



Occupational Therapy Assistant

SSU and SSCC Campus Locations

**Student Handbook
2023-2025**

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PREFACE

The purpose of the Student Handbook is to provide you, the student, with a reference to the policies, rules and regulations of the Department of Occupational Therapy.

You will receive a copy of the Student Handbook at the beginning of the OTA program. You are expected to read it and ask questions, before the end of the second week of Fall Semester classes. At the end of the second week, you must complete the form on the last page and give it to the Program Director.

Keep this handbook in a safe place. You may need to refer to it throughout your time in the program. It is *your* responsibility to be aware of the policies and abide by them. Take this with you on Level II Fieldwork.

You should also refer to the Shawnee State University Student Handbook and the University Catalog for additional rules, regulations, and information. See the University Catalog online for the upcoming academic calendar.

University Mission Statement

We prepare today's students to succeed in tomorrow's world.

University Vision

We will be a best-value university offering a wide range of high-quality signature programs.

Enduring Values

- *Student-focused Service: We place students at the center of everything we do and every decision we make.*
- *Community Engagement: We value the diverse perspectives of the people within our community — on and off campus — and our role in enriching the lives of those who work, live, and discover here.*
- *Authentic Dialogue: We respect open, honest, and sincere two-way communication.*
- *Thoughtful Risk-taking: We value innovation and encourage those around us to dream big and explore new possibilities.*
- *Culture of Continuous Improvement: We look for opportunities to make what we do well today even better tomorrow.*

OTA Mission and Purpose Statement

It is the mission of the Occupational Therapy Assistant Program at Shawnee State University to encourage students to progress from dependent to independent learners while teaching students to think critically, to act ethically, and to communicate effectively. To prepare occupational therapy assistant graduates for the changing needs of health care, students learn to function in a variety of practice areas and to develop a sense of inquiry when confronted with new situations or problems. Further, it is the mission of the Program to contribute to the community through continuing education, community service, and enrichment of the workforce.

THE PHILOSOPHICAL BASE OF SHAWNEE STATE'S OTA PROGRAM

The philosophical foundation of the Occupational Therapy Assistant Program at Shawnee State University builds on the OT philosophy and derives its core framework from the humanistic theories of adult education (Knowles, 1975). Similar to the occupational therapy philosophy, these theories hold that man has an intrinsic motivation to engage in activity. The primary activity addressed here is learning. The underlying assumptions of this model include:

1. ***The need to know.*** A person will engage in learning activities when it is discovered that a gap exists between current knowledge/skills vs. where they want to be.

2. ***The learner's self-concept.*** Adults perceive themselves as responsible for their own decisions and the direction of their life.
3. ***The role of the learner's experience.*** Learners bring to the classroom a wealth of real-life experience, which prompts inquiry and acts as the cornerstone of learning.
4. ***Readiness to learn.*** Learners become ready to learn those things they need to know and be able to do, in order to succeed with daily life situations.
5. ***Orientation to learning.*** Adults are task-centered or problem-centered in their approach to learning.
6. ***Motivation.*** The most potent motivators for adults are intrinsic such as a desire for increased self-esteem and quality of life.

Learners are able to progress from dependent learners, a style encouraged by traditional elementary education, to independent learners. Adults will tend to engage in a dependent learning mode when dealing with new content areas. The role of the teacher in adult learning is to facilitate the learning process.

These philosophical structures and assumptions form the foundation of the Occupational Therapy Assistant Program at Shawnee State University. From these, the curriculum design and learning strategies evolve.

References

- American Occupational Therapy Association; (2011). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 65(Suppl.),
- Knowles, M. (1975). *Self directed learning: A guide for learners and teachers*. Chicago: Follett Publishing Co.

Accreditation Statement

The SSU 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, Bethesda, MD 20852-4929. ACOTE's phone number, c/o AOTA (301) 652-AOTA (301-652-6611), website: accred@aota.org. Graduates are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT); however, the NBCOT sets its own criteria for taking the exam, which may include questions on the applicant's criminal history. For more information on these limitations, you can contact NBCOT at (301) 990-7979 or email www.nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist Assistant, Registered (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

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Program Continuation and Academic Requirements

Academic Requirements

For a student to remain enrolled in the Occupational Therapy Assistant Program, the student must meet the following criteria:

1. Not receive below a “C” in any course with OTAT prefix.
2. Maintain a **2.75 GPA** in all courses with OTAT prefix.
3. Obtain no less than an overall GPA of 2.75 prior to the second semester (Spring semester) of the first year.
4. Maintain at least a **2.75 GPA** during each remaining semester.
5. Successfully complete (with a C or higher) BIOL 1130 by the end of the second semester (Spring Semester) of the first year.

If any one of these criteria is not met, the student will be dismissed from the OTA Program. Conditions for readmission to the OTA Program will be detailed by the program director at the time of dismissal. Readmission is not guaranteed and is granted at the discretion of the program director and the OTA Student Affairs Committee.

NOTE: Students should check the University Catalog to understand all prerequisites for courses in the OTA curriculum. Successful completion of prerequisites is required to maintain eligibility to take OTAT courses. Loss of eligibility results in dismissal from the program.

Grading Scale

All OTA instructors will use the following grading scale:

A	=	93 - 100
A-	=	90 - 92.99
B+	=	88 - 89.99
B	=	82 - 87.99
B-	=	80 - 81.99
C+	=	78 - 79.99
C	=	75 - 77.99
F	=	Below 75

Academic Integrity

All academic and clinical (Fieldwork) work within the Occupational Therapy Assistant Program will be governed by the college policy on Code of Student Conduct as explained in the current *Shawnee Student Handbook*, and the OT/OTA Student Code of Ethics found in Appendix A of this handbook. Furthermore, students will also abide by the Occupational Therapy Code of Ethics 2020 as adopted by the Representative Assembly of AOTA.

Student may appeal any penalty by following the “Guidelines for Dealing with Student Complaints,” outlined in the *Shawnee Student Handbook*.

EXXAT

All OTA students must create a EXXAT account. Students must upload documents to the website for verification. If documents are rejected, students must follow instructions provided by EXXAT to correct the matter. If students need clarification regarding why a document was rejected, they need to contact EXXAT directly. Prior to all lab and fieldwork experiences, faculty will complete a compliance report. If students are out of compliance for any enumerated requirement, they will not be permitted to participate in the lab or fieldwork experience. This could result in dismissal from the OTA program.

Attendance Policy

Classroom and clinical attendance and participation are an integral part of the Occupational Therapy Assistant Program. The following rules apply to **all** classes and clinical assignments. Refer to specific course syllabi for any point deductions.

Classroom Absences

1. You must notify the ***instructor or administrative assistant*** **prior** to class if you will be absent.
2. Acceptable absences include serious personal illness, serious illness or death in the immediate family, and court appearances. Other acceptable absences will be left to the instructor's discretion. In case of death in the immediate family, the student may be asked to provide proof of funeral and relationship to deceased. If student is unable to produce evidence, student will receive no credit for assignments or tests due on missed days.
3. If any absence due to personal illness extends to three or more class days, a physician's statement of illness will be required the first day of return to school.
4. It is the discretion of the instructor to determine if excused or unexcused absence and may require a doctor's excuse for date of absence!

Make-up Tests/Quizzes

1. Make-up exams, quizzes, etc., will never consist of less quality or quantity than the original.
2. All make-ups must be completed within one week after the originally scheduled time.
3. **No** make-ups will be given for an unexcused absence.
4. ***Student*** is responsible for contacting the course instructor about making up any missed assignments. The instructor may elect to not allow makeups.
5. Relayed messages through other students are unexcused.

Late Assignments

1. All homework assignments are due at the beginning of class. It is up to each instructor whether to accept late assignments or to deduct points. Instructor will explain policy for their classes at the beginning of each semester.
2. Students are responsible for coming to class on time and prepared (including any copies needed for class presentations or assignments).
3. Late assignments due to unexcused absence will receive zero credit.

Safety Procedures

Appropriate Usage of Equipment and Supplies:

To ensure the safety of faculty and students, students must abide by the following procedures in both classroom and lab experiences.

1. Students must remain observant of potential safety hazards in classroom and lab experiences.
2. Students must act proactively to prevent injury to themselves and others.
3. Students are only permitted to use equipment which they have been instructed to use.
4. With usage of lab equipment, students must comply with all verbal instructions and written guidelines established by program faculty.
5. Students are not permitted to use modalities without the onsite supervision of OTA/MOT faculty.
6. Students must use proper body mechanics when handling equipment and practicing occupational therapy procedures with fellow students.
7. If students need access to lab equipment outside regularly scheduled lab hours, they can attend open lab sessions as arranged by the course instructor.
8. Students must practice proper hand washing (*or use alcohol-based sanitizer*) before participating with a student in a lab assignment or prior to handling equipment.
9. Students must cover their mouth/nose with a tissue when they cough or sneeze. If a tissue is not available, students should cough/sneeze into their upper sleeve or elbow (*not their hands*).
10. Students must sanitize equipment used as instructed by the OTA faculty.
11. Students must unplug electrical equipment after use.
12. Students are not permitted to use the Home Environment Lab (*specifically the kitchen*) for personal use. This includes usage of the lab's refrigerator.
13. All food used in the Home Environment Lab (*as part of a classroom assignment or lab experience*) must be packaged, sealed in a plastic bag, or stored in an airtight container.
14. With any cooking related task, students must carefully review expiration dates of packaged foods as well as canned food items.
15. To extinguish any cooking related fire, student should access the fire extinguisher in the lab and use the PASS acronym accordingly (*Pass/Pull, Aim, Squeeze, Sweep*).
16. The use of gloves is provided when performing lab activities which require, but not limited to, Universal Precautions, Transfers, and Manual techniques. Individual instructors will determine the level and need for protection which will be stated in course syllabi.
17. Students shall inform the instructor of the course regarding equipment failure or the need for repair or update of equipment.
18. MSDS forms and information will be provided in the course syllabi depending on the use of toxic materials. Contact the course instructor with additional questions.
19. **SSU Campus:** Emergency and medical emergencies – Use of universal precautions is foremost in procedures. Contact 9-911 operator and/or security office at ext. 3232.
SSCC Campus: Emergency and medical emergencies – Use of universal precautions is foremost in procedures. To Report an Emergency or

Suspicious Activity: To reach The Police in an emergency, dial 9-1-1 preferably from any campus phone. Using a campus phone triggers an automatic internal

Shawnee State University Emergency Procedures & Southern State Community College Emergency Procedures

Shawnee State University and Southern State Community College are committed to maintaining a safe campus environment for students and employees of the college.

