OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Student Policy and Procedure Handbook

2018-2019 Academic Year
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The Occupational Therapy Assistant Program at Sinclair Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA’s phone number is 301-652-AOTA.

The program received a 7-year reaccreditation in 2013. It is scheduled to be reaccredited in 2020.
OVERVIEW OF THE PROGRAM

Sinclair Community College’s (SCC) Occupational Therapy Assistant (OTA) program has been accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), a division of the American Occupational Therapy Association. It includes a combination of biological and behavioral sciences as well as technical occupational therapy assistant courses. Since ACOTE requires that all programs train generalists our program requires students to have experiences with people of all ages and types of problems.

The program is designed to be completed in five semesters when taken on a full-time basis. Fieldwork experiences are a vital part of the educational process. Students will have two different types of fieldwork experiences, known as Level I Fieldwork, which occurs during the academic portion of the program, and Level II Fieldwork, which occurs after the academic portion of the program, is completed. Level I Fieldwork is designed to enrich OTA coursework through directed observation and participation. Level I Fieldwork begins the first semester during OT Foundations I. Students will participate in Sinclair Community College Fun Night one night per week. Fun Night participation continues in the second semester in OT Foundations II. The expectations and time spent will change as the students gain experience. During the second year of the program students will complete two additional Level I experiences.

Level II Fieldwork, or fieldwork affiliation, is a full time fieldwork internship for approximately four months (16 weeks). Generally, the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings, if necessary, to obtain a well-rounded education. Full time can be between 30 and 48 hours per week depending on the fieldwork site. All academic coursework must be completed before the student may participate in Level II Fieldwork. Fieldwork sites are located throughout the state of Ohio and the United States. There is no guarantee that the fieldwork sites will be located in the Miami Valley area.

Students have twelve months after the completion of OTA academic courses to complete Level II Fieldwork. Students who do not complete their Level II Fieldwork within the twelve months may be required to take some refresher courses.

Students who follow the SCC Occupational Therapy Assistant curriculum as written will graduate in May of the second year. A computerized national certification examination is given by the National Board for Certification in Occupational Therapy (NBCOT). To be eligible to take this examination the student must have successfully completed all coursework, including fieldwork; applied for graduation; paid all fees; and been awarded the Associate of Applied Science degree with the major of occupational therapy assistant. Upon successful completion of this examination the graduate will be eligible for licensure in the state of Ohio.

PHILOSOPHY STATEMENT

The Occupational Therapy Assistant Program at Sinclair Community College operates on the following beliefs:

- All people have value.
- Every person has the right to engage in meaningful occupations of their choice.
- Occupational performance is a unique experience that results from the transactional relationship among the person, the activity, the environment, and the context.
- Every person benefits from participation in occupation.
- Occupational Therapy utilizes meaningful occupations to remediate, restore, maintain, modify, and prevent deficits in occupational performance to achieve the outcome of health and participation in life.
- People learn and develop through participation in occupation as it occurs in context.
APPROACH TO LEARNING
There are two aspects to an approach to learning. One is how the program believes learning occurs and the other is how the teaching learning experiences are best designed.

PROGRAM LEARNING PHILOSOPHY
To facilitate the development of each student’s highest potential, the educator must create an environment which encourages problem-solving and practice. This environment must also be one of acceptance and patience as the student attempts to succeed. Mistakes and/or errors are expected. Students learn in a variety of ways and it is our responsibility to provide a variety of learning experiences in each of our courses and each of our class meetings. Learning is always active. All human experience can be utilized as a valuable learning tool.

Learning by adults is integrated more effectively when information relates to problems and/or real-life situations. Learning is also cumulative and needs to be reinforced repeatedly with increasing complexity whenever it is appropriate to contribute to problem-solving.

Students learn best if they learn for understanding, rather than just recalling facts. They may need multiple/many opportunities to practice the application of what has been learned.

HOW DOES LEARNING OCCUR
The basic task of education is to provide opportunities for learning. To facilitate development of each student’s highest potential the educator must create an environment which encourages experimentation and practice. Students learn in a variety of ways and it is the responsibility of the faculty to provide a variety of learning experiences within each classroom and a variety of ways to demonstrate learning. Providing opportunities to experiment and practice will facilitate the development of each student’s highest potential. All human experience can be utilized as a valuable learning tool.

The most effective learning is:
- **Active** - Students remember information better if they seek their own answers.
- **Integrated** - Subjects which are presented within the context of real-life situations and in relation to other topics are easier integrate.
- **Cumulative** - Reinforcing information repeatedly with increasing complexity contributes to problem solving. Students achieve a growing familiarity through a sequence of learning experiences that are relevant to the student’s goals.
- **Progressive** - As students, mature experiences and expectations can change.
- **Consistent** - Students learn more effectively if they learn for understanding, rather than for recall of isolated facts.

Students model the behavior and attitudes to which they have been exposed within the academic program. Therefore, within an occupational therapy assistant program, it is important to acknowledge and celebrate individual differences, maintain a holistic view of the demands of the program, and provide opportunities for students to be actively involved in program development, implementation, and evaluation.

MISSION STATEMENT
The Sinclair Community College Occupational Therapy Assistant Program provides high quality, innovative, and evidence-based occupational therapy education to individuals seeking the opportunity to practice as an Occupational Therapy Assistant facilitating participation in life activities thus improving the health, well-being, and quality of life of clients and the community.
PROGRAM GOALS
The program goals reflect the mission of Sinclair Community College, the vision of the OTA Program Advisory Committee, and the philosophy of the field of occupational therapy. The following goals serve as a basis for the development, implementation, and evaluation of the OTA program.

1. Associates of Applied Science degree in Occupational Therapy Assistant
2. Ethical, professional behaviors
3. Appreciation of every human
4. Recognition of the value of occupations
5. Entry-level OTA skills

PROGRAM OUTCOMES
1. Students will earn an Associates of Applied Science degree in Occupational Therapy Assistant demonstrating readiness to successfully pass the National Certification Exam in order to obtain employment as an OTA.

2. Students will acknowledge and appreciate the inherent value of all people and each individual’s right to participate in meaningful occupations. Students will demonstrate this through professional and ethical behaviors in the classroom and clinical settings. Students will demonstrate values, attitudes and behaviors congruent with the occupational therapy profession’s philosophy, standards and the OT Code of Ethics.

3. Students will effectively use Occupational Therapy Practice Framework language, technology, professional literature and evidence-based research to make informed practice decisions and to communicate in a professional manner.

4. Students will demonstrate a core understanding of and an appreciation for human occupation and the domain of occupational performance, whereby health and participation in life are supported through engagement in occupation.

5. Students will demonstrate the ability to deliver occupational therapy services at occupational therapy assistant (OTA) entry-level competency under the supervision of an occupational therapist (OT) in a variety of settings.

The purpose of the program outcomes is to provide information about what graduates of the program can be expected to do and know. These outcomes will be measured while the student is in the OTA program as well as after graduation. Within the program each course has to be passed each semester. Because OTAs must have mixture of analytical, technical and clinical skills there are dyadic, laboratory and fieldwork courses each semester.

Throughout the program the student will be evaluated on how well he or she is able to integrate all the information received during the program. This will happen two ways. The last semester of the program the student will be at fieldwork sites (32-48 hours/week for 16 weeks) performing the role of an occupational therapy assistant at an entry level of competency.

The final evaluation method of the program outcomes is the administration of the national certification examination given by the National Board for Certification in Occupational Therapy (NBCOT).
The first semester of the program is a preparatory semester. Students take basic general education courses.

Second Semester
OTA 1211 OT Foundations I 3 Credit Hours
Introduction to occupational therapy and people with physical, psychosocial and/or developmental disabilities in a non-traditional community-based setting with supervision provided by a licensed Occupational Therapy Assistant. Focuses on activity implementation, observation skills, professionalism, therapeutic use of self and occupational therapy practice framework language. Two classroom, three clinical hours per week.

OTA 1212 Functional Anatomy 2 Credit Hours
Functional Anatomy of neurological and musculoskeletal systems. Analysis of nervous systems, major joint and muscle groups involved in daily living tasks such as bathing, dressing, grooming, eating, cooking, and housekeeping.

