and include revisions and updates as provided.
- I may seek further clarification regarding the handbook from the faculty throughout enrollment in the program.

Signature

Date

Student Name (please Print) _____

Release of Information:

I give the program director or any faculty member of the OTA Program who is familiar with my occupational therapy education record the following permission:

- To release references to health care agencies and institutions of higher learning, only as they pertain to my performance as an occupational therapy assistant student.
- To release my name and address to prospective employers of occupational therapy assistants.

Signature

Date

Written Work Sample

I give permission to the OTA Program for my work to be anonymously used for teaching, learning, evaluation and accreditation purposes.

Signature

Date

Faculty Witness (for the above 3 areas)

Date

JACKSON STATE COMMUNITY COLLEGE
STATEMENT OF UNDERSTANDING: HIPAA and SOCIAL MEDIA

Being health care professionals, you now need to consider the following social network guidelines to ensure you are not unintentionally noncompliant with HIPAA regulations.

1. When speaking with your peers while in the program, you must also recognize you cannot share any specific patient information on Facebook, Twitter, etc..
2. It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even in you avoid PHI. The consequences for violations, as you know, are severe. For more information: <http://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx>
3. Names of supervisors, comments, and /or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. Students should not put posts or photos on social networks about lab or fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators, and staff etc...)
5. Stating where you are on FW is up to you, but there are problems with you being identified. Consider if you want privacy from client, patients, and staff.
6. Use your official JSCC e-mail or a personal e-mail that is tasteful and confidential for all professional correspondence.
7. Do not ask faculty or field supervisors to "friend" you while you are in the program. This puts faculty and yourself in an awkward situation with personal information about each other. If you mutually decided to do this after the program, this is your personal choice.
8. If there is any question or you are unsure of something regarding social networking, call your direct FW educator or Academic Fieldwork Coordinator for advice.

9. If you are attached to your cell phone and have to look at it constantly, it is advised you leave your cell phone in your car or in the office so you are not tempted to pull it out while you are with a patient, caregivers, your FWED, etc.

10. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider googling your name to discover what is in cyberspace that others can see about you.

I _____ have read and agree to follow the above Social
Networking Policy on _____ (date).

Jackson State Community College

OCCUPATIONAL THERAPY ASSISTANT PROGRAM CONTRACT

Date of Enrollment: _____

Student's Name: _____

J Number: _____

Student Initial	Program Policies
	<p>I understand that I am responsible for having read the following materials:</p> <ul style="list-style-type: none"> • OTA Policies as posted on the OTA webpage • Course Policies • JSCC Student Handbook • JSCC Catalog <p>I am responsible for adhering to all policies and guidelines as stated and for keeping abreast of any changes made to these documents during my enrollment in the OTA Program at JSCC.</p>
	<ul style="list-style-type: none"> ▶ I understand that for some clinical placements (Fieldwork I and II) I may have to have a current health record containing either a negative TB skin test or a current chest x-ray report, and satisfactory evidence that all required immunizations have been completed. ▶ I understand that other immunizations and health records may be required by a fieldwork site. ▶ I understand it is my responsibility to provide all information as outlined by the Program. ▶ I understand that I am responsible for all costs associated with obtaining required immunizations and information. ▶ I understand that if I do not provide this information, as required, that I may not be able to participate in Level I or Level II as scheduled. Failure to provide this information could impact my course schedule.
	<ul style="list-style-type: none"> • I understand that I must have a completed Criminal Background Check and Drug Screen on file with the Academic Fieldwork Coordinator • The Background Check and Drug Screen must be completed per the posted guidelines. • I understand that the information from the Background Check and Drug Screen may be requested by a fieldwork site. I may be required to give access to that information, provide that information, and/or understand that the school may provide that information to the fieldwork site on my behalf.

	<ul style="list-style-type: none"> • I understand that participation at the Fieldwork site is at the discretion of the site, and if I have a negative criminal history or negative Drug Screen I may not be able to participate in/complete a fieldwork experience. • I understand that if I have a negative criminal history or drug screen history the Program is not obligated to provide a fieldwork placement and that I may not be able to complete the Program.
	I understand that I must have submitted all required Health screening and proof of current Health Insurance. I understand that maintaining current Health Insurance, and providing proof of such, is a requirement of Program participation.
	I understand that I must purchase liability insurance before I can participate in a Fieldwork I placement in the Fall Semester of my first year, and again before the Fall Semester of the second year. I understand that I must provide current proof of liability to the OTA program at the beginning of each fall semester. I understand that coverage must be purchased according to school requirements (provided elsewhere). I understand that individual fieldwork sites may request additional coverage, and it will be my responsibility to purchase the additional coverage in a timely manner.
	<ul style="list-style-type: none"> • Level I and II Fieldwork experiences provided as a courtesy to students by fieldwork sites. I understand that as a student I am to be on time for all assigned appointments. • I understand that I am to make every effort to be prepared for each day at the site. • I understand that I may have to prepare evenings and weekends in order to meet the needs of my clients. • I understand that my supervisors first responsibility is to provide good, quality care to the patients we serve, and I will not make demands on time or create an environment where patient care is/could be compromised. • Failure to comply may prevent me from further Level I Fieldwork participation and failure of the related OTA course.
	I understand that I must pass all Fieldwork Level I components of OTAP 1220, OTAP 1240, and OTAP 2110 to receive a passing grade in these courses.
	<ul style="list-style-type: none"> • I understand that being absent from the OTA classes is only acceptable due to sickness or emergency situations, such as illness of a child or family member. • Excessive absences require a medical excuse and may result in withdrawal or dismissal from the program. • I understand that repeatedly coming to class late is not acceptable and that the OTA faculty have the right to refuse the student entrance into class after the class has begun. • I understand that the attendance policy is outlined in the Course Policies for each OTA class.
	I understand that I may have to incur some printing and supply expenses in some of my OTA course work. This may be in the form of a lab fee, or it may be that I will have to purchase my own supplies.
	<p>The following grading scale is used for all OTA Program classes:</p> <ul style="list-style-type: none"> ▶ 93 – 100 = A ▶ 85 – 92 = B ▶ 75 – 84 = C ▶ Below 75 = failing
	Performance competencies are an integral part of the OTA curriculum. Students must be able to demonstrate the ability to perform a specific skill, and demonstrate effective clinical reasoning to apply