While our campus locations are relatively safe, crime can occur anywhere. Every individual has a responsibility to participate in crime prevention efforts:

Avoid isolated areas

Lock your vehicles

Notify the campus office or maintenance staff if you need an escort to your vehicle

Secure your personal property

Walk in groups at night

Shawnee State University's Emergency can be accessed via the following hyperlink.
<https://www.shawnee.edu/campus-life/safety-campus-police/crime-prevention>

Southern State Community College's Emergency Procedures can be accessed via the following hyperlink
<https://www.sccc.edu/students/assets/classroom-emergency-preparedness.pdf>

A hard copy flip chart of emergency procedures is located in each classroom.

Active Shooter

The following brochure outlines active shooter guideline. The brochure can be accessed via the following hyperlink or QR code. At the start of the program, students will be provided with a copy of the brochure. A copy of the related brochure will also be available in each classroom in the occupational therapy department.

<https://www.shawnee.edu/sites/default/files/2019-01/ActiveShooterBrochure.pdf>

SSCC Active Shooter

Southern State Community College utilizes the A.L.I.C.E. Training Institute policy for an active shooter situation. A hard copy is located in each classroom.

Alert, **L**ockdown, **I**nform, **C**ounter, **E**vacuate

Disciplinary Policy

In order to aid in developing professional attitudes and behaviors, the following policy

has been established to deal with discipline problems within the Occupational Therapy Assistant program:

Category I Offenses: Any student committing any of the following acts will be subject to immediate dismissal from the program.

1. Attendance on University or Clinical properties while under the influence or while in possession of any mind altering substances (alcohol, non-prescription drugs, etc.).
2. Verbal or physical acts of aggression against another person while on University or Clinical properties.
3. Deliberate destruction or damage to university, clinical, student or faculty property.
4. Theft of university, clinical, student, or faculty property.
5. Deliberate falsification of any Program, clinical, or patient documentation or record either by omission or addition.
6. Plagiarism (to steal another's ideas or words and to pass them off as your own) or cheating on any type of program evaluation.
7. Failure to update required information (ex: background checks, TB, CPR, EXXAT, NBCOT, AOTA, OOTA, etc...) by deadline given. Will receive 1 reminder and if not taken care of ASAP, student will be written up for failure to comply with requirements.

Category II Offenses: Any student committing any of the following acts will be subject to the following disciplinary procedures:

1st Offense: Probation (To be in effect for the duration of the program).

2nd Offense: Dismissal from the program (This offense may be from either Category I or Category II).

1. Causing damage to university, clinical, patient, student, or faculty property through negligence.
2. Causing injury or potential harm to a patient, student, or faculty member through negligence.
3. Causing injury or potential harm to a student or faculty member through slanderous comments.
4. Insubordination or refusal to obey an order relating to hospital function or patient care; except where the student is not qualified to perform a task; or, proper supervision is lacking.
5. Any form of sexual harassment against another person associated with the program or clinical settings.
6. Misuse/abuse of copier and /or computer privileges result in the student's loss of his/her copier/computer privileges.
7. Misuse/abuse of any program policies, materials, including but not limited to, assessments, testing equipment, adaptive equipment, and/or supplies found in OT lab. Failure to follow stated procedures for signing out equipment and supplies.
8. Any violation of ACOTE or OTA Code of Ethics. Dependent on severity can be classified as a Category 1 Offense with immediate dismissal from the program.

Probationary Policy

Students in the Occupational Therapy Assistant Program are expected to maintain the highest standards of professionalism in their performance and their attitudes while in the classroom, laboratories, and/or clinical affiliates.

Professionalism includes behavior, appearance, and attitude. It is the goal of the OTA program at SSU to facilitate the development of a high degree of professionalism in all students. Furthermore, it is the belief of the faculty that the classroom represents a microcosm of the clinical setting. For this reason, all student behaviors are considered potential professional behaviors. While debate and differing opinions are encouraged, students are expected to communicate with all faculty and fellow class members in a respectful, tolerant, and considerate manner. This includes verbal, written, and e-mail communications. Cell phones **MUST** be turned off or silenced during all class sessions; furthermore, **NO** texting is allowed during class or lab time. Lap top computers and other electronic devices may be used in class for note taking with permission of the instructor. Internet activities must be related to course assignments and may only occur at faculty approved times during classes. E-mail checks is **NOT** an approved internet activity during class.

Students are encouraged to resolve conflicts directly with peers and/or faculty, and to use appropriate chain of command (outlined below) when conflict resolution is not satisfactory.

Course Instructor > Program Director > Chair > Dean > Provost

(Refer to current SSU Catalog and Student Handbook for Policy on Academic Appeals)
Students may also be placed on “Professional Probation” for behaviors that conflict with those standards established in the Student Code of Ethics, as detailed in Appendix A of the OTA Student Handbook. Incidents will be addressed on an individual basis based upon the severity of the behavior. “Severity,” will be determined by the SSU Occupational Therapy Assistant Student Affairs Committee in conjunction with the involved parties. The Committee will determine the nature of disciplinary action and will assist, if deemed necessary, in developing an improvement plan. Should the student fail to show satisfactory improvement, as outlined in the improvement plan, the student will be dismissed from the OTA Program. Probationary status will remain in effect for the duration of the student's participation in the OTA Program.

Dismissal Policy

A student may be dismissed from the Occupational Therapy Assistant Program by the Program Director for any of the following reasons:

1. Violation of Student Code of Ethics and AOTA Code of Ethics (Appendix A & B).

2. Inability of the student to maintain an overall grade point average of 2.75 for all course work needed to meet degree requirements.
3. Inability of the student to maintain a Health Science major grade point average of 2.75 or greater.
4. Failure of student to complete BIOL1130 with a “C” or greater by end of the second semester.
5. Failure of the student to receive a “C” or greater in any technical course (OTAT prefix).
6. Deficiencies as described in the “Professional Probation Policy” of this handbook.
7. Excessive (defined as more than 3) absence and/or tardiness for lecture, laboratory, and/or clinical course.
8. Plagiarism (to steal another’s ideas or words and to pass them off as your own) or cheating on any type of program evaluation.
9. Falsification of patient or therapeutic records.
10. Appearing in classes or clinical experiences while under the influence of mind altering substances.
11. Patient abuse of any type (i.e. physical, verbal, sexual or mental).
12. Theft of University, hospital, or patient property.

Appeal of Program Dismissal

Any student desiring to appeal dismissal from this program should follow the “Guidelines for Appealing a Dismissal from a Health Science Program” as outlined in the University catalog. That process is as follows:

1. Within three (3) working days following a student’s notification of dismissal from the OTA Program, the student must request in writing a meeting with the program director to appeal the dismissal decision. The student shall be notified of the results of this appeal within two (2) working days following the meeting. If the student is not satisfied with the decision, he/she may request (in writing) within three working days a second appeal hearing as described below. Meetings will not be scheduled during breaks between semesters due to faculty time off campus.
2. Upon the student’s written request for the next level of appeal, the program director shall arrange a joint meeting with the student, the program director (or his/her designee), the Chair of Rehabilitation Sciences (or his/her designee) , the Dean of the College of Professional Studies (or his/her designee), and the Provost (or his/her designee). The student shall be notified of the results of this appeal hearing within two (2) working days following the meeting.

Criteria to be used in ruling on a student’s dismissal appeal include the student’s past academic achievement, the student’s rationale for current grade status, and the prediction of future performance in the program.

Dismissal from this program is not the same as dismissal from the University. University dismissal policies are outlined in the Shawnee State University Catalog section on academics.

Re-admission Policy

Any student who is dismissed from the Occupational Therapy Assistant Program or elects to withdraw for personal reasons may apply for readmission. Because of the limited class space, students may only be considered for re-admission if space is available in the current class.

Procedures for requesting re-admission are as follows:

1. A formal written request for readmission must be submitted to the program director of the Occupational Therapy Assistant Program.
2. All requests for readmission will be presented to the OTA Admissions Committee for review and action.
3. Applicants requesting re-admission will be considered for readmission based on a review of the applicant's folder and space availability.
4. The applicant will be notified in writing of the OTA Admission Committee's decision. Specific recommendations and/or requirements based on the student's transcript evaluation and the time lapse involved since the student's last enrollment will be communicated in writing by the program director at the recommendation of the Admissions' Committee.

For those students who are out of sequence and are requesting re-admission to the program, testing for OTA courses which were completed more than one year (12 months) from the scheduled date of entry into the Occupational Therapy Assistant Program is required. Re-admission testing must be taken as scheduled by the OTA Student Affairs Committee in conjunction with individual class instructors. If the student fails to obtain a grade of "C" (75%) or better on the examination, they will not be readmitted to the program.

OTA PROGRAM HONOR CODE:

I pledge to conduct myself with honesty and integrity in meeting all academic and professional requirements in the OTA Program at Shawnee State University.

I agree to report any, observed or suspicious, acts of academic or professional misconduct, including but not limited:

- Plagiarism
- Cheating
- Lying
- Stealing
- Falsifying documents
- Abuse of equipment and supplies.

- Facilitating other's engagement in any of the above.
- Furthermore, I will abide by the profession's Standards of Practice and Code of Ethics.

Course Policies and Practices:

1. Attendance is expected for all class sessions and service learning sessions. Tardiness will affect participation grade. Students may be awarded 0-10 points for participation in a course session if the designated faculty member has it in their syllabus. Please seek feedback about participation grade with instructor at any time during the semester; remember, asking for feedback and participating in supervision is part of your professional development.

Students are expected to be prepared to participate in all sessions; therefore, it is essential that assigned readings are completed as scheduled. Absences must be reported to the instructor by the student **PRIOR** to the time they will occur. This is especially important for **ALL** visits at service learning sessions, and students are required to contact the Instructor **AND** facility staff as appropriate to the session which will be missed. Instructor will determine the status (excused or unexcused) of the absence after discussion with the student. Any unexcused, undocumented absence on the day of any quiz, assignment, presentation or exam will result in no points for the assigned work. Students must **MAKE UP** missed time at service learning setting in order to ensure that minimum hours are achieved. All assignments are due at the beginning of class. **NO** credit will be given for late assignments unless other arrangements have been made with the instructor **PRIOR** to the due date.