OTA 1213 OT & Adults with Physical Dysfunctions 2 Credit Hours
Effect of the features of major diseases, injuries, and disorders on adult occupational performance. Physical dysfunction theories, models of practice, frames of reference that provide the foundation of occupational therapy. Screening and evaluation of occupational performance affected by physical dysfunction. Includes use of occupations for the purpose of assessment, specified screening tools, assessments, observation, checklists, histories and interviews with clients and/or their family members or caregivers.

OTA 1214 OT & Adults with Physical Dysfunctions Lab 2 Credit Hours
Focus on physical dysfunction intervention to increase independence in areas of occupation. Screening and evaluation of occupational performance affected by physical dysfunction. Includes use of occupations for purpose of physical dysfunction assessments and interventions. Six lab hours per week.

Third Semester:
OTA 1311 OT Foundations II 3 Credit Hours
Continue refining definition of occupational therapy and experience with people with physical, psychosocial and/or developmental disabilities in a non-traditional community-based setting under the supervision of a licensed Occupational Therapy Assistant. Focuses on occupational therapy documentation, observation skills, professionalism and activity analysis. Two classroom, three clinical hours per week.

OTA 1312 OT & Human Development 2 Credit Hours
Exploration of human development from conception to death including developmental stages, theories supporting human development, occupational engagement throughout the lifespan and cultural impact on human development.

OTA 1313 OT & Adults with Neuro Dysfunctions 2 Credit Hours
Effect of the features of major neurological diseases, injuries and disorders on adult occupational performance. Neurological Dysfunction theories, models of practice, frames of reference that provide the foundation of Occupational Therapy. Screening and evaluation of occupational performance affected by neurological dysfunction. Includes use of occupations for the purpose of assessment, specified screening tools, assessments, observation, checklists, histories and interviews with clients and/or their family members or caregivers.
OTA 1314 OT & Adults with Neuro Dysfunctions Lab 2 Credit Hours
Focus on neurological dysfunction intervention to increase independence in areas of occupation. Screening and evaluation of occupational performance affected by neurological dysfunction. Includes use of occupations for purpose of neurological dysfunction assessments and interventions. Four lab hours per week.

OTA 1315 Therapeutic Use of Self 2 Credit Hours
Personal development, including development of the self as an effective therapeutic tool, exploration of values, personal and cultural attitudes, sensitivity to cultural differences, group process and ethical decision making.

Fourth Semester:
OTA 2412 OT & Pediatrics 1 Credit Hour
Effect of the features of major diseases, injuries, and disorders that affect pediatric population's occupational performance. Pediatric Function and Dysfunction theories, models of practice, frames of reference that provide the foundation of Occupational Therapy. Screening and evaluation of occupational performance affected by dysfunction in the pediatric population. Includes use of occupations for the purpose of assessment, specified screening tools, assessments, observation, checklists, histories and interviews with clients and/or their family members or caregivers. Pediatric medical and educational practice settings.

OTA 2413 OT & Pediatrics Lab 2 Credit Hours
Focus on intervention to increase independence in areas of occupation with pediatric population. Screening and evaluation of occupational performance affected by dysfunction. Includes use of occupations for purpose of assessments and interventions with infants, children and adolescents. Four lab hours per week.

OTA 2414 OT & Psychosocial Dysfunction 1 Credit Hour
Effect of the features of major psychosocial diseases and disorders on occupational performance. Psychosocial dysfunction theories, models of practice, frames of reference that provide the foundation of occupational therapy. Screening and evaluation of occupational performance affected by psychosocial dysfunction. Includes use of occupations for the purpose of assessment, specified screening tools, assessments, observation, checklists, histories and interviews with clients and/or their family members or caregivers.

OTA 2415 OT & Psychosocial Dysfunction Lab 2 Credit Hours
Focus on psychosocial dysfunction intervention to increase independence in areas of occupation. Screening and evaluation of occupational performance affected by psychosocial dysfunction. Includes use of occupations for purpose of psychosocial dysfunction assessments and interventions. Role of the Occupational Therapy Assistant in a variety of mental health settings and in the therapeutic group process. Four lab hours per week.

OTA 2416 OTA Level I Fieldwork 3 Credit Hours
Level 1 Fieldwork integrates the academic classroom instruction and clinical experiences in an Occupational Therapy setting(s) under the direct supervision of an Occupational Therapy practitioner and coordinated by the Academic Fieldwork Educator. Two classroom, seven practicum hours per week.
Fifth Semester

OTA 2511 OTA Level II Fieldwork A 2 Credit Hours
First of two full-time 8-week assignments of advanced clinical experience under the supervision of a licensed Occupational Therapy Practitioner which must be completed before the student is eligible for national certification examination. Fourteen practicum hours per week.

OTA 2523 OTA Clinical Issues A 1 Credit Hour
Facilitation of increased practical knowledge and problem-solving skills to address professional, ethical, legal and social issues within clinical practice.

OTA 2512 OTA Level II Fieldwork B 2 Credit Hours
Second of two 8-week full-time assignments of advanced clinical experience under the supervision of a licensed Occupational Therapy Practitioner which must be successfully completed before the student is eligible for national certification examination. Fourteen practicum hours per week.

OTA 2524 OTA Clinical Issues B 1 Credit Hour
Facilitation of discussion on issues related to the transition from student to entry-level Occupational Therapy Assistant. Advanced exploration of legal and ethical issues related to occupational therapy practice.
WHAT YOU CAN EXPECT IN THE PROGRAM

Students will experience a different approach to learning within the OTA program. \textit{In terms of OTA classes this means:}

- Independent thinking and problem solving will be emphasized in all aspects of the program.
- The ability to work within a team will be very important.
- Students will be given frequent feedback about strengths and weaknesses from faculty.
- There will be a variety of ways of assessing learning and assigning grades.
- There will be many tasks assigned to small groups.
- The information gained will be cumulative. Students will be expected to retain it from one semester to the next.

\textit{In terms of attitudes this means students will be asked to:}

- Be flexible.
- Be willing to explore, try things out, and find out what works for them.
- Discover their strengths and weaknesses.
- Provide honest and supportive feedback to classmates and faculty.
- Learn to treasure the uniqueness of each individual.
- Respect cultural differences.
- Accept that there is rarely only one way to do things
- Believe that it is not necessary to have all of the answers to be effective.
- Believe that it is better to try and fail than not to try.
- Change behavior that has been identified as interfering with success as an entry-level OTA.

\textit{In terms of faculty this means:}

- Some favorite phrases of the faculty will be:
  - “What does the syllabus say?”
  - "Try it and see what happens."
  - "What do you think?"
  - “Use your professional judgment.”
- Faculty will not identify the “right” answers in all situations.
- Faculty will challenge behavior that is not considered professional.

STUDENTS WILL BE EXPECTED TO PARTICIPATE IN THE FOLLOWING PROGRAMS WHILE IN THE OTA PROGRAM.

1. Faculty Advising- each student will be assigned to either the Program Director or the Academic Fieldwork Coordinator and meet with them at minimum once per semester during the first three semesters of the program. Students will schedule an appointment through the instructor. The meeting will focus on development and progression of professional behaviors. Students will self-evaluate their performance for areas of strength and weakness and discuss ways to improve with the faculty. Students can expect to be supported by the faculty to
meet their goals.

2. Mentorship- Each first year student in the program will be assigned mentor/s from the second year class. Conversely, each second year OTA student will be assigned first year student/s to support and mentor. Time and active participation for both mentor and mentee will be required OUTSIDE of class and assignments/grades will be attributed to this relationship. This is part of the development of the student’s professional development.

DEALING WITH THE PROBLEMS OF THE PROGRAM
This is an extremely stressful program. There is more to learn than there seems to be time. Family and friends will not always understand the pressure students are under. Faculty are very sympathetic but we will not remove the stresses. Instead, students will be asked to develop more effective stress management techniques.

Learn to handle personal stresses.
- It is highly recommended that students take PSY 1126 Stress Management
- Sign up for Student Services classes on how to deal with test anxiety and how to study.
- Maintain contacts with friends; keep some play time; and find something to do regularly that is fun.
- Students who do not develop effective ways to deal with stress do not make it in this program.

Complain to the right person.
- In order for things to be changed the person responsible needs to know there is a problem. Take complaints to the person involved.