	<p>that skill in the appropriate manner given a clinical scenario.</p> <p>Students must earn a grade of “75” or above on each competency to pass the course.</p>
	I understand that I must have a C or better in all General Education courses, and a C or better in all my OTA courses in order to graduate from the OTA Program. General Education course grading scales are determined by the individual course instructor
	I understand that all OTA and General Education coursework must be completed with a grade of C or better before I will be allowed to participate in Level II Fieldwork placement.
	I understand that cheating is not tolerated in the OTA Program. Students found to be cheating may be dismissed from the Program. Plagiarized work will not be accepted for a grade, and disciplinary action will be initiated. Turning in work for a grade that was not researched and prepared by me will not be accepted. Lying to, or purposely misleading an instructor will result in the student being asked to withdraw. Refer to JSCC policy on cheating and information in “Course Policies”.
	In order to provide the best possible experience for students participating in fieldwork activities, the OT Program faculty has the right to provide student information (academic, personal, attitude, character) to fieldwork supervisors.
	I understand that while representing the OTA Program or OTA Organization, I must exhibit professional behavior at all times. Failure to exhibit professional behavior could result in termination from the OTA Program.
	I understand that the OTA Organization activities are part of the OTA Program, and participation in meetings and activities is expected. Those activities which expand the classroom objectives are required.
	I understand that JSCC has a “no children in the classroom” policy. This also applies to clinical sites. There are occasional assignments in which children are allowed. Those assignments will be outlined by course.
	Phones must be stored away and set on vibrate during class time. Students must communicate with the instructor, prior to class, if for any reason a phone must be kept available. Students will follow a fieldwork sites policy regarding cell phone use.
	I understand that I will be evaluated on Professional Behavior by the faculty, and satisfactory performance is mandatory in order to be a candidate for Level II Fieldwork. If a student has an unsatisfactory grade on the Professional Behavior rating form at the end of Fall Semester prior to Level I Fieldwork, the student will not receive a Level II Fieldwork placement until they earn a satisfactory in all behavior areas
	I understand that as a student enrolled in the Occupational Therapy Assistant Program at Jackson State Community College as a part of my educational responsibilities that I may have to leave Jackson, Tennessee to fulfill my Fieldwork Training in Occupational Therapy (OTAP 2610 & OTAP 2620). I understand that I will be responsible for expenses.
	<p>Students must successfully complete two, eight-week Level II Fieldwork experiences to graduate from the JSCC OTA Program. Successful completion is defined as the student receiving a passing score on the AOTA Fieldwork Performance Evaluation of the OTA Student.</p> <ul style="list-style-type: none"> ▶ If a student fails one Level II Fieldwork experience, the student will review performance with the Level II Fieldwork Coordinator. ▶ Each student must develop a plan for remediation that is accepted by the OTA Faculty. This plan must be deemed appropriate and all steps of plan must be completed prior to initiation of a placement search for another affiliation. ▶ If a student fails two fieldwork experiences, they fail the program and are not granted a degree

	I understand that it is not in my interest to be employed during Fieldwork II (OTAP 2610 and OTAP 2620). Working during the first semester of the second year is discouraged. If I have concerns about this, I will discuss this with the OTA Program Director.
	I understand that the OTA Program is preparing me for a professional career. I understand that I am expected to conduct myself in a professional manner in class as well as on fieldwork. I understand that I am to treat my classmates and my instructors with respect. Failure to conduct myself in a professional manner (including language, dress, and personal actions towards others) may result in dismissal from the Program.
	I understand that if I have concerns regarding my coursework, it is my responsibility to contact my instructor in a timely manner to address those concerns. Failure to address questions and concerns in a timely manner may mean that the instructor is not able to provide answers or support as requested.
	I understand that my instructors provide advice, suggestions and comments that are in my best interest. I understand that instructors must make decisions that are in the best interest of the group as a whole. While individual accommodation may be possible on occasion, it may not be possible all of the time. I will respect the decision of the instructor in these situations.

I have read and understand the above statements and realize the implications and regulations as so stated.

Student's Signature: _____ Date: _____

Jackson State Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Amy West, Director of HR, 2046 N. Parkway, Jackson TN 38301, (731) 425-2643, awest12@jscc.edu. # AA13-6134