2. Use APA style to cite references used in **any** assignment. Be discerning about all materials used for referencing; professional literature and resources are expected to be used, unless otherwise specified on the assignment. Plagiarism will not be tolerated; please refer to program handbook for policy addressing Academic Misconduct.
3. Students are expected to abide by departmental policies for signing learning resources (project materials, equipment, etc.) out of the storage room. Hours for sign-in and sign-out are available from the graduate assistants. Unless otherwise specified on an assignment, the instructor will not be signing equipment, etc. in or out of the storage room for student use. Be sure to plan ahead!
4. Presentations may be graded using the OTA Presentation Rubric, and be provided to students at the beginning of semesters if the designated faculty member uses the rubric for his/her class.
5. **Professionalism includes behavior, appearance, and attitude.** It is the goal of the OTA Program at SSU to facilitate the development of a high degree of professionalism in all students. Furthermore, it is the belief of the faculty that the classroom represents a microcosm of the clinical setting. For this reason, all student behaviors are considered potential professional behaviors. While debate and differing

opinions are encouraged, students are expected to communicate with all faculty and fellow class members in a respectful, tolerant, and considerate manner. This includes verbal, written, and e-mail communications. Cell phones **MUST** be turned off or silenced during all class sessions; furthermore, **NO** texting is allowed during class or lab time. Lap top computers and other electronic devices may be used in class for note taking with permission of the instructor. Internet activities must be related to course assignments and may only occur at faculty approved times during classes. E-mail checks is **NOT** an approved internet activity during class.

6. Use appropriate chain of command (outlined below) to address any course or program concerns or issues. Refer to current SSU Catalog and Student Handbook for Policy on Academic Appeals.

Course Instructor > Program Director > Chair > Dean > Provost

7. It is a privilege to participate in learning activities that involve clients. When assigned to a clinical facility, it is important to respect the privacy of the patients, clients, students, staff, or residents. At no time should you discuss any patient, client, student, or resident with anyone outside of the facility, except in the context of planning with appropriate others (i.e., instructor, team members, and co-leaders in groups). Confidentiality violations will not be tolerated and are subject to disciplinary actions, such as dismissal from the program. Only initials of patient/client/student/resident should be used on any written assignment, including chart reviews/personal notes. This data must be maintained in a file box stored in a non-public area. Any assignment turned in with a patient/client/student/resident name will be given a grade of zero (0).

Shawnee State University
Occupational Therapy Assistant Program
Curriculum Design & Curricular Threads

Curriculum Design

The *curriculum design* of the Occupational Therapy Assistant Program at Shawnee State University is derived from the mission and philosophy of the Occupational Therapy Assistant Program. The curriculum design is based on an adult education model which strives to encourage students to progress from dependent to independent learners while teaching students to think critically, to act ethically, and to communicate effectively. The curriculum design is essentially a plan for selecting and sequencing OTA courses based on a progression and layering of topics pertinent to the practice of occupational therapy. As such, students are exposed to general topic areas before progressing to specific subject areas. Initial courses within the program begin with a teacher-centered approach. At the end of the first semester of OTA coursework, students develop a learning plan, which facilitates the process toward becoming an independent learner.

Decisions about non-OTA courses as part of the curriculum are made by determining the general knowledge base necessary to meet the goals of the program and prepare for the content of OTA courses. The planning of non-OTA courses is designed to be a progression of general to specific topic areas to increase the knowledge of students in all areas of the general education requirements.

Curricular Threads

The courses in this curriculum design are sequenced according to a design of simple to complex content. At the entry level the *curricular threads* are separate, but as the students' knowledge increases to complex content the threads become connected together, representing integration of *Leadership and Advocacy*, *Critical Thinking/Clinical Reasoning*, *Cultural Awareness and Experiential Learning*.

Curricular Thread 1: *Leadership and Advocacy*

- Professional behaviors
- Lifelong learners

Curricular Thread 2: *Critical Thinking/Clinical Reasoning*

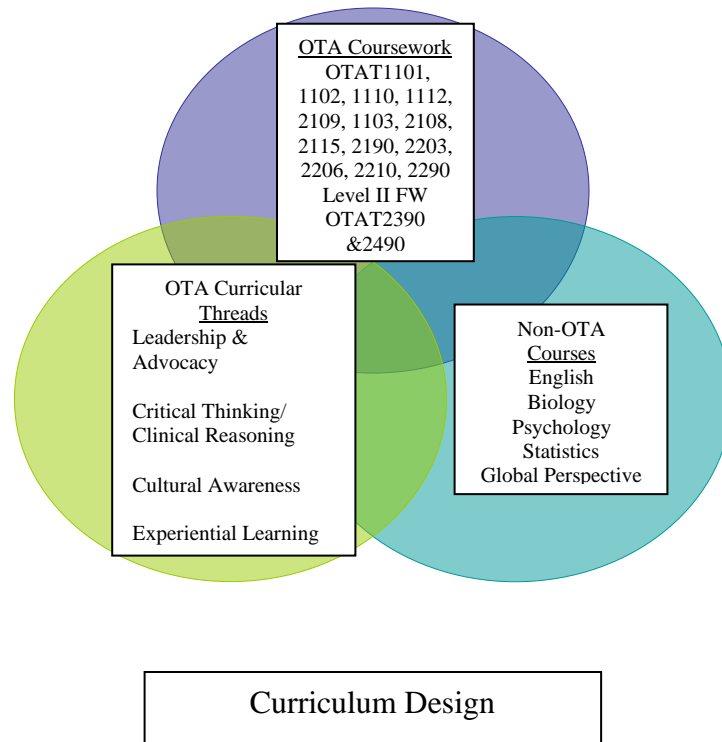
- Evidence-based practice
- Theory-based

Curricular Thread 3: *Cultural Awareness*

- Societal awareness
- Society's changing needs

Curricular Thread 4: *Experiential Learning*

- Fieldwork
- Service learning
- Clinical lab experience



Fall Semester – Year One:

OTAT 1101 – Introduction to Occupational Therapy

Introduction to the profession of occupational therapy, the roles and functions of occupational therapy personnel, areas of occupational performance, and the ***theoretical basis*** underlying the use of goal-directed and client-centered activities for therapeutic intervention. 3 credit hours.

- Students are required to be members of AOTA and their state occupational therapy association to implement the importance for students to become ***lifelong learners*** and ***advocate*** for the occupational therapy profession.
- Students learn the history of occupational therapy; where and how the profession developed, where the profession is currently and the centennial vision for the future.
- ***Professional behavior*** is expected of all students throughout the OTA Program in lecture, lab, clinical labs and fieldwork.

OTAT 1102 – Therapeutic Intervention 1: Analysis of Occupation

Introduction to the analysis and therapeutic application of occupations including gradation and adaptation to achieve a therapeutic goal. Participation in selected occupations including instruction of peers in a selected activity. An appreciation for the proper care, storage and maintenance of equipment and supplies is emphasized. 2 credit hours.

- Students explore occupation in physical, social and **cultural contexts** and give presentations on topics that assess this knowledge. To increase the awareness, knowledge and importance of **cultural diversity**, the students are given a cultural assignment. This assignment requires the student to research a specific assigned culture and present to the class along with samples of that cultures lifestyle.
- Students are given an assignment to be a **leader** in an activity of their choosing to present to their classmates. Students complete a lesson plan, handout, sample of the activity and lead the demonstration to the class.

Spring Semester – Year one:

OTAT 1110 – Therapeutic Intervention 2: Individual and Group

Discussion of interpersonal relationships, including therapeutic use of self, as well as group roles, process and content in the context of therapeutic intervention in clinical practice is addressed. Practice in **leading** groups, observing interactions with individuals and groups, and participation in various types of groups is included. 2 credit hours.

- Students look at the therapeutic intervention from the individual patient/practitioner relationship as well as the treatment of consumers in a group perspective. Students explore ‘therapeutic use of self’, individual interpersonal growth and interaction styles as well as group dynamics.
- Experience in planning and **leading** therapeutic groups is of primary focus.

OTAT 1112 – Occupations Thru Lifespan: Biopsychosocial

Discussion of occupational **theories** in the evaluation and treatment of biopsychosocial dysfunction. Laboratory emphasis on the development of observation skills, effective communication, therapeutic use of self and group dynamics in the context of biopsychosocial practice settings. 3 credit hours.

- Students apply previous and concurrent curriculum content to this course with the philosophy of adult learning, **experiential learning** is combined with didactic instruction.
- The lab portion includes **clinical experience** working with residents in a long term care (LTC) facility for individuals with psychiatric disorders. Students prepare protocols for the activities for that day that they will be **leading**. The **clinical lab experience** is supervised by the course instructor, and strengthens the student’s understanding of concepts taught in this course.

OTAT 2109 – Applied Anatomy and Movement

Course emphasis includes the study and application of human anatomy and basic movement principles as used in occupational therapy practice. 2 credit hours.

- Students complete movement analyses on various everyday activities and determine the influence of gravity on the movements. Some analyses include brushing the hair, shaving the face and sweeping with a broom. This course requires the student to be able to **critically think** and use **clinical reasoning** skills to analyze various movement patterns.

Summer Semester – Year one:

OTAT 1103 – Disease & Disability Processes

Discussion of both physical and psychosocial conditions commonly referred to occupational therapy. Includes symptoms, etiology and treatment intervention strategies for various diseases and disabling conditions. 3 credit hours.

- Students give presentations on assigned diagnoses along with creating brochures/handouts for that specific diagnosis.
- Students are expected to use **evidence-based interventions** for the assigned treatment plans they complete in this course.

OTAT 2108 – Occupations Thru Lifespan: Elders

Introduction to the application of occupational therapy **theory** in the treatment of elders. Physical, sensory, psychosocial and cognitive changes with aging and strategies for adaptation and compensation, including environmental modifications, are explored. Laboratory emphasizes on developing and implementing therapeutic programs for agencies serving the elderly. 4 credit hours.

- Students complete a **service learning** assignment on environmental adaptation for an elder's home or an agency servicing the elder population. This assignment includes researching adaptations, costs, and time frames to complete. Students give the owner or agency a breakdown of suggestions along with approximate costs, list of businesses that can supply the recommended adaptation and contractors that can complete the recommended adaptations to their home.

OTAT 2115 – Professional Issues in Occupational Therapy

Discussion of the professional roles and responsibilities of the occupational therapy assistant. Includes orientation to licensure, certification, legal and ethical issues, peer review, **professional behavior** and other current professional issues. 2 credit hours.

- Students are given the assignment to research their own insurance coverage of occupational therapy, write a professional letter to **advocate** the occupational therapy profession and attention to professional writing.
- Students review various scenarios of ethical dilemmas and breakdown the details of the situation and how to handle ethical dilemmas' if they occur.

- Students develop *social awareness* that **cultural diversity** can affect ethical dilemma situations and how to handle the ethical dilemma professionally.

OTAT 2190 – Practicum 1: Communication/Emerging Practicum Setting

Supervised *clinical lab experience* under the direction of qualified personnel in a variety of settings. Emphasis is on development of professional communication skills with clients, community and traditional health-care providers, and learning to accurately document observations. 2 credit hours.