Don’t take on someone else’s problem.
- It is the responsibility of the person with the problem to deal with it.
- Many students try to enlist support from among classmates.
- Make sure it is a legitimate concern for you before getting involved

Learn to accept “No.”
- The OTA faculty and staff pride themselves on being responsive and caring toward our students.
- Not everything that would make students more comfortable will contribute to effectiveness as an OTA.
- It may not be appropriate to answer your question at the time you ask it.
  - The question may be off the topic for the content or flow of the class.
  - The answer might be available to you within the syllabus or textbook without the intervention of the faculty.
- There are things that cannot and will not be changed.

Agree to disagree.
- Being agreed with is not the same thing as being heard and understood.
- It is OK to be unhappy or angry at our decisions.

CONFLICT RESOLUTION
- Students with a disagreement/conflict with another student or an instructor are expected to schedule a face-to-face meeting with the peer or with the involved instructor to resolve issues prior to engaging the OTA Program Director
Disagreements regarding a quiz/exam question must be provided to the instructor in writing including evidence of error within 24 hours or the answers being reviewed

- The OTA Program Director will discuss issues with a student ONLY after resolution has been attempted with the instructor or peer
- The Chairperson of Rehabilitation Services will discuss issues with a student ONLY after resolution has been attempted with the OTA Program Director

Sinclair Community College
Occupational Therapy Assistant (OTA) Program

ESSENTIAL FUNCTIONS FOR OTA STUDENTS

In order to assure safe and successful advancement through the OTA program, the following physical, sensory, communication, cognitive/behavioral and social/behavioral functions are considered minimum requirements for all students and graduates. The Essential Functions are listed with a projected frequency that a graduate of the OTA program would expect to encounter while practicing as an OTA. However, this may differ slightly depending upon the work setting. Each student is assessed throughout the curriculum to determine his/her ability to effectively and safely perform these functions in both the educational and clinical settings. Each student needs to demonstrate competency in all of these Essential Functions in order to complete the OTA Program. Performance expectations are outlined in each required OTA course and must be passed to remain in the program. Terms are 16 weeks in length, and classes involving clinical functions begin the first term in the program.

Each OTA student must demonstrate the ability to complete clinical instruction in a variety of practice settings, in order to successfully complete the OTA curriculum, including, but not limited to: inpatient rehab, acute care facilities; skilled nursing facilities; adult and pediatric rehab units; outpatient centers for adults and pediatric clients; home health agencies; school-based therapy; hand clinics; and mental health facilities.

Any physical impairment causing a change in student’s ability to perform the essential Functions (either temporary or chronic) must be brought to the attention of the OTA Program Director or to the Academic Fieldwork Coordinator. In the event that accommodations are needed the student will be referred to the Office of Accessibility Services. The Office of Accessibility Services will require physician documentation regarding the disability. Sinclair Community College will review the information provided by the physician and make a preliminary determination as to whether you are capable of performing the essential functions and requirements of the OTA. Functions with or without reasonable accommodations or reasonable modifications. The ultimate decision of whether a proposed accommodation/ modification can be implemented resides with the OTA Program Director based on the Essential Skills for OTA Students.

Please refer to the Office of Accessibility Services for further information and clarification (room 10-424).

Student: Physician must complete and sign the Student Health Certificate after reviewing the OTA Program Essential Functions.
## Essential Functions for OTA Students

**Performance Frequency:**
- O = occasionally 50-74%
- F = frequently 75-89%
- C = constantly 90-100%

<table>
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<th>Physical Skills</th>
<th>Performance Frequency</th>
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<td><strong>LIFTING:</strong></td>
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<tr>
<td>• Safely fully/partially bear weight of people weighing up to 300# during transfers from a variety of surfaces</td>
<td>F</td>
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<tr>
<td>• Positioning of people weighing up to 300#</td>
<td></td>
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<tr>
<td>• Assisting with functional mobility with a person up to 300#</td>
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<tr>
<td><strong>LIFTING:</strong></td>
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<tr>
<td>• Independently &amp; safely demonstrate the strength to carry/maneuver heavy equipment weighing up to 50#</td>
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<tr>
<td><strong>BENDING/STOOPING:</strong></td>
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<tr>
<td>• Adjust body parts, clothing and/or equipment</td>
<td>F</td>
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<tr>
<td><strong>KNEELING:</strong></td>
<td></td>
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<tr>
<td>• Assist people who may trip, fall, faint</td>
<td>F</td>
</tr>
<tr>
<td>• Perform CPR</td>
<td></td>
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<tr>
<td>• Work with people on the floor/mat</td>
<td></td>
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<tr>
<td>• Developmental activities</td>
<td></td>
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<tr>
<td>• ADLs/IADLS/Work/Play/Leisure/Social Participation activities</td>
<td></td>
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<tr>
<td><strong>CROUCHING:</strong></td>
<td></td>
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<tr>
<td>• Manage wheelchair and other equipment</td>
<td>F</td>
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<tr>
<td>• Place/store equipment &amp; materials</td>
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<tr>
<td>• Assist with lower body ADLs</td>
<td></td>
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<td>• Assist person with seated activities</td>
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<td><strong>CRAWLING:</strong></td>
<td></td>
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<tr>
<td>• Work with children on developmental activities</td>
<td>O</td>
</tr>
<tr>
<td>• Engage in mat/floor activities</td>
<td></td>
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<td><strong>REACHING:</strong></td>
<td></td>
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<tr>
<td>• Retrieve items</td>
<td>F</td>
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<td>• Adjust equipment</td>
<td></td>
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<td>• Guard people</td>
<td></td>
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<td><strong>HANDLING:</strong></td>
<td></td>
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<tr>
<td>• Sustain grasp</td>
<td>C</td>
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<tr>
<td>• Manipulate body parts, tools, equipment</td>
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<td><strong>DEXTERITY:</strong></td>
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<tr>
<td>• Fine motor functions to perform standardized assessments</td>
<td>C</td>
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<tr>
<td>• Fine motor functions to construct, maintain and/or repair orthotic devices/splints &amp; adaptive equipment</td>
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<td>• Fine motor functions to document</td>
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<td><strong>STANDING:</strong></td>
<td></td>
</tr>
<tr>
<td>• Stand for extended periods of time up to 6-8 hours/day</td>
<td>C</td>
</tr>
<tr>
<td><strong>WALKING:</strong></td>
<td></td>
</tr>
<tr>
<td>• Safely &amp; timely walk within facility for up to 6-8 hours/day</td>
<td>C</td>
</tr>
<tr>
<td>• Safely &amp; timely walk over various surfaces (even, uneven, variety of terrains) inside/outside</td>
<td></td>
</tr>
<tr>
<td><strong>PUSHING/PULLING</strong></td>
<td></td>
</tr>
<tr>
<td>• Wheelchairs with people up to 300# without assistance</td>
<td>F</td>
</tr>
<tr>
<td>• Scooters</td>
<td></td>
</tr>
<tr>
<td>• Hoyer lifts with people up to 300# with or without assistance</td>
<td></td>
</tr>
<tr>
<td>• Other equipment (i.e. IV poles, O2 tanks)</td>
<td></td>
</tr>
<tr>
<td><strong>BALANCING:</strong></td>
<td></td>
</tr>
<tr>
<td>• Assist people with functional activities sustaining good balance (w/o losing balance) on even &amp; uneven surfaces</td>
<td>C</td>
</tr>
<tr>
<td>• Ascend/descend 1 flight of stairs</td>
<td></td>
</tr>
<tr>
<td><strong>ENDURANCE</strong></td>
<td></td>
</tr>
<tr>
<td>• Tolerate full-time work (32-40 hours/week)</td>
<td>C</td>
</tr>
<tr>
<td><strong>BODY MECHANICS:</strong></td>
<td></td>
</tr>
<tr>
<td>• Utilize proper body mechanics performing all physical functions</td>
<td>C</td>
</tr>
<tr>
<td>• Ability to perform complex motor functions necessary to provide therapeutic intervention (exercise, functional mobility, transfers, ADLs/IADLS and emergency treatment to patients).</td>
<td></td>
</tr>
<tr>
<td><strong>Sensory Functions</strong></td>
<td><strong>Performance Frequency:</strong></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>TACTILE:</strong></td>
<td></td>
</tr>
<tr>
<td>• Feel to palpate contractions</td>
<td>C</td>
</tr>
<tr>
<td>• Feel to palpate pulses</td>
<td></td>
</tr>
<tr>
<td>• Feel bony landmarks</td>
<td></td>
</tr>
<tr>
<td>• Feel to identify joints</td>
<td></td>
</tr>
<tr>
<td>• Exert adequate pressure</td>
<td></td>
</tr>
<tr>
<td>• Feel varying skin textures</td>
<td></td>
</tr>
<tr>
<td>• Differentiate between hot/cold</td>
<td></td>
</tr>
<tr>
<td>• Differentiate between sharp/dull</td>
<td></td>
</tr>
<tr>
<td><strong>AUDITORY:</strong></td>
<td></td>
</tr>
<tr>
<td>• Hear verbal instructions</td>
<td></td>
</tr>
<tr>
<td>• Hear distress sounds &amp; calls for assistance up to 10 feet away</td>
<td>C</td>
</tr>
<tr>
<td>• Hear environment safety alarms</td>
<td></td>
</tr>
<tr>
<td>• Hear for communication from other team members</td>
<td></td>
</tr>
<tr>
<td><strong>VISUAL:</strong></td>
<td></td>
</tr>
<tr>
<td>• See in detail client’s movements, facial expressions &amp; performance</td>
<td>C</td>
</tr>
<tr>
<td>• See &amp; attend to behaviors &amp; needs of up to 5 individuals in a group setting</td>
<td></td>
</tr>
<tr>
<td>• See in detail to detect changes in skin integrity, sweating, skin color, swelling, muscle atrophy</td>
<td></td>
</tr>
<tr>
<td>• See to detect non-verbal communication</td>
<td></td>
</tr>
<tr>
<td>• See to detect environmental hazards</td>
<td></td>
</tr>
<tr>
<td>• Read documents</td>
<td></td>
</tr>
<tr>
<td>• Read equipment dials</td>
<td></td>
</tr>
<tr>
<td>• Read manuals/forms</td>
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</tr>
<tr>
<td>• Read research material</td>
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<thead>
<tr>
<th><strong>Communication Functions</strong></th>
<th><strong>Performance Frequency:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING:</strong></td>
<td></td>
</tr>
<tr>
<td>• Speak clearly &amp; concisely using proper English in person &amp; via telephone with other team members</td>
<td>C</td>
</tr>
<tr>
<td>• Establish rapport with other team members</td>
<td></td>
</tr>
<tr>
<td>• Motivate and engage others in treatment</td>
<td></td>
</tr>
<tr>
<td><strong>RESPONDING:</strong></td>
<td></td>
</tr>
<tr>
<td>• Respond to &amp; communicate with others with communication disorders (i.e. aphasia, hearing loss)</td>
<td>F</td>
</tr>
<tr>
<td>• Respond to &amp; communicate with others from a different background/culture</td>
<td></td>
</tr>
<tr>
<td>• Accurately report findings/results/plans to other team members 1:1 and in team meetings using proper English</td>
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<tr>
<td><strong>COMPREHENDING:</strong></td>
<td></td>
</tr>
<tr>
<td>• English oral language</td>
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<tr>
<td>• English written language</td>
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<td><strong>WRITING:</strong></td>
<td></td>
</tr>
<tr>
<td>• Clear, legible handwriting</td>
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</tr>
<tr>
<td>• Computerized documentation</td>
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<tr>
<td>• Write in proper English</td>
<td></td>
</tr>
<tr>
<td>Cognitive/Behavioral and Social/Behavioral Functions</td>
<td>Performance Frequency</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| • Use critical thinking, problem-solving, and sound clinical reasoning in the delivery of occupational therapy services including, but not limited to the following:  
  o Planning and implementing appropriate client-centered interventions.  
  o Making appropriate modifications to therapeutic interventions based on the client’s physiological and psychological responses.  
  o Identifying the need for consultation and determining the appropriate resource (i.e. occupational therapist or other health care providers/team members). | C |
| • Effectively cope with stress in order to function safely and calmly under demanding educational and changing clinical environments. | C |
| • Be aware of surroundings and alert to potential emergencies; respond appropriately to client situations including pain, changes in physical and/or mental status, and risk for falls. | C |
| • Manage time effectively; prioritize multiple tasks; maintain composure in situations that require multitasking. | C |
| • Maintain concentration and focus to attend to demanding and continuous tasks throughout the entire class/lab and/or clinical hours | C |
| • Demonstrate interpersonal functions required to build rapport and effectively interact with clients, families, caregivers, supervisors, coworkers, and members of the community; exhibit cultural awareness and sensitivity to members of the same or different cultures; treat others with respect, compassion, politeness, and discretion; exhibit social functions necessary for effective collaboration and teamwork. | C |
| • Demonstrate attitudes/actions consistent with the core values and ethical standards of the occupational therapy profession. | C |
| • Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when giving/receiving constructive feedback. | C |
| • Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when engaging in conflict management and problem resolution. | C |
| • Abide by established policies and procedures of educational and clinical environments | C |
CHAIN OF COMMAND

Health care systems in America are hierarchical. This means that problems are expected to be resolved within the appropriate chain of command. It also means that if a person chooses to go outside of the chain of command the issues will have to go back to the appropriate level for the issues to be resolved. In other words, a person with a complaint cannot avoid dealing with the appropriate person eventually if they wish resolution of a problem.

Because every aspect of what we do within the OTA Program at Sinclair Community College is intended to prepare students to function in the current health care system, students are expected to follow the appropriate chain of command to deal with problems.

- Discuss the problem with the person(s) directly concerned and try to resolve the issue.
- If the issue is with a fellow student and it is not resolved make an appointment with the faculty of the course to assist in resolution.
- If the issue is with a faculty member and it is not resolved after discussion, make an appointment with the OTA Program Director.
- If the issue cannot be resolved within the program, the student may make an appointment with the Chairperson of Rehabilitation Services.
- If the issue cannot be resolved within the department, the student may make an appointment with the Assistant Dean of Health Sciences.
- Recognize that issues will always come back to the person involved because the person higher on the chain of command will verify information.

GROUP PROCESS AND THE OTA PROGRAM

Students go through the OTA program in a cohort. This means that a group of students will start together, take all of their OTA courses together, and graduate together. Along the way, group dynamics will play a large part of the experience. This section will describe some of the typical dynamics and interactions that have been observed within the OTA program since its inception over the last twenty seven years. Students will find that each class in some way fits into this pattern. This information is given to provide the students an opportunity to know what to expect.

It is important to note that each student also brings his own “package” of problems, issues and ways of dealing with things. The variety of students provides a unique mix of attitudes, problems and personalities for each cohort.

Fall Semester first year

This is generally referred to as the “forming” stage or the honeymoon period. Students are trying to establish relationships with each other and the faculty. Many opportunities are provided to get to know each other. There are some students that you do not like as well as others but most of the classmates seem to be people you want to get to know better. There may be some difficulty getting adjusted to the demands of the program. Factors that affect the interactions this semester:

- Students are relieved to be in the program.
- There is excitement about starting a new task.
- The future looks very hopeful.
- Students feel insecure about their ability to perform in a professional program.
- There is more research than students expected.
- The assignments take more time than students expected.
• Students have difficulty getting used to the volume of assignments.
• This may be the first time a student has had to work extensively with a partner. Students tend to choose partners on the basis who they like, not on compatible learning needs.
• The focus on teamwork is confusing and frustrating.
• There is a need to forge a shared identity as OTA students.
• Students become very frustrated as they are challenged to think on their own.
• Faculty are seen as experts and “master” OT’s.

**Spring Semester first year**
The interactions between students and/or faculty become more problematic. This is known as the “storming” portion of group process. There is generally more conflict. For some groups the conflict is internalized among the students. For others the conflict is externalized to the faculty. Factors that affect the interactions this semester:

• There does not feel like there was a long enough break from the last semester.
• Behavior in other classmates that has been uncomfortable becomes more difficult to tolerate.
• The intensity of the course work increases significantly.
• Major assignments continue to be due each week.
• There is increased expectation for integrating information.
• It becomes obvious which students do not carry their fair share of the educational burden.
• Faculty do not live up to the idealized vision students have of them.
• Toward the end of the semester it is spring and students are tired of being inside.
• The expectations of the faculty change and students are expected to start making the transition to professional thinking.
• Unprofessional behavior, which may appear to have been tolerated in the first semester, is targeted by faculty. Change is mandated to continue in the program.
• Families are tired of the accommodations they have been making and start putting more pressure on students.
• Negative behavior of other students is definitely not tolerated.
• It is too far away from the end to be able to see light at the end of the tunnel.
• Students fall back onto old behavior patterns whether they have been functional or not.
• Faculty can become the enemy because of increased expectations.
• It is easier to stay in student role than start the transition to clinical thinking.