- Students are exposed to the process of building therapeutic relationships with a *culturally diverse* population, leading activity groups for this population, and are introduced to the documentation process.
- Students use knowledge they have learned through previous courses to utilize *clinical reasoning* to plan activities with the residents.

Fall Semester – Year two:

OTAT 2203 – Occupations Thru the Lifespan: Children

Discussion of occupational *theories* in the evaluation and treatment of children, birth through adolescence. Course includes a study of conditions which interfere with normal growth and development. Emphasis on the role of the occupational therapy assistant in the treatment of developmental disabilities during infancy, childhood and adolescence. 4 credit hours.

- OTA students are teamed with an MOT student for *clinical lab experience* in local schools. This format supplements the course content as students gain experience working with MOT students in a collaborative relationship.
- The one day per week *clinical lab experience* provides excellent *experiential learning* for students in a pediatric setting.

OTAT 2206 - Therapeutic Intervention 3: Enabling Participation

Course includes analysis and assessment of low and high technology devices as well as environmental modifications to enhance participation in human occupations. 2 credit hours.

- Students learn to analyze, evaluate and select a variety of therapeutic media involving both low and high technology.
- Students research *evidence-based practice* in analyzing various technology devices to use with clients of various stages of life.

OTAT 2210 - Occupations Thru the Lifespan: Adults

Discussion of occupational therapy *theories* in the evaluation and treatment of physically disabling conditions commonly seen with adults. Laboratory emphasizes on patient education for activities of daily living, work simplification, energy conservation, and fabrication of orthotic and adaptive devices. 4 credit hours.

- This course includes expanded content regarding specific diseases commonly seen in occupational therapy practice and the application of specific **evidence-based therapeutic interventions**.
- Skills and competencies are assessed as part of the final evaluation process.

OTAT 2290 – Practicum 2: Healthcare/Education Setting

Supervised **clinical lab experience** under the direction of qualified personnel in a variety of healthcare and educational settings. Continuation of skill development following OTAT 1112 & 2190, with additional emphasis on case study, treatment planning, occupational therapy treatment interventions and discharge planning. 2 credit hours.

- This course further prepares the student for the capstone experience of Level II Fieldwork.
- An increased emphasis on treatment planning, **evidence-based interventions** and the documentation process.
- Students expand their skills of using **critical thinking and clinical reasoning** skills in their one day a week Level I **fieldwork experience** working with patients in various stages of the lifespan.

Spring Semester – Year two:

OTAT 2390 – Level II Fieldwork A

Supervised **fieldwork** placement, Experience in and responsibility for delivery of service to patients/clients. Emphasizes the application of academically required knowledge leading to the performance of an entry-level occupational therapy assistant. Both OTAT 2390 and OTAT 2490 must be completed within 12 months following completion of all other OTA courses. 40 hours per week. 5 credit hours.

- Students complete a Level II Fieldwork rotation that consists of 40 hours per week for 8 weeks. Students are responsible for maintaining a patient caseload, preparing **evidence-based treatment**, and demonstrating **leadership skills** in educational group sessions and treatment interventions. Students are evaluated on knowledge, skills, **professional behavior**, and readiness as entry-level therapists.

OTAT 2490 – Level II Fieldwork B

Supervised **fieldwork** placement, Experience in and responsibility for delivery of service to patients/clients. Emphasizes the application of academically required knowledge leading to the performance of an entry-level occupational therapy assistant. Both OTAT 2390 and OTAT 490 must be completed within 12 months following completion of all other OTA courses. 40 hours per week. 5 credit hours.

- Students complete a Level II Fieldwork rotation that consists of 40 hours per week for 8 weeks. Students are responsible for maintaining a patient caseload, preparing **evidence-based treatment**, and demonstrating **leadership skills** in

educational group sessions and treatment interventions. Students are evaluated on knowledge, skills, *professional behavior*, and readiness as entry-level therapists.

OTAT 2999 – Special Topics

Provides student an opportunity to gain additional knowledge or experience in a specific area of Occupational Therapy. 2 credit hours.

- This is an optional course and is completely voluntary. The course utilizes an on-line education approach with Blackboard discussion forums, supervised by course instructor, on various topics related to the practice of occupational therapy.
- This course also reviews course work from core courses to assist students in preparing for the NBCOT certification exam.

Service Learning Experience

Students participate in multiple service learning activities within the local community throughout the time they are in the Occupational Therapy Assistant Program; Week of the Young Child, Senior Olympics, Autism Walk, community health fairs, university health fairs, and OT Month activities.

The curriculum goals for course content and scope reflects an understanding of the standards for occupational therapy assistant education, beginning with dependent learners and a teacher-centered approach progressing to a more student-centered approach, through learning methods and specific course assignments throughout each progressive semester, in order to prepare students for independent decision-making, critical thinking and the responsibility of life-long learning.

Program Educational Goals

1. Demonstrate technical competence in providing occupation-based and client-centered occupational therapy in a way that is always sensitive to cultural issues that may have an impact on clients and their caregiver’s occupational performance.
2. Be knowledgeable of a wide variety of treatment approaches and selection of therapeutic interventions that are based on the intervention plan for varied occupational therapy populations.
3. Demonstrate ethical occupational therapy practice and a commitment to the profession by acknowledging the value of becoming life-long learners.
4. Promote the value of occupational therapy to the local, regional and national community.

Curriculum Structure and Course Sequence

Course Sequencing

On the next page is the suggested course sequencing for the occupational therapy assistant curriculum. All of the courses listed are required to meet the academic requirements of the program. It is the student's responsibility to plan ahead and make sure all of these courses are successfully completed prior to Level II Fieldwork. Students will not be cleared for Level II Fieldwork without meeting this requirement. Be advised, the course sequencing takes into consideration the semester in which some non-OTA courses are offered. Refer to the University Catalog course descriptions for course prerequisites as well as the semester in which the course(s) are offered. We cannot emphasize enough; this is **your** responsibility.

CURRICULUM

Shawnee State University Portsmouth Campus

Associate of Applied Science in Occupational Therapy Assistant

Suggested Course Sequence

Course #	Course	Hours		
		Lecture	Lab	Credit
<u>Fall – Year One</u>				
PSYC1101	Introduction to Psychology	3	0	3
BIOL1130	Anatomy and Physiology I	3	1	4
ENGL1101	English 1	3	0	3
AHNR1102	Medical Terminology	1	0	1
OTAT1101	Introduction to Occupational Therapy	3	0	3
OTAT1102	Therapeutic Interventions I: Analysis of Occupations	1	3	2
UNIV1100	First Year Experience	<u>1</u>	<u>0</u>	<u>1</u>
	Total	15	4	17
<u>Spring – Year One</u>				
PSYC1130	Lifespan Development for the Health Sciences	3	0	3
ENGL1105	English 2	3	0	3
STAT1150	Principles of Statistics	3	0	3
OTAT1112	Occupations Through the Lifespan – Biopsychosocial	2	3	3
OTAT1110	Therapeutic Interventions II: Individual and Group	1	3	2
OTAT2109	Applied Anatomy and Movement	<u>1</u>	<u>3</u>	<u>2</u>
	Total	13	9	16
<u>Summer – Year One</u>				
SOCI1101	General Elective (Sociology required)	3	0	3
OTAT1103	Disability & Disease Processes	3	0	3
OTAT2108	Occupations Through the Lifespan – Elders	3	3	4
OTAT2115	Professional Issues	2	0	2
OTAT2190	Practicum I – Community & Emerging Practice Settings	<u>1</u>	<u>3</u>	<u>2</u>
	Total	13	9	14
<u>Fall – Year Two</u>				
XXXX	Global or Historical (Non-western)	3	0	3
OTAT2290	Practicum II – Health Care and Educational Settings	1	6	2
OTAT2203	Occupations Through the Lifespan – Children	3	3	4
OTAT2210	Occupations Through the Lifespan – Adults	3	3	4
OTAT2206	Therapeutic Interventions III: Enabling Participation	<u>1</u>	<u>3</u>	<u>2</u>
	Total	11		15
15				
<u>Spring – Year Two</u>				
OTAT2390	Level II Fieldwork A	0	40	5
OTAT2490	Level II Fieldwork B	0	40	5
OTAT2999	Special Topics (optional)	<u>2</u>	<u>0</u>	<u>2</u>
	Total	0	80	10-12

CURRICULUM
 Shawnee State University
Hillsboro Campus
 Associate of Applied Science in Occupational Therapy

Suggested Course Sequence

Course #	Course	Hours		
		Lecture	Lab	Credit
<u>Fall – Year One</u>				
PSYC1110	Introduction to Psychology	3	0	3
BIOL1510	Anatomy and Physiology I - Lecture	3	-	4
BIOL1511	Anatomy and Physiology I – Lab	-	1	-
ENGL1101	English 1	3	0	3
MAST1115	Medical Terminology	1	0	1
OTAT1101	Introduction to Occupational Therapy	3	0	3
OTAT1102	Therapeutic Interventions I: Analysis of Occupations	1	3	2
UNIV1100	First Year Experience	<u>1</u>	<u>0</u>	<u>1</u>
	Total	15	4	17
<u>Spring – Year One</u>				
PSYC1111	Lifespan Development for the Health Sciences	3	0	3
ENGL1102	English 2	3	0	3
MATH 1160	Statistical Concepts			
	or			
MATH 2281	Intro Statistics	3	0	3
OTAT1112	Occupations Through the Lifespan – Biopsychosocial	2	3	3
OTAT1110	Therapeutic Interventions II: Individual and Group	1	3	2
OTAT2109	Applied Anatomy and Movement	<u>1</u>	<u>3</u>	<u>2</u>
	Total	13	9	16
<u>Summer – Year One</u>				
SOC1170	General Elective (Sociology is required)	3	0	3
OTAT1103	Disability & Disease Processes	3	0	3
OTAT2108	Occupations Through the Lifespan – Elders	3	3	4
OTAT2190	Practicum I – Community & Emerging Practice Settings	1	3	2
OTAT2115	Professional Issues	<u>2</u>	<u>0</u>	<u>2</u>
	Total		12	6
14				
<u>Fall – Year Two</u>				
XXXX	Global or Historical (Non-western)	3	0	3
OTAT2290	Practicum II – Health Care and Educational Settings	1	6	2
OTAT2203	Occupations Through the Lifespan – Children	3	3	4
OTAT2210	Occupations Through the Lifespan – Adults	3	3	4
OTAT2206	Therapeutic Interventions III: Enabling Participation	<u>1</u>	<u>3</u>	<u>2</u>
	Total	11	15	15
<u>Spring – Year Two</u>				
OTAT2390	Level II Fieldwork A	0	40	5
OTAT2490	Level II Fieldwork B	0	40	5
OTAT 2999	Special Topics online (optional)	<u>0</u>	<u>0</u>	<u>2</u>
	Total	0	80	10-12

Additional OTA Program Information

Advising – Academic Counseling

Students are responsible for making sure their correct major is reflected on their records in the Registrar's Office. Advising is available during the office hours posted on each faculty member's door. It is the student's responsibility to arrange a time to meet with their advisor one time per academic semester to be cleared to register for classes. Be sure to keep up with the online catalog to make sure all required courses are completed prior to affiliations.