**Fall Semester second year**
The class has a decision to make – either stay in the storming phase or make the transition to professional performance. Factors that affect the interactions this semester:

• All assignments require application and integration of prior knowledge.
• There is an increased expectation by the faculty for students to utilize personal clinical judgment.
• As stress to perform independently increases students rely on old ways of coping even if they have not been successful in the past.
• Previous feelings of inadequacy and fears of success surface. Self-sabotaging behavior becomes evident.
• Students participate in Level I’s for the first time with OT personnel in the “real world”
• Depending on the fieldwork site students sometimes decide that the faculty are not in touch with the “real world.”
• Students start transferring loyalty away from the OTA program and to the wider OT community.
ATTRITION

Each student starting the program has the ability to become an OTA and make a unique contribution to the field of occupational therapy. Students and their families, however, must be willing to pay the price in time and energy.

Statistics show approximately 70% of the students starting in the fall will graduate from the program in the spring of the second year. The reasons students do not continue in the OTA program include:

- The field of occupational therapy was not what the student thought it was.
- A required course was not passed.
- The student’s Grade Point Average dropped below 2.5.
- Family or financial obligations became first priority.

Approximately 90% of the students who drop from the program reinstate and successfully complete the program.
# 2018 OTA CURRICULUM

<table>
<thead>
<tr>
<th>COURSE NO</th>
<th>COURSE TITLE</th>
<th>CREDIT HOURS</th>
<th>LECTURE HOURS</th>
<th>LAB HOURS</th>
<th>CLINICAL HOURS</th>
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<tr>
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<tr>
<td><strong>ALH 1101</strong></td>
<td>Introduction to Health Care Delivery</td>
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<td><strong>BIO 1147</strong></td>
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<td>Introduction to OTA</td>
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<tr>
<td><strong>BIO 1242</strong></td>
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<td><strong>OTA 1211</strong></td>
<td>OT Foundations 1</td>
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<td>OT &amp; Adults w/ Phys Dys</td>
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<td>Lab for OT &amp; Adults w/ Phys Dys</td>
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<td><strong>THIRD SEMESTER (Spring)</strong></td>
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<td>OT Foundations 2</td>
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<td><strong>OTA 1312</strong></td>
<td>OT &amp; Human Development</td>
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<td><strong>OTA 1313</strong></td>
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<td><strong>OTA 2414</strong></td>
<td>OT &amp; Psychosocial Dysf</td>
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<td><strong>OTA 2415</strong></td>
<td>OT &amp; Psych LAB</td>
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<td><strong>OTA 2416</strong></td>
<td>OTA Level 1 Fieldwork</td>
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<td><strong>MAT 1130</strong></td>
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</table>

**PROGRAM TOTAL**: 65

**Highlighted courses**: 1st Semester are prerequisites to being placed on the Eligibility (waiting) list. These courses must be completed in addition to completion of the TEAS and maintaining a 2.5 GPA to be placed on the list.
APPEAL AND GRIEVANCE MECHANISMS
Sinclair Community College recognizes that on occasion a student may feel she/he has a grievance. It is the intent to treat all students in a fair, impartial and consistent manner and to provide all students the opportunity to fully discuss any situation or incident in which they believe unfair treatment has been received.

Academic Challenge
The procedure for challenging a grade the student believes is incorrect is described in the SCC Programs and Policies course catalog [https://catalog.sinclair.edu/#policies/Academic/Grades](https://catalog.sinclair.edu/#policies/Academic/Grades)

Fieldwork Challenge
The procedure for challenging a fieldwork grade is the same as any other academic class grade. It is described in the SCC Programs and Policies course catalog [https://catalog.sinclair.edu/#policies/Academic/Grades](https://catalog.sinclair.edu/#policies/Academic/Grades)

Grievance Policies
The student academic and non-academic grievance procedures are listed in the Student Judicial Affairs Code of Conduct Handbook.

Student Conduct Code

The college reserves the right to change, or modify the contents listed herein. Students should check the Sinclair Community College web site at my.sinclair.edu on a regular basis for updates to this document.

Sexual Harassment
APPLYING FOR LICENSURE AND CERTIFICATION

After you have successfully completed all of your fieldwork and academic coursework you will apply to take the NBCOT examination. Some issues to be aware of are:

1. Although timing and structure of courses and procedures at Sinclair Community College are intended to facilitate the ability of the graduate to start employment as soon as possible, the College has no control over any changes that may be made in laws or procedures for the Ohio OT, PT, AT Board or NBCOT.
2. The OTA Program must abide by the policies and procedures of Sinclair Community College, the Ohio licensure law and NBCOT.
3. The academic fieldwork coordinator must have the original copy of your final fieldwork evaluation before a grade can be determined for your final fieldwork class (OTA 2511).
4. The director will be notified after the final grades are determined for BOTH OTA 2511 and OTA 2512. Appropriate documentation can be sent to the Ohio OT, PT, AT Board at that time.

Felony and Misdemeanor Clarification

It should be noted that a felony charge or conviction does not automatically disqualify an individual from being eligible to sit for the NBCOT certification examination. One of the character questions on the NBCOT examination application is" Have you ever been charged with or convicted of a felony?"

If the initial charge was a felony, regardless of whether it was reduced to a misdemeanor or dismissed, expunged, etc., NBCOT MUST review the issue. Individuals requesting Early Review should review all court documentation to confirm whether the initial charge was a felony charge or a misdemeanor charge. NBCOT does not review issues where the initial charge was a misdemeanor, unless the charge was upgraded to a felony.

Applicants will also want to check with the state OT licensing board in the state where they will want to obtain a license to practice, as the state boards may have other requirements regarding background.

The Ohio OT, PT, & AT Board has a similar process to determine if a person convicted of a felony will be issued a license to practice in the state of Ohio.

For further information contact:

NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY, INC.
One Bank Street, Suite 300
Gaithersburg, MD 20878 (301) 990-7979 http://www.nbcot.org

OHIO OCCUPATIONAL THERAPY, PHYSICAL THERAPY,
& ATHLETIC TRAINERS BOARD
77 South High Street, 16th Floor Columbus, OH 43266-0317 (614) 466-3774 http://www.state.oh.us/pyt/
BACKGROUND CHECK

All Sinclair OTA students are required to have background checks completed in order to meet the requirements of the fieldwork facilities with which the college has affiliation agreements. You must complete the process on an annual basis in order to participate in fieldwork learning experiences. The process can take up to four weeks to get the results on file in the OTA department.

Sinclair Community College is a provider of National WebCheck. National WebCheck is an electronic fingerprint collection and transmittal system designed by the Ohio Attorney General’s Office. It allows background checks to be done through the Ohio Bureau of Criminal Identification and Investigation (Ohio BCI&I). National WebCheck can interface with the FBI’s Automated Fingerprint Identification System (AFIS) for the background checks that require the FBI search.

Results should be sent directly to the OTA office. Hand delivered results will not be accepted. Confidentiality of your records will be maintained. For additional information on the background check process:  [http://www.sinclair.edu/academics/divisions.hs](http://www.sinclair.edu/academics/divisions.hs)

If you choose not to use Sinclair for your background check, you must go to an approved Webcheck location. These can be found at [www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing.aspx](http://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing.aspx). Do not pay Sinclair’s bursar’s office for this. Fees vary and are payable directly to the individual location. Reason code is the same and results must still be mailed directly to the OTA department as listed above.

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### FELONY OFFENSES PROHIBITED FOR HEALTHCARE PROFESSIONS

**SOURCE:** Ohio Revised Code – 109.572 Criminal Records Check

**Ohio Code Description**

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<tr>
<th>959.13</th>
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<td>Miscellaneous Offenses</td>
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2927.12 Ethnic Intimidation
4511.19 Operating vehicle under the influence of alcohol or drugs or operating a vehicle under age consumption (two or more offenses committed within the three years immediately preceding the background check)

**SUBSTANCE ABUSE**
The majority of the area health agencies have pre-employment screening policies for substance abuse, including nicotine. Some Level II Fieldwork facilities require drug screenings and most are tobacco-free campuses, including parking areas. If this is a problem for you, confidential student counseling services are available.