Counselors are available in the Student Services Office to assist personal and financial problems. In addition to the designated counselors, the OTA faculty will gladly try to help with academic or personal problems. One faculty member will be assigned as a faculty advisor for each student. She/he will follow your academic progress. Please refer to the Advising-Academic Counseling Section.

Americans with Disabilities Act

Any student who believes they may need an accommodation based on a documented disability should first contact a Coordinator in the Office of Accessibility Services, Hatcher Hall, (740) 351-3608, to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. The Office of Accessibility Services will gather relevant information and determine whether an accommodation is warranted. When an accommodation is determined to be warranted, an accommodation letter will be sent to the instructor(s) and student via secure e-mail prior to the semester start date, when possible, or as soon as is feasible. The Office of Accessibility Services will not disclose the nature of any disability with instructor(s); if the student wishes to discuss the disability with one or more instructors, they may do so. Any questions regarding the academic accommodation on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodation and/or fails to meet with the Coordinator of Accessibility Services, a reasonable accommodation may be denied or delayed.

Certification

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure. Students must successfully complete all classroom and clinical experiences at least 2 months prior to the exam for which they expect to sit in order to ensure completion of required application documentation. Students are responsible for making application to the NBCOT and meeting their deadlines. Web address for NBCOT: www.nbcot.org

Graduation Requirements

In order to graduate with an Associate Degree in Occupational Therapy, students must successfully complete all courses listed in the OTA curriculum and 16 weeks of Level II Fieldwork with a minimum of 73 hours. Level II Fieldwork must be completed within 1 year of completing the OTA Curriculum. Students who complete the requirements must also be recommended by the OTA faculty for graduation. The Registrar's Office may withhold graduation if a student has outstanding financial obligations to the University or has not returned any University property which has been borrowed. It is the student's responsibility to apply for graduation during their last semester on campus.

Health Insurance

Shawnee State University has discontinued its requirement that students obtain health insurance. However, students are encouraged to obtain health insurance. If not covered, you may purchase through the University. Contact the Bursar's office for information. Additionally, some clinical sites may require a student to have health insurance in order to complete a clinical rotation at their facility.

Health / Safety

Limited Facilities are available on campus to provide student health services including personal counseling and referral from the Counseling Services Office.

Students must seek health services from the health care provider of their choice. Faculty do not serve as health care providers for students or their families.

In case of medical emergency, call 9-911 from an on-campus phone.

Students are expected to follow all posted safety precautions and faculty instructions when participating in classroom, clinical, and laboratory learning experiences. Horse play in the occupational therapy classrooms and laboratory will not be tolerated.

Infectious Diseases

As a member of the health care team, OTA students need to be aware of risks involved in working with patients who have infectious diseases. All OTA students are expected to follow Universal precautions in patient care and laboratory situations where potential exists for exposure to blood and body fluids.

Students **must** have a current TB skin test to participate in clinical labs prior to Fall Semester. This test must be updated annually. It is the student's responsibility to know dates to update and submit the form to EXXAT. Failure in updating TB skin test prior to expiration is grounds for immediate dismissal.

Most, if not all, clinical sites require certain vaccinations, such as the Hepatitis B vaccination, to help protect the students from any unforeseen exposure and to comply with OSHA regulations. In the event these vaccinations are required, it is the student's financial responsibility to obtain these from a health care provider of their choice. Students not wishing to obtain these vaccinations will be required to sign a form stating such, and understand that this will prevent them from fieldwork experience in most of our

placements available.

Students are required to attend annual OSHA approved bloodborne pathogens training annually. Students who miss the assigned sessions will be required to find their own approved training at their own expense.

Please be informed that clinical sites may require random urine drug screenings so they are in compliance with their policies regarding the Drug-Free Workplace Act.

Students must have all necessary medical information in their file kept in the secretary's office. Medical information is required at acceptance into the OTA program. This information must be updated annually. This information is to be taken to each Level II fieldwork site prior to the first day of clinical experience. Otherwise, the student may be kept from going to his/her first clinical. The responsibility is in the student's hands.

Liability Insurance

Students may purchase additional liability insurance through a private carrier. The coverage by the University will be explained to you prior to starting Fieldwork. Students must pay their student fees *prior* to the beginning of each semester in order to be covered under the University's policy.

Licensure

Many states require that you have a license to practice as an occupational therapy practitioner, in this case an OTA or COTA. Most states accept the results of the exam given by the NBCOT. (See Certification) You must apply for a license in any state where you plan to work as an OTA (just as you must apply for a driver's license). You are also responsible for maintaining your license by paying annual fees or meeting other requirements.

Each state has different laws about the role of an OTA, the supervision of OTA's, temporary permits, etc. Some states allow you to put your license "in escrow" for a smaller fee if you do not plan to work as an OTA that year but want to keep your license. ***It is important that you know the law in the state where you work. It is your responsibility to contact the appropriate licensure board when seeking a license.***

States may have an education verification form in the packet of materials you receive. The Ohio (only) form will automatically be completed after all educational requirements have been successfully completed. It will not be necessary to ask the OTA Director to complete another Ohio form provided you apply for an Ohio license within one year of graduation.

In Ohio, you may not call yourself a COTA or any other title which implies the practice of occupational therapy assisting without a valid OTA license from the state of Ohio.

- **Ohio OT, PT, AT Board** **614-466-3774**
- **Kentucky OT Board** **502-564-3296**
- **West Virginia Board** **304-329-0480**

Professional Organizations

There are two major voluntary organizations to which you may belong as a student and once you graduate.

The American Occupational Therapy Association, Inc., (AOTA) is a national organization which offers many services including several publications such as *the American Journal of Occupational Therapy* and *OT Practice*, current practice information, continuing education, and employment services.

Address: The American Occupational Therapy Association, Inc.
6116 Executive Blvd, Suite 200
North Bethesda, MD 20852-4929
Members: 1-800-SAY-AOTA (729-2682) & press 0
Non-members: (301) 652-6611

Each state also has its own OT organization. The Ohio Occupational Therapy Association, Inc., (OOTA) represents the concerns of Ohio OT and OTA practitioners. They produce a monthly newsletter which keeps you informed of events in Ohio, issues important to Ohio OTA's, and job openings. They sponsor a lobbyist who helps ensure that third party insurers pay for OT services and represents OT concerns to the Ohio Legislation. They also may have monthly district meetings and an annual conference.

Address: Ohio Occupational Therapy Association, Inc.
P.O. Box 693
Canal Winchester, OH 43110-0693
Phone: (614) 980-2850 (text only)
Fax: (888) 670-7224
Email: ootacert@gmail.com

Student OT Association

The Student Occupational Therapy Association (SOTA) is an organization open to all students enrolled in the occupational therapy programs at Shawnee State and the university as a whole. SOTA is a great way to get involved in the Occupational Therapy profession since your participation in SOTA builds skills and friendships outside of the classroom, which are very beneficial to beginning the foundation of your professional career. There are no membership dues, and meetings are scheduled each semester. The organization's general goals are:

To provide a forum for Occupational Therapy Assistant students to promote occupational therapy in the community and the University;

- a) To provide opportunities for students to network and develop professional skills which complement academic coursework; and
- b) To provide access to resources which enhance personal and professional growth.

Each year during the first term, elections are held for President, Vice President, Treasurer, and Secretary. This group, in coordination with faculty advisor(s), and the

membership, then determines goals and activities for the year. Some examples of SOTA activities are: New OTA Student Orientation (Fall Semester), Occupational Therapy promotional activities (such as a booth/table in the University Center during OT month), annual student recognition banquet, social activities (such as cookouts and picnics), and organizing study groups. Meeting announcements will be posted in the lab. For additional information contact:

SSU: Erica Parsley, MOT, OTR/L and Kim Moore, MOT, OTR/L, CGCP Faculty Advisor's

SSCC: Lisa Whitten, MOT, OTR/L, CGCP Faculty Advisor

Problem Solving

In the rare event that a problem occurs regarding your participation in the program, please follow the appropriate chain of command.

First level - Instructor of the course in question

Second level - OTA Program Director

Third level – Chair, Department of Rehabilitation and Sport Professions

Fourth level - Dean, College of Professional Studies

Fifth level - Provost

Remember, when you involve parents or significant others in the problem solving process, you put the faculty in a compromising position. **We are bound by law to keep information regarding your education confidential.** As such, we are not free to discuss your matters with anyone but you. Students must sign a FERPA release form in the registrar's office to designate person(s) to release information to.

Be advised that academic freedom dictates that no person other than the course instructor may change a grade.

Phone Calls

Students are not permitted to use the OT faculty's or the secretary's phones for personal calls.

When assigned to a fieldwork experience, students should not make or receive personal phone calls during regular working hours.

Students will turn OFF cell phones and/or electronic devices during class, or set to silent for incoming emergency calls with instructor permission only. NO text messaging during class or clinical lab time. NO cell phones out during tests or quizzes. Abuse of policy may result in disciplinary action as outlined in the Student Handbook (see Disciplinary Policy).

Additional Information

Bookstore

The Bookstore is located in the University Center. Besides books being purchased there, supplies, graduation gowns, etc., are ordered and bought through the Bookstore. Once something is ordered, you are **required** to purchase it as soon as it arrives; otherwise, you will not be able to graduate until such a purchase is made.

SSCC Bookstore

The Bookstore is located in the 200 Hallway of the Central Campus. Besides books being purchased for your General Education Requirements, you may also purchase supplies and SSCC items there.

Bursar's Office

The Bursar's Office is located on the second floor of the University Center. All fees, health insurance, and student financial matters will be handled there. Failure to pay parking fines, tuition, etc., may result in holding grades. Tuition and fees must be paid prior to the first day of each semester in order for the student to be covered under the University's liability insurance. Students with unpaid fees will not be allowed to participate in laboratory or clinical experiences.

SSCC Business Office

The Business Office is located through the double doors at the end of the 100 Hallway. All payments for students of the SSU/SSCC OTA Program will be billed through SSU. SSCC will send a bill to SSU and SSU will reimburse SSCC with financial aid unused for the SSU courses. Any courses in which there is an excess of tuition/fees not covered under financial aid will be the responsibility of the student.