**ACADEMIC INTEGRITY**
An official academic integrity policy and procedure was approved by the Instructional Council in March, 2011. The link to this policy is:
http://www.sinclair.edu/services/conduct-safety/student-judicial-affairs/academic-integrity-policy/

**SINCLAIR COMMUNITY COLLEGE**
**Academic Integrity Policy**

**Introduction**
This Academic Integrity Policy addresses willful acts of cheating, dishonesty, and plagiarism and establishes common procedures to be followed when such acts occur. The intent of the policy is to improve students’ understanding of academic integrity while affirming the concepts and philosophies established in the Sinclair Community College Honor Code. Furthermore, the policy provides guidance for faculty, and their immediate supervisor(s) as they address violations of academic integrity. This policy is intended to be followed for all courses taught by Sinclair Community College faculty. In all instances, departments may develop and enforce academic integrity policies that are more stringent than, but not in conflict with, this policy.

**Definitions**
**Cheating** includes, it not limited to any act that:
- Aids or assists another in an unfair advantage, which diminishes the educational experience of others.
- Uses or attempts to use unauthorized materials for exams.
- Allows someone else to do any part of the student’s work.
- Involves doing someone else’s work for them, or allowing others to use your work.
- Fails to use reasonable efforts to protect electronic work. In a situation in which a student(s) fails to use reasonable efforts, and another student(s) steals that electronic work, all involved students will have been considered to be cheating.
• Aids and abets dishonesty, including providing material, information, or other assistance to another person to help them cheat.
• Involves collaboration on assignments unless it is a team/group assignment.
• Makes use of any telecommunication, cell phone or other information storage and retrieval equipment during an exam unless pre-approved by the faculty, and
• Other acts not defined above that demonstrate academic dishonesty.

Dishonesty includes, but is not limited to:
• Acts of academic fraud (deliberate deception).
• Attempts by a student(s) to deceive an instructor.
• Attempts to hide or cover up information pertinent to student(s) course work.
• Falsification of records and or documentation, and
• Other acts not defined above that demonstrate academic dishonesty.

Plagiarism includes, but is not limited to:
• Presenting someone else’s written work as your own. This includes the work of other students or any other persons, and works published elsewhere, including the World Wide Web. Students are expected to document all sources following established procedures for source citation.
• Using another’s work in whole or part without providing proper documentation of what and from where it is being borrowed.
• Obtaining another person’s work through purchase, or otherwise, and submitting it as one’s own, and other acts not defined above that demonstrate academic dishonesty.

GUIDING PRINCIPLES
Cheating/dishonesty/plagiarism in any academic environment is a serious and delicate issue. In some cases, students are unaware through a lack of educational exposure or diverse cultural mores of their responsibility or the procedure for properly documenting borrowed material. In other situations, students knowingly purchase, steal, and/or copy the works of others for academic gain.

The challenge for any faculty member is to determine whether a case of suspected plagiarism is intentional or not. The faculty member most closely connected with a student’s work is best suited to determine willful intent. Faculty may wish to seek guidance from other more experienced faculty, their immediate supervisor, other campus counselors (i.e., Accessibility Services, ILP counselors, student mentor, etc.), or through faculty volunteers in the Center for Teaching and Learning. This additional guidance is encouraged but not required.

The process of determining a student’s awareness and intent will likely require a conversation with the student(s) involved. A faculty is advised to invite the student(s) to discuss the issue with him or her in an appropriate location if the question of intentionality is unclear. This discussion can be beneficial to educate and illuminate the faculty member and the student. Furthermore, the student’s right to due process requires that students be afforded an opportunity to explain their behavior.
Individual and Group Work
It is imperative that students understand clearly what is considered acceptable as individual versus group work. Some of Sinclair class work is done in groups. Students in those instances are encouraged to help each other understand concepts presented, find needed resources, solve technological problems, and promote each other's learning. Students are expected to be prepared for group work and full participation with classmates. Working on specific class work as a group does not imply or suggest that individual work can or should include assistance from others. When in doubt a student should check with his or her instructor.

ACADEMIC INTEGRITY PROCEDURE
1. The faculty member should meet with the student(s) to understand the scope and intentionality of the issue in question.
2. A faculty member who identifies a situation involving intentional cheating, dishonesty or plagiarism as defined above must notify his or her immediate supervisor and then notify the student(s) in writing as to the violation of academic integrity.
3. The faculty member will prepare a written summary of the incident for his or her immediate supervisor.
4. The faculty member's immediate supervisor (or designee) should invite the student(s) to discuss the issue. It is recommended that this interaction take place in a face-to- face meeting if possible. The purpose of this meeting is to afford the student(s) due process to be heard regarding the issue. If the facts concerning the incident are in dispute, the faculty member involved may attend the meeting with the supervisor (or designee) and student.
5. The immediate supervisor (or designee) should review the “Statement of Understanding” with the student(s).
6. At the close of the meeting, all parties should sign a “Statement of Understanding.” This statement need not include any admission of fault, but should clearly delineate the agreement regarding how the issue will be resolved.
7. If the incident of cheating, dishonesty, or plagiarism is determined not to have occurred, that shall be documented, and a copy provided to the student(s) and communicated to all involved.
8. If the incident of cheating, dishonesty or plagiarism is determined to have occurred, the matter will proceed as set forth below.

Statement of Understanding
If a faculty member identifies a situation involving intentional cheating, dishonesty or plagiarism, said incident will be recorded on a separate “Statement of Understanding” which shall contain:
1. A summary of the events involving the cheating, dishonesty, or plagiarism;
2. A statement that the student either agrees with the summary or disputes it;
3. A statement clarifying that the student understands the penalty for cheating, dishonesty or plagiarism in the course as set forth by the “Statement of Understanding;”
4. If appropriate, a statement that the student understands the consequences of withdrawal from the course and that it does count as one attempt toward successfully passing the course;
5. If it is determined that this is the student's second offense, a statement that he/she can have academic privileges restricted (see possible penalties below);
6. The signatures of the student, faculty member, and immediate supervisor;
7. A copy of the supporting documentation or evidence (e.g., copy of the course policies, a copy of the assignment, or other useful documentation), should be attached to the “Statement of Understanding,” and
8. As a last step, the “Statement of Understanding,” with any supporting documentation, would be forwarded to the Student Judicial Affairs Office for inclusion in the Student Code of Conduct database.
Penalties

- **First violation:** If it is determined that a student has committed an act of academic dishonesty, the student will receive a grade deemed appropriate by the assigning faculty member as outlined in the course policy statement. In most instances, this grade would be a zero for the assignment or possibly an F for the course depending on the course policies.

- **Second violation:** Any student who violates the academic integrity policy twice in the same term will receive an F for the course.

- **Withdrawal:** Some students may decide to withdraw from a course rather than receive a failing grade. Withdrawing from a course in which the student has been determined to have cheated, plagiarized or otherwise behaved in an academically dishonest manner counts as an attempt towards successfully passing the course under the Repeating Courses Policy.

- Incomplete grades assigned at the end of a course while academic integrity violations are investigated will naturally convert to an F grade unless lesser sanctions are deemed appropriate. Grade change forms should be used per standard practice in this instance.

- A violation of the Student Code of Conduct involving academic matters will be submitted to the Student Judicial Affairs Office. The signed copy of the “Statement of Understanding,” with supporting documentation will suffice for this report.

- A record of the violation of Student Code of Conduct B.4, (Cheating, plagiarism, or other forms of academic dishonesty) will be maintained by the Student Judicial Affairs Office.

- Repeat violators will receive additional sanctions from the college following the procedures set forth in the Student Code of Conduct.

**Appeal Procedure**

An appeal of the determination of cheating may be made to the Dean (or Dean’s designee) of the division. The faculty member’s immediate supervisor will send a copy of the “Statement of Understanding” to the Dean if the matter is appealed.