Cafeteria

The on-campus restaurant in the SSU Bear's Den is located in the University Center. During fall and spring semesters, the hours of operation will be Monday through Thursday, 7:30 a.m. - 7:00 p.m., Friday, 7:30 a.m. – 6:30 p.m., and Saturday-Sunday, 11:00a.m. – 6:00 p.m. The restaurant has indoor dining facilities. Please consult with University schedules since hours are subject to change.

Vending machines are available at all times in the following locations: The Commons and Massie Hall, Vern Riffe Center for the Arts, Rhodes Athletic Center, University Center, Advanced Technology Center, Kricker Hall and the Health Sciences building.

Library

The Clark Memorial Library is a place for the student to both study and research material. There are informative resource books and periodicals related to health sciences and occupational therapy. Learn to use the library and its resources, and you will have a powerful friend in your quest for knowledge. The library has easy access to inter-library loan and internet resources.

Reserved books cannot be removed from the library. Each semester, assigned readings

may be on closed reserve in the library and may be checked out for use in the library.

- ✓ Grades and diplomas **are held** if a book is not returned.

SSCC Library

The Central Library is a place for the student to both study and research material. There are informative resource books and periodicals related to health sciences. Learn to use the library and its resources, and you will have a powerful friend in your quest for knowledge. The library has easy access to inter-library loan and internet resources.

Student Parking

Students can only park in areas marked student parking. Violators who park in faculty/staff/visitors/dental patient/or handicapped parking areas **will be towed** away by the city of Portsmouth at the car owner's expense. The cost to get your car back may exceed \$40.00.

Tutoring Service

The tutoring service is offered by the Student Success Center. Tutoring is available for any student at Shawnee State University. It is free of charge and has proven most beneficial to the students who have used the tutoring program. If you are having difficulty in any course, tell the instructor and the instructor can immediately initiate a request of a tutor for you in that course. **IF YOU NEED HELP, ASK FOR HELP.**

SSCC Tutoring Service

The tutoring service is offered within the library in the Tutorial Lab. If you need help, please go to the SSCC website under 'Departments', then 'Tutoring Center', then 'Tutoring Registration'. You will be contacted by Jackie Potts after filling out the online form.

Fieldwork

EXXAT is an education management system for health sciences programs and one that we have adopted to use beginning with our 2018-19 cohort. This system will enable us to be more efficient in processing placements while helping to optimize clinical education management. You will be introduced to EXXAT prior to your first field assignment where you are on your own with a supervisor at an approved facility. This is the system we will use for making your placement and you will use for submitting evaluations of your fieldwork experience. You will be given training and password protected access prior to fieldwork experiences where you need to use EXXAT.

Academic Requirements Fieldwork for Fieldwork

For Level II Fieldwork, students are required to have successfully completed all OTAT and other courses in the curriculum as indicated by a minimum 2.75 GPA prior to

participating in Fieldwork II courses (OTAT 2390-2490).

Acceptance of Fieldwork Assignments/Scheduled Start/End Times

If a student refuses a fieldwork placement, he or she will be dismissed from the program. Students must adhere to facility start and end times (as determined by fieldwork educators).

Fieldwork Acknowledgment Form

Upon entering the program, students are provided with the Fieldwork Acknowledgment Form. This form is designed to inform students of related expectations and responsibilities. The related form is located in Appendix G.

Criminal Background Checks

Upon entering the program, students are required to complete an annual Federal Bureau of Investigation and Ohio Bureau of Criminal Investigation (*or state of residence*) background checks. Please note, updated criminal background checks **must be received by the program one year from the initial completion date.**

Background checks must be submitted to:

Shawnee State University

Occupational Therapy Assistant Program

Attention: Kelley Frantz, Academic Administrative Assistant

940 Second Street

Kricker Hall, Office 101

Portsmouth, Ohio 45662

If an FBI or BCI Background Check reports that a student may not meet the qualifications for licensing/employment, students will be required to submit a rap sheet to the OTA program. Student will need to contact NBCOT for an early determination to verify eligibility to sit for the NBCOT exam

Some fieldwork sites may require additional FBI/BCI background checks (*e.g., thirty days prior to the affiliation start date*). As a condition of lab/fieldwork experiences, students are required to complete these background checks in a timely manner. Students must incur the cost of these additional background checks.

The University's Department of Public Safety can complete these background checks on behalf of students. Please access the related hyperlink for additional information.

<http://www.shawnee.edu/offices/public-safety/services.aspx>

CPR/First AID Certification

For CPR certification, students must complete an **American Heart Association Healthcare Provider** course [specifically **Basic Life Support (BLS)** for Healthcare

Providers]. A copy of the Card or eCard must be uploaded to EXXAT.

American Heart Association First Aid is required. To access the American Heart Association website, please go to www.heart.org.

Both of the preceding requirements must be renewed biannually. Students cannot participate in lab or fieldwork experiences without current CPR and First Aid Certification.

Bloodborne Pathogens and HIPAA Certificate of Training

As part of the academic program, students are required to complete Bloodborne Pathogen and HIPAA training modules. These are typically completed Upon completion of these modules, students will receive a certificate of completion from program faculty. Students are required to upload this Certificate to EXXAT.

Attendance Policy as Related to Fieldwork

If a student is going to be late or absent, he or she must provide advance notification to the academic fieldwork coordinator and fieldwork educator. If a student fails to do so, the fieldwork experience will be terminated, and the student will be subsequently dismissed from the program. Students may appeal the dismissal using the related process described in the OTA Student Handbook.

The scheduled fieldwork calendar may differ from the SSU calendar. Students will most likely be expected to participate in the fieldwork experience when SSU is closed for holiday observances or inclement weather.

If a student is unable to attend fieldwork secondary to a religious observance or holiday, he or she must notify the academic fieldwork coordinator and fieldwork educator(s) in advance (ideally at the start of the fieldwork rotation). The student is also responsible for rescheduling the related absences.

If calamity days occur (e.g., snow days), students should plan to make up the related time. This may require extending the dates of the fieldwork rotation. In lieu of these possible extensions, students should then not plan to travel over spring break. At the discretion of the fieldwork educator, additional duties can be delegated to account for disruptions in fieldwork caused by calamity days.

In extreme circumstances, students can be excused for up to eight hours from a Level II fieldwork rotation. The related eight-hour absence must be properly communicated and approved by fieldwork educator accordingly. Please note, this is not regarded as a personal day and should not be referred to as such. Problems with transportation are regarded as unexcused absences/tardiness. It is the student's responsibility to resolve these problems.

Policy on Student Medical Information

The OTA Program does not forward student medical information to fieldwork sites. The Academic Fieldwork Coordinator will provide students with specific site requirements. When initially contacting a site, students should specifically ask what additional information is required. Students need to promptly provide the requested information.

Physical Examination

Upon entering the program, students are required to have a physical examination by their physician. The verification of this exam must be documented on the Confidential Medical Record form. Students should maintain a copy of this form. Some facilities may require an updated physical examination. If requested, students need to promptly schedule an examination and utilize facility specific forms (if applicable).

PPD Tuberculin Skin Test

Upon entering the program, students are required to submit a Mantoux two-step tuberculin skin test. This involves getting two separate tests approximately one week apart from each other. A tuberculin skin test is then required annually. Some students may need to complete a chest x-ray to verify presence or absence of detectable disease. The related documentation must be uploaded to EXXAT for verification.

Vaccinations

Upon entering the program, students are required to submit immunization records including a Hepatitis B vaccine consent/declination form. Students should maintain a copy of the related documentation because it may be requested by their fieldwork sites. Additionally, some fieldwork sites require students to have a flu vaccination.

If students decline vaccinations for cultural/religious purposes, fieldwork sites may refuse their related participation based on facility policies to control infectious disease.

COVID 19 Guidelines

The University has not set any specific guidelines for COVID at this time. We reserve the right to require masks in class if there is a surge that indicates a need for such precautions as defined by appropriate Local, State or Federal agencies. Remember, you do not need to come to class when you are ill, and it is actually better that you don't.

Living Outside the Portsmouth Area

Per the student handbook, students must prepare to live outside the Portsmouth area during both eight-week placements. Students, who refuse their assigned placements, ultimately forfeit their place in the OTA Program. In lieu of the number of students and available fieldwork placements, temporary relocation for Level II fieldwork placement may be necessary. Although students are frequently apprehensive about relocating, they typically find the experience to be rewarding.

Students are responsible for obtaining their own housing. Fieldwork sites typically do not provide housing. Fieldwork educators may, though, be able to provide suggestions regarding possible housing options.

Financial Issues

Although we are cognizant of economic factors impacting students, the related financial concerns will most likely not be weighted in determining fieldwork placements. Students are encouraged to discuss financial related issues with the Office of Financial Aid. Additionally, it is important to note that you may not have outside employment during your Level II fieldwork.

Confidentiality

When assigned to a clinical facility, it is imperative students respect the privacy of clients. Students cannot share personal information about a client. If a student shares information about a client and violates HIPAA regulations (in verbal or written communication), the student will be dismissed from the program. Students are not permitted to photograph clients. Additionally, students must be cognizant of who is present at a fieldwork site before they share client specific information.

In completing fieldwork assignments, student must abide by AOTA's HIPAA Guidelines for Fieldwork. Please refer to the following link:

<https://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx>

Communication During Fieldwork

All email communication must occur through the University provided MyMail accounts. The usage of this system allows for email correspondence to be on the same platform. It also ensures greater privacy and virus protections. Students are required to check and promptly respond to emails (within 24 hours) from both OTA faculty and fieldwork site staff.

A prompt reply for cell phone and text communication is also required. If a pattern of delayed communication emerges, students will initially receive a Feedback from Instructor Form. This unprofessional behavior could result in early termination of the fieldwork affiliation and subsequent dismissal from the program.

Required Fieldwork Documents/Fieldwork Assignments

Upon completion of both Level I and Level II Fieldwork, student must submit documents or related assignments outlined in the course syllabi, syllabi appendixes, or course schedules. If a student fails to submit a requested document or assignment by the stated due date, he or she will fail the course and be subsequently dismissed from the program.

Medical Information

The following medical requirement must be uploaded to EXXAT.

Vaccination Records		
⌄	Varicella	<p>Acceptable evidence includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of 2 vaccinations, or <input type="checkbox"/> Positive antibody titer, or <input type="checkbox"/> History of disease (<i>must be signed by healthcare provider</i>) <p>*In process administration of vaccinations is acceptable</p>
⌄	Measles, Mumps, and Rubella	<p>Acceptable evidence includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of 2 vaccinations, or <input type="checkbox"/> Positive Antibody Titer
⌄	Tetanus	<ul style="list-style-type: none"> <input type="checkbox"/> Full Tdap (<i>Td or Tetanus not accepted</i>) <input type="checkbox"/> Vaccination must have been administered within the past 10 years
⌄	Hepatitis B	<ul style="list-style-type: none"> <input type="checkbox"/> 3 vaccines, or <input type="checkbox"/> Positive Antibody Titer, or <input type="checkbox"/> Declination Form signed by student <p>The Declination Form can be accessed by the following hyperlink:</p> <p>https://drive.google.com/open?id=0B92uHBXDspS2SzRZdkFYVHFfQTQ</p>
⌄	Influenza	<p>Students must submit documentation of an influenza vaccination during the current flu season (<i>September-March</i>). <i>This cannot be completed prior to student orientation. A declination form must be signed by a healthcare provider.</i></p>

Appendix A:
SSU OTA Program
American Occupational Therapy Association
Code of Ethics

Occupational Therapy Code of Ethics (2015)

Preamble

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

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

The Code serves two purposes:

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

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

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

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

Core Values

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

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

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

Principles and Standards of Conduct

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

BENEFICENCE

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

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

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals

- are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
 - D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
 - E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.
 - F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
 - G. Maintain competency by ongoing participation in education relevant to one's practice area.
 - H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
 - I. Refer to other providers when indicated by the needs of the client.
 - J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

NONMALEFICENCE

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

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

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.

- H. Avoid compromising the rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

AUTONOMY

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

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

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act [Pub. L. 104–191], Family Educational Rights and Privacy Act [Pub. L. 93–380]).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

JUSTICE

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

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

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services in securing access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or

access to content or codes, or selling access or authorization codes).

VERACITY

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

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

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

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

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when using telecommunication in the delivery of occupational therapy services.

FIDELITY

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

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

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

RELATED STANDARDS OF CONDUCT

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group

on the basis of conflict of conscience.

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Revised by the AOTA Ethics Commission, 2020

Adopted by the Representative Assembly, November 2020

Note. This revision replaces the 2015 document *Occupational Therapy Code of Ethics (2015)*, previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.696S03>

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The term *occupational therapy personnel* in this document includes occupational therapist and occupational therapy assistant practitioners and professionals (e.g., direct service, consultation, administration); educators; students in occupational therapy and occupational therapy assistant professional programs; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

2

For a definition of associate members, please see the AOTA website: <https://www.aota.org/AboutAOTA/Membership/Types-and-Fees.aspx>
American Occupational Therapy Association

Ethics Commission Members:

<https://www.aota.org/community/volunteer-groups/ethics-commission>

Appendix B:
SSU OTA Program
Student Code of Ethics

STUDENT CODE OF ETHICS

Students shall:

1. Use their own knowledge and skill to complete examinations without referring to others' answers, old examinations, class notes or other references, unless specifically permitted by the instructor. They shall not cheat.
2. Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote or copy other persons' (including classmates) work without giving proper recognition as stated in a standard style manual. (e.g. A.P.A)
3. Respect opinions of instructor and other learners. They shall not insult, slur or degrade instructors, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.)
4. Respect the limited resources of textbooks, library books, reprints, and journals. They shall not mutilate, deface, damage or withhold resources for their own use.
5. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment.
6. Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms dirty or in disarray or disorder upon completion of their assignments in each room.
7. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. They shall not expect to receive equal consideration in grading unless such arrangements are made.
8. Observe all safety procedures when working with patients and equipment whether in class, clinic, or patient's home. They shall not endanger the safety and welfare of patients, other students or faculty and staff.
9. Observe all policies and procedures established by the Department of Occupational Therapy and all fieldwork facilities. They shall not exempt themselves without specific permission by a faculty member or clinical supervisor.

10. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts). They shall not repeat information outside of the classroom, clinic or facility. They shall not make written reports outside of the clinic or facility in which any part of the patient's name appears except initials. They shall not engage in inappropriate relationships with patients.
11. Work in cooperation with and with respect for other students and health care team members. They shall not interfere with or obstruct the rendering of the services provided by other students and healthcare members.
12. Protect the property and property rights of the facility, clinic and patient. They shall not remove or borrow any property without permission and shall not damage or misuse property while in the facility, clinic or home.
13. Respect other students' projects. They shall not handle, steal, alter, deface, or otherwise harm another student's project, especially in a manner which might cause the project to receive a lower grade by the instructor.
14. Respect each faculty member's space and time by observing office hours and personal lives.
15. Abide by the current AOTA Code of Ethics.

Appendix C:
SSU OTA Program
Dress Code

DRESS CODE

Professionalism includes both behavior and appearance. The following dress code outlines what is expected of students for a professional and functional appearance while enrolled in the Occupational Therapy Assistant program at Shawnee State University. If in doubt with ANY aspect of this policy, discuss it with instructors BEFORE arriving at a clinical site.

The following dress code MUST be adhered to for ALL Level I (OTAT 2190 and 2290) Fieldwork. This dress code is also appropriate for Level II Fieldwork (OTAT 2390-2490); however, students must adhere to any and all dress code policies of the assigned facilities/agencies for Level II Fieldwork. This dress code is also required, unless instructed otherwise, when representing the Occupational Therapy Department and Shawnee State University during other learning experiences, such as field trips, presentations, community assignments, SOTA functions, etc.

Failure to adhere to the dress code may result in the student being asked to leave the Level I Fieldwork site or assigned learning experience. Infractions in the dress code during other learning experiences, (i.e., field trips, other community assignments, etc.) may result in disciplinary action, including being asked to leave the assignment. Students are responsible for working with instructors/supervisors to determine if they are permitted to make up missed learning experiences. Absences in learning experiences (Level I Fieldwork or other assignments) may affect overall grade.

Dress Code:

Students are to wear the following:

- a. Black, gray or navy blue polo shirt (must have a collar and buttoned placket, long or short sleeved, but not sleeveless); may have SSU Occupational Therapy embroidered logo. Shirts may be pique or jersey knit type, with banded or hemmed sleeves. NO other types of shirts may be worn. If more warmth is needed, a long sleeved, solid color (black, white, or navy blue) cardigan type sweater, with buttons) may be permitted
- b. Tan khaki pants: pleated or un-pleated; neatly hemmed or cuffed. **No** cargo type pants, no legging, jegging or skinny fit type, un-hemmed pant legs or tan denim type material permitted. If a belt is worn, the belt must be a solid color (leather, or navy blue fabric), clean, neat, without excess trim and without large (more than 2" diameter) belt buckles.
- c. White, black, brown, or navy blue socks or stockings only. Socks or hosiery MUST be worn at all times; no bare legs allowed at any time.

- d. Shoes must be oxford or loafer type (tie style), leather type, closed heel and closed toe, with FLAT NONSKID soles; sole and/or heel height may not exceed 1" (no platform type soles or heels of any type). Clean white oxford type sneakers permitted as long as they have no excess trim or color, and are not high tops. No canvas type material.
- e. Name tag MUST be worn at all times on the left chest of shirt (or lab jacket). The program provides the first name tag. Replacements must be ordered through the program secretary BEFORE a Fieldwork assignment begins, or as soon as possible if lost. Student is responsible for cost of replacement name tag.
- f. Grooming: During all Fieldwork experiences:
 - Hair must be neatly styled. If at or longer than shoulder length, hair must be tied back (male and female).
 - Nails must be neat, and trimmed short. Nail biting will not be tolerated. No acrylic nails permitted.
 - Jewelry may consist of wedding rings, watches, small earrings (1 pair only and must be less than ½" in length or post type). Other finger rings are not to be worn because they interfere with sanitary hand washing. Due to the need to be conservative in dressing, male students may not wear earrings in the clinical setting.
 - Tattoos must be fully covered by clothing. No other body piercing or jewelry which is visible to the patient may be worn.
 - Never wear cologne, perfume, or after shave. Good personal hygiene is expected.
 - Makeup (including nail polish) must be in neutral colors and understated in application.
 - Clothing must be clean, pressed and fit appropriately.

During OTAT labs, students must adhere to grooming guidelines. Clothing for labs and classes may be casual. Specific dress codes (as outlined in course handouts) must be adhered to during media classes for safety, and during other labs for practice of procedures. Students are responsible for providing smocks or shirts to cover their clothing during media classes. NO OPEN TOE or OPEN HEEL shoes, jewelry, loose clothing, or long hair that is not tied back are permitted in the Clinical Lab setting at any time.

Warm weather dress code:

No tank tops, or cami's unless worn under another shirt with sleeves, no halter tops or tube tops. No short shorts including short gym shorts or short dresses. If in question consult program director or course instructor. Remember this is a professional program and professional dress encourages professional attitude and behavior.

Instructors, the Program Director, or Fieldwork Supervisors may request that a student take action for any infractions of the dress code policy. Repeated infractions of any aspect of the dress code will result in disciplinary action as outlined in the Student Handbook.

Appendix D:
SSU OTA Program
Consent Form - Employer Follow-up

SHAWNEE STATE UNIVERSITY
OCCUPATIONAL THERAPY PROGRAM

CONSENT FORM

I, _____, do hereby grant my
(print student name here)
permission for the Shawnee State University Occupational Therapy Assistant Program to contact my employer(s), following my graduation, in order to obtain information regarding my job performance. I understand that the information is to be used for program evaluation and that I will remain ANONYMOUS and that the results will not affect my employment status or my standing with the educational program.

Agreed to by: _____ Date:
(Student Signature):

Appendix E:
SSU OTA Program
Handbook Acknowledgment Form

Handbook Acknowledgment Form

I have read the student handbook. I understand the policies and ethical standards enumerated. I agree to abide by these policies/ethical standards in both didactic and fieldwork settings. I understand this form must be uploaded to EXXAT by September 1st of Fall Semester (first year).

Signature of Student

Date

Appendix F:
SSU OTA Program
Advising Form

Advising Form

Occupational Therapy Advisor/Student responsibilities

1. Advisors have a responsibility to meet with their student's minimum of one time during each semester of the student's participation in the Occupational Therapy Assistant Program. At one of these meetings, degree audits will be prepared and discussed with the students for career planning.
2. Students have a responsibility to meet with their advisors a minimum of one time during each semester of their participation in the Occupational Therapy Assistant Program. At one of these meetings, they will be made aware of their degree audit and consequences occurring (if any).
3. All student/advisor meetings will be recorded and placed in the student's file. A copy of the degree audit will also be placed in the student's file. Any student development plans may be enhanced and remodeled at this time if appropriate.
4. Students and Advisors have responsibilities to one another and to faculty to make sure all are aware of any problems that arise that may affect the student's success in any coursework in the Occupational Therapy Assistant Program.