Appeals may be made only on the grounds of inappropriate sanction, procedural defects, or new evidence.
EMERGENCY/SAFETY PROCEDURES

CAMPUS POLICE TELEPHONE NUMBER - (937)512-2700

CIVIL DISTURBANCE

Outdoors
- Move to a safe location (as conditions permit) inside buildings to protect against trauma or danger.
- Notify Campus Police of the type of disturbance, its location and the number of people causing it.
- Stay calm. Everything possible will be done to return the situation to a normal condition as soon as possible.
- Should a gunshot be heard, get on the ground immediately.

Indoors
- Notify Campus Police of the type of disturbance, its location and the number of people causing it, who is involved, any weapon presence and your name. Provide as much information as possible.
- Stay quiet and away from doors and windows.
- Lock all room doors.
- Account for all persons. Report any missing persons to Campus Police immediately.
- Close window shades, curtains or blinds.
- Stay calm. Everything possible will be done to return the situation to a normal condition as soon as possible.
- Remain in the classroom or other safe area until notified by Campus Police to move or return to normal conditions.

EARTHQUAKE/STRUCTURAL COLLAPSE

If You Are Inside
- Watch for falling objects.
- Crawl under a table, counter, etc.
- Get into a protective position by tucking your head to your knees and cover you head with your arms.
- Stay away from:
  - Windows, glass partitions and mirrors.
  - Overhead fixtures.
  - Filing cabinets.
  - Bookcases.
  - Electrical appliances.
  - Hanging objects
- Evacuate the building only after debris has stopped falling.

If you are outside
- Move to an open area away from building structures.
- Watch for:
- Fallen power lines.
- Fallen streetlights.
- Fallen trees.
- Flying glass

**If you are in a vehicle**
- Stop your vehicle in the nearest open area.
- Stay in your vehicle until the tremors have subsided.

**After the incident**
- Remain calm
- Be prepared for after-shocks.
- If evacuation is ordered, use the nearest and safest exit.
- DO NOT USE ELEVATORS!
- Proceed to you designated evacuation assembly area.
- Do not move seriously injured persons unless they are in danger.
- Open doors carefully.
- Watch for falling objects.
- Do not use matches/lighters or other sources of ignition.
- Avoid using telephones, as emergency response personnel will need these.

**EVACUATION**

**Building Evacuation**
- Any Sinclair staff or faculty person may issue an evacuation notification of a classroom or office area. The purpose is to move people away from any potentially threatening situation.
- To evacuate from the OTA laboratory go immediately, in a calm and orderly manner, to the exit directly outside the lab. Go at least 300 feet away from the building.
- Assist any classmates with disabilities that may need assistance with evacuation.
- Individuals with disabilities who cannot use the exit outside the OTA lab should exit down the hallway and around the PTA lab to the hallway exit.
- Do not take personal items.
- Close and lock doors behind you while exiting.
- You may walk briskly but do not run.
- Do not go to restrooms.
- DO NOT USE ELEVATORS!
- Do not return to your area of personal belongings.
- If smoke is present, stay low. The best quality air is near the floor.

**Situations That Require Full Building Evacuation**
- An evacuation of a building is used to move persons out of a building by a pre-designated route (if useable) to avoid a potentially threatening situation and determines the entire building as unusable until further notice.
- Generally, Campus Police will announce building evacuation instructions over the Emergency Evacuation System.
- To evacuate from the OTA laboratory go immediately, in a calm and orderly manner, to the exit directly outside the lab. Go at least 300 feet away from the building.
- Report any missing persons to Campus Police and location where last seen.
- Do not return to the building from your designated area until told to do so by Campus Police.
Evacuation Collection Areas
Buildings 1 through 8, go to Third or Fourth Street lawn. Building 9, go to Parking Lot E. Buildings 10, 11, and 12, go to Third Street Lawn north of Building 10. Building 13, go to Parking Lot K. Building 14 through 17, go to Parking Lot B. Building 20, go to Parking Lot M. 35 Eaker Street, go to Parking Lot east of building.

FIRE OR EXPLOSION
If You Discover Fire or Smoke
Remember: R.A.C.E.
Rescue: Remove anyone from immediate danger. Alarm: Activate the nearest fire alarm pull station. Contain: Close all doors to confine smoke and fire.
Extinguish/Evacuate: If the fire is small and you have been trained in fire extinguisher use, you can attempt to extinguish a fire. Otherwise, follow your Evacuation Plan and proceed to the nearest exit and designated area outside the building.

If You Catch on Fire
Do not run!
Stop where you are, and
Drop to the ground, and
Roll over and over to smother flames.

Response to Fire Alarms or Explosion
- Remain calm.
- Evacuate and stay with your class.
- Remember to take your class roster with you to the designated area.
- Once you have reached the designated area, report any missing person(s) to Campus Police.
- Only return to the building when directed by Campus Police.

Evacuation Reminders
- If leaving a room, feel the door with the back of your hand before opening it. Do not open any door that feels hot.
- To evacuate from the OTA laboratory go immediately, in a calm and orderly manner, to the exit directly outside the lab. Go at least 300 feet away from the building.
- If that way is blocked go to the left and around the PTA lab to the next exit.
- Do not return to your area for personal belongings.
- If smoke is present, stay low. The best quality air is near the floor.
- DO NOT USE THE ELEVATORS!
- Assist any classmates with disabilities that may need assistance with evacuation.
- Individuals with disabilities who cannot exit outside the lab need to go around the PTA lab and down the hall out the exit.
- Never allow the fire to come between you and the exit.
- Campus Police monitor all fire alarm signals and will respond.
- If You Are Trapped in Your Classroom
- Wedge wet towels or cloth materials along the bottom of the door to keep out smoke.
- Try to close as many doors between you and the fire as possible.
Use the telephone to notify 911 and Campus Police, extension 2700, of your problem and location.
If you are trapped in an area and need fresh air, only break the window as a last resort. Use caution when breaking a window to avoid injury to yourself.

HAZARDOUS MATERIAL SPILLS
If a corrosive or toxic chemical comes in contact with your skin, immediately flush the affected area with water for at least 15 minutes, then as soon as possible notify Campus Police of a medical need. Campus Police will arrange transportation to emergency medical services.
Do not attempt to clean up a chemical spill unless you are trained and have proper protective equipment to perform the cleanup.
Evacuate the area when there is possible danger of harmful or flammable vapors. Notify others in your immediate area to evacuate. Initiate the fire alarm when necessary.
To evacuate from the OTA laboratory go immediately, in a calm and orderly manner, to the exit outside the lab. Go at least 300 feet away from the building.
Notify Campus Police of any missing persons and where they were last seen.
To increase ventilation to the affected areas, call HVAC (Facilities Management at extension 4529) for assistance.
If possible, control access to the spill affected area by closing doors.
Check those involved for adverse medical symptoms (shortness of breath, fainting, etc.) and request immediate medical attention as appropriate.
Evacuees should remain in the designated safe area until Campus Police indicate it is safe to return to the affected area.

HUMAN BODILY FLUIDS (BLOODBORNE PATHOGENS)
If a Human Body Fluid Spill Should Occur (Blood, Vomit, Feces, Saliva, Urine)
Do not clean up a human bodily fluid spill unless you are trained in blood borne pathogen cleanup procedure.
Always treat human body fluids as an infectious waste.
Always wear rubber or latex gloves when handling human bodily fluids.
To remove gloves, avoid touching contaminated area of the glove and wash hands thoroughly with soap and water.
When in danger of splashing exists, wear a face shield to prevent human bodily fluids from getting in your eyes, mouth or nose.
Avoid getting human bodily fluids in open sores or wounds.
If human bodily fluids come in contact with your skin, wash the area immediately with soap and water and rinse.
Campus Police will contact Custodial at extension 3090 for cleanup of human bodily fluids.
Campus Police will contact Facilities Management at extension 4529 for proper disposal of infectious waste.
LOCKDOWN – ROOM, BUILDING OR CAMPUS

Room Lockdown Response
- A Room Lockdown Response is used when it may be more dangerous to evacuate the building than to stay in the assigned rooms. Examples: Violent or potentially violent incident by an angry or deranged person, uncontrollable acts of aggression, a person or persons threatening with a gun or other deadly weapon, robbery in progress, etc.