Student: _____

Advisor: _____

Appendix G:
SSU OTA Program
Fieldwork Acknowledgment Form

Student Name: _____ **Date:** _____

By initialing the following statements, I am acknowledging the related information has been reviewed, and I am agreeable to all enumerated terms.

Fieldwork Acknowledgment Form

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

_____ I understand that Level II fieldwork can be completed in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

_____ I understand that fieldwork placements are part of the occupational therapy educational program and do not pay salary, wages, or provide other means of compensation.

_____ I understand that I will be responsible for my own transportation to and from all lab/fieldwork experiences.

_____ I understand some lab and Level I Fieldwork experiences may require travel exceeding 70 miles one way.

_____ I understand Level II Fieldwork consists of two eight week rotations. The related fieldwork experiences are consistent with full time employment and may include additional duties completed outside the scheduled workday.

_____ If a fieldwork affiliation is interrupted by calamity days or a scheduled break, I understand that I may have to start the scheduled fieldwork prior to the established start date or extend beyond the slated end date. *(Please note, this may require students to complete their Level II fieldwork during the University's spring break.)*

_____ I understand, that as part of Level II fieldwork, I may be required to relocate outside the Portsmouth area and incur the related costs to do so.

_____ I understand financial concerns are generally not considered when determining fieldwork placements as they are typically cited by all students as a limiting factor. I have been instructed to discuss financial related issues with the Office of Financial Aid.

_____ Due to the demands of Level II Fieldwork, I understand that I **may not** have outside employment.

_____ I understand decisions regarding fieldwork placements are at the sole discretion of the faculty and Program Director of the Occupational Therapy Assistant Program.

_____ I understand that I cannot complete Level I or Level II fieldwork at sites in which family or friends are employed. I understand I must disclose this information to the Academic Fieldwork Coordinator.

_____ I understand I cannot complete Level I or Level II fieldwork at sites in which I am or have been employed.

_____ I understand, that as a provision of Level I and Level II Fieldwork, I must complete a background check annually. I also understand some facilities may require a background check be completed 30 days prior to the start of the fieldwork affiliation. If requested, I will be expected to incur the related costs.

_____ I understand, that as a condition of both Level I and Level II Fieldwork, I may be required to submit to a drug screening (*at the facility's request*). I also understand I may be required to incur the cost of this testing. Although some facilities complete the drug screenings internally, other fieldwork sites may require the screenings be completed by outside providers. If an outside provider completes the screening, students should verify the following: the number of panels required; how the screening should be

submitted to the facility (*directly from the student or from the outside provider completing the screening*); and to whom the results should be forwarded (*e.g., the human resource department, the director of rehabilitation*). Students should prepare to incur the cost of the related drug testing. Although the cost varies depending on the number of panels completed, students have reported the drug screenings have cost approximately \$50.

If the fieldwork site does not allow the student to participate in the fieldwork affiliation secondary to drug screening results, the student must have the provider of the screening submit the results directly to the program. If a student declines to do so, he or she will be dismissed from the program. Please note, if a screening indicates usage of illegal or unprescribed drugs, the student will be dismissed from the program.

_____ I understand I am required to submit results of TB test results annually.

_____ I understand I must have valid CPR certification throughout my enrollment in the program.. I understand CPR certification must be completed through an American Heart Association Healthcare Provider course.

_____ I understand I must have valid First Aid certification for infant, child, and adult throughout my enrollment in the program. This must be completed through an American Heart Association Healthcare Provider course.

_____ In addition to uploading all required documentation to EXXAT. I understand that I am required to maintain a hard copy of all documentation submitted to the program. I further understand that I must be able to readily produce this documentation at all lab and fieldwork affiliations.

_____ If EXXAT rejects a document, I understand that I must contact EXXAT to resolve the matter.

_____ Throughout the duration of the program (*particularly during fieldwork*), I understand I am required to check my email daily and respond to emails from the OTA faculty, fieldwork educators, and fieldwork site staff promptly (*within 24 hours*).

_____ I understand all email communication must occur through Shawnee State University **mymail** accounts. This usage of this system allows for all email correspondence to be on the same platform. It also ensures greater privacy/virus protections.

_____ I understand, that if a pattern of delayed communication emerges during fieldwork, I will receive a Feedback Form from Instructor.. I further understand the continuance of this unprofessional behavior could result in early termination of my fieldwork affiliation and subsequent dismissal from the program.

_____ Fieldwork sites can recommend the withdrawal of a student if: 1.) the achievement, progress, adjustment of health of the student does not warrant continuation at the Facility; or 2.) the behavior of the student fails to conform to the applicable regulations of the Facility.

_____ The University's ADA Statement and the program's technical standards were reviewed during the program's orientation. I understand, that with a documented disability, I can request accommodations for fieldwork in addition to the classroom setting.

Signature: _____ Date: _____

Printed Name: _____

Appendix H:
SSU OTA Program
Technical Standards

Shawnee State University

Technical Standards for OTA Program

In order to acquire the knowledge and skills needed to practice as an occupational therapy assistant, individual's must have non-academic skills in the following enumerated standards.

Sensory/Motor Standards

- Position/handle a person
- Assist a person with activities of daily living (*e.g., lower extremity bathing, upper extremity dressing, transfers*)*
- Engage/support a person in completion of gross motor activities
- Engage/support a person in completion of fine motor activities
- Move within an accessible environment to support a person and acquire equipment
- Support another individual in a variety of positions (*including but not limited to bed, chair, wheelchair, mat, floor, toilet, tub, and car*)*
- Demonstrate the endurance needed to work the equivalent of full-time employment during Level II fieldwork
- Competently perform cardiopulmonary resuscitation (*CPR*) per American Heart Association guidelines
- Observe factors that could impact functional independence/safety (*including but not limited to motor, sensory, cognitive, and behavioral factors*)*
- Respond to facility codes (*announcements*), patient call lights (*auditory alarms*), and other environmental alarms*
- Detect muscle tone, skin quality, and body temperature variations
- Use sensation to identify anatomical landmarks

Cognitive Standards

- Sustain attention/concentration for demanding tasks
- Comprehend lecture material and apply related knowledge to lab and fieldwork experiences
- Complete multi-step activities during lecture, lab, and fieldwork experiences
- Comprehend and retain information provided in a written format (*e.g., textbooks, web based reading, handouts, and medical charts*)*
- Synthesize previously learned material with newly introduced concepts
- Conceptually breakdown activities into sequential steps
- Reference previously completed course material to support performance in the fieldwork setting
- Readily identify and respond to safety hazards within an environment

- Prioritize tasks to be completed in both academic and fieldwork settings

Communication Standards

Verbal/Nonverbal

- Communicate effectively in English
- Use communication skills to collaborate with OTA faculty, fellow students, fieldwork educators, clients, family members of clients, and other professionals*
- Communicate and respond sensitively to clients from diverse backgrounds
- Communicate in a clear, organized, and professional manner during classroom presentations, small group settings, and formal meetings (*e.g., staffings in the fieldwork setting*)*
- Recognize, interpret, and respond appropriately to nonverbal communications

Written

- Complete written course assignments and client documentation in English
- Use proper grammar and spelling in written course assignments and fieldwork site documentation
- Compose written assignments/examinations, fieldwork documentation, and written communications in a professional tone
- Complete written assignments (*e.g., examinations, fieldwork documentation*) in a timely manner*

Social-Emotional/Behavioral Standards

- Demonstrate a genuine concern for others
- Demonstrate consistent attendance/and punctuality in both academic and fieldwork settings
- Initiate tasks
- Project a positive attitude
- Demonstrate the ability to work autonomously
- Demonstrate the ability to work effectively in small groups
- Demonstrate flexibility with variables including but not limited to schedule, situational changes, and environmental factors*
- Maintain a calm and professional disposition when dealing with multiple expectations/demands
- Maintain focus on a person (*with safety being paramount*) in the presence of multiple demands/extraneous stressors
- Possess the interpersonal skills needed to effectively interact with program faculty, fellow students, clients, family members of clients, fieldwork educators, and community members*

- Respect varying viewpoints
- Demonstrate tact and sensitivity when working with diverse groups of people (*e.g., race, religion, sexual orientation, and socioeconomic status*)*
- Present a professional image and maintain a high level of personal hygiene (*due to close personal contact with clients*)
- Accept and reflect on feedback provided by others (*including but not limited to faculty, fellow students, fieldwork educators, and clients*)*
- Ability to follow policies and procedures as outlined by the OTA Student Handbook
- Consider ethical factors with all actions/decision making

Computer Access Related Standards

- Independently access a computer
- Demonstrate basic computer skills (*e.g., word processing software, presentation software, Internet usage, and email*)
- Ability to learn new computer software programs (*e.g., computerized documentation system*) requiring multiple steps*

** The technical standards denoted with an asterisk contain examples. The examples provided are intended to provide clarification. They include but are not limited to the examples provided.*

Acknowledgment of Technical Standard Requirements

Technical standards are foundational skills essential for meeting the academic and fieldwork demands. If a student requires accommodations to meet the enumerated standards, he or she can request reasonable accommodation per the stated process outlined in the University's ADA Statement.

University's ADA Statement

“Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Student Success Center, Massie Hall, 740-351-3276 to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then required to meet with their instructors to discuss the student's specific needs related to their disability. If a student does not make a timely request for disability

Student Acknowledgement of Receiving and Reviewing Fieldwork

By signing below, the student acknowledges he/she has received and reviewed the provided technical standards.

Student

Name: _____

Signature: _____ **Date:** _____

OPTIONAL: If a student needs clarification with the program's technical standards, they can address their questions below.

Appendix I:
SSU OTA Program
Online Social Networking Form

**Shawnee State University
Occupational Therapy Assistant Program**

Review of Appropriate Online Social Networking

I, _____, S/OTA received education on appropriate **Online Social Networking** (OSN). I have been advised as to what is appropriate and what is inappropriate with patients, clinical sites, faculty, OTA program, other clinicians and other professionals that I may come in contact with. As a result of this education on OSN, I am fully aware that any breach of conduct regarding OSN is grounds for immediate dismissal from the Occupational Therapy Assistant Program.

The Occupational Therapy Assistant Program promotes a zero tolerance for any inappropriate behavior of any type that has the potential to harm the OTA Program, clinical sites, faculty, clinical instructors, or other professionals of multiple disciplines.

By signing below, I acknowledge that if I instigate or participate in such behavior that I will be immediately dismissed from the OTA Program. I further acknowledge that it is my ethical duty to report any evidence of inappropriate use of OSN by my peers. I have also been advised to refer to my Occupational Therapy Assistant Handbook.

Student: _____

Program Director: _____

Date: _____