Room Lockdown Procedure
- Lock room doors, windows and close shades immediately.
- Notify Campus Police of the situation as soon as possible without endangering yourself.
- Notify Campus Police of the type of disturbance, its location, the number of people causing it, who is involved, any weapon presence and your name. Provide as much information as possible.
- Stay quiet and away from doors and windows.
- If a gunshot is heard, keep down near the floor and shielded under/behind room furniture as much as possible.
- Stay calm. Everything possible will be done to return the situation to a normal condition as soon as possible.
- Contact Campus Police as soon as possible of any medical emergencies.
- Conduct a count of all persons and report any missing person to Campus Police.
- Remain in the secure room until released by Campus Police.
- If gunshots are fired and fleeing is necessary, run away in a zig-zag manner, not in a straight line.

Building or Campus Lockdown Response
- The decision to initiate a building or campus wide Lockdown rests with Campus Police.
- A Lockdown consists of moving all students, visitors, employees and others off the grounds and into the buildings, securing all entrances, and denying access to any unauthorized persons.
- Always begin the Lockdown procedure immediately following notification to do so.
- Cancel all outdoor activities until approved otherwise by Campus Police.
- No person should leave a building under a lockdown order.
- The Building or campus Lockdown is to remain in effect until cancelled by Campus Police.
- Follow all instructions issued by Campus Police immediately.

MEDICAL EMERGENCY

On Main Campus
- Report all medical emergencies occurring on campus to Campus Police, extension 2700.
- Always determine and report if the person is conscious or unconscious. The report of an unconscious person initiates the Automated External Defibrillator (AED) procedure.
- Campus Police will dispatch officers to the scene.
- All Campus Police officers are trained in first-aid, CPR and AED use.
- Campus Police will call the EMS squad, whenever necessary.
- Emergency telephones with emergency numbers are located in public hallways for use by college students, visitors and employees.
The person reporting the emergency must stay on the telephone line until released by the Campus Police Communications officer (dispatcher) in order to assure that all necessary information is completed.

Campus Police officers will provide first aid until the EMS squad arrives.

The EMS squad crew will take over treatment of injured or sick person and transport them to a local hospital, whenever necessary.

Students, visitors and employees needing treatment beyond first aid will be sent to a local medical establishment or hospital for treatment.

**Off Campus Sites**

- Call 911 direct on an outside line and request an EMS unit.
- Report accident or illness incident to Campus Police immediately after situation is under control. Accident forms must be filled out by the supervisor or instructor and filed with the Business Services director.

**OTA LABORATORY SAFETY**

- Keep a pathway to the door clear at all times.
- Close cupboard doors immediately after you have used them.
- Keep backpacks and purses off the floor.
- When placing the mat table up against the wall make sure the legs are down.
- Wipe up spills immediately.
- Place all trash in the trashcans.
- The First Aid Kit is a white box.
- Gloves are located with the First Aid Kit.
- The MSDS (Material Safety Data Sheets) contain instructions for the safe use and potential hazards associated with materials used in the laboratory.
- The evacuation route from the OTA laboratory is to the right and out the exit. Go at least 300 feet away from the building.
- Do not go anywhere else until it has been verified that everyone has evacuated the building safely.

**POWER OUTAGE**

- Notify Campus Police at extension 2700 immediately for a power outage.
- Sinclair Community College buildings are equipped with automatic standby electrical generators that will provide for minimal lighting and power to a few selected elevators. If the call button flights and elevator responds to your call, it is safe to use.
- Remain where you are unless directed by Campus Police to relocate or evacuate.
- If the situation could expose students or employees to danger, evacuate horizontally to another building, or move outside to a safe location.
- During power outages, open blinds to let in outside light.
- During power outages, turn off electrical equipment or appliances that may be damaged or cause damage once the power is restored, i.e., computers, monitors, cooking equipment, etc.
- If instructed to evacuate, proceed cautiously from the OTA laboratory to the exit to the right.
- Report any missing persons to Campus Police and where they were last seen.
TORNADO/SEVERE WEATHER

Weather Watch
☐ Issued by the National Weather Service when severe weather conditions are possible in the area.

Weather Warning
☐ Issued by the National Weather Service when severe weather has been sighted in the area.

Snow and Ice Conditions
The college administration constantly monitors severe and changing weather conditions. Whenever snow and ice conditions become so extreme and to the point that it could affect our campus, a decision to postpone or cancel classes may be announced. When in doubt, listen to the Dayton area TV stations before coming to the college. Announcements are also available on the Sinclair Info Line (937) 512-2888, and will be posted on the Sinclair web site – www.sinclair.edu. (Please do not call Campus Police for snow information). Should weather become severe after the college opens, impending closing announcements will be made over the Emergency Evacuation System.

Tornado Warning
Whenever the National Weather Service issues a tornado sighting, Campus Police will monitor the path of the tornado and if the college is near or within the projected path, the Emergency Evacuation System will be activated.

☐ Always listen and follow instructions given by Campus Police.
☐ Go to your designated shelter when instructed to do so. Take others with you.
☐ Do not to leave the Campus until an all-clear announcement is issued by Campus Police.
GENERAL PROGRAM POLICIES

In general, policies are developed when a problem is identified. They are an attempt to provide clear communication about expectations. They let the student know what they can expect from the faculty as well as identifying what is expected from the student.

**G.P.1. - Academic Integrity**

This Policy applies to any and all student experiences in which academic credit is involved

1. The College Academic Integrity Policy will be followed.

2. Work any part of which is the product of academic dishonesty will receive the grade of zero.

3. More than one instance of academic dishonesty within one course will result in an F in the course.

4. According to the Student Judicial Affairs Code of Conduct Handbook academic dishonesty qualifies as a Level II offense and can be reported to the Student Conduct Committee.

**G.P.2. - Academic Requirements**

1. Students must maintain a minimum of a 2.5 GPA to remain in the program.

2. Students will not be allowed to continue into the second year of the curriculum if all of the first year courses have not been completed unless arrangements for remediation have been made with the course instructor and the OTA Program Director.

3. Students wishing to make any changes in their curriculum must have the changes verified in writing by the director of the department.

4. A minimum grade of a "C" (77%) must be received in all courses in the OTA curriculum.

5. If a course is taken before it is scheduled in the curriculum and the grade received is lower than a "C", the course may be repeated without dismissal from the program.

6. Students must complete each assignment in each course to successfully pass the course.

7. Students need to pass each course with a 77% or higher AND the student’s exam average grade can be no less than 77% or the final course grade assumes that score. Example: You might earn a 78% for the course as a whole but if your exam score is 74, you earned a D for the course.

   a. All Instructors & the OTA Program Director review each exam question following each exam. Any question that 50% or greater of students did not get correct, will be reviewed for correctness and/or appropriateness. If deemed inappropriate, the students’ exam grades will be adjusted accordingly. If no student earns a minimum of a 93% (A), the scores may be curved accordingly to raise the student with the highest final exam score to that of 93%.
**G.P.3. - Accommodation Requests**

Students with handicapping conditions are entitled to request accommodation within both the academic and fieldwork portions of the program.

1. The student must be registered with the Office of Accessibility Services as a student with a disability.
2. Accommodations must be requested at the beginning of the semester, or as soon as the need is apparent.
3. There will be no retroactive accommodations.
4. Students may not ask for an accommodation on an assignment or laboratory skill after they have failed it. Accommodations only apply to future assignments and/or activities.
5. It is the instructor's or clinician instructor's decision to determine if a skill is an essential one that cannot be accommodated.

**G.P.4. – Administrative assistant**

The administrative assistant’s role is to provide support to the director and the faculty of the OTA department.

1. She is not permitted to do the following for students:
   a. Make copies
   b. Send faxes
   c. Place phone calls
   d. Accept messages about absence from class.

**G.P.5. – Attendance**

1. Attendance and timeliness to all OTA classes and assigned fieldwork experiences is mandatory.
2. Scheduled assignments are due even if the student is absent.
   a. If class quizzes and/or classroom activities take place on date of absence, the instructor may be contacted by the student in order to assign a make-up activity for those points. These will need to be completed within 24 hours.
   b. If an individual presentation/assignment is due the date of absence, be prepared to present/turn in assignment on the day of your return.
   c. If a group presentation/assignment is due the date of absence, the group will present without you and you will receive a zero for this assignment unless previous accommodations have been made with the instructor prior to the absence.
3. Students are expected to contact the instructor in case of absence or lateness. A message can be left by voicemail or e-mail if you cannot contact the instructor directly. A message is NOT to be left with the department administrative assistant.
4. For fieldwork assignments, the student is expected to contact the fieldwork educator and the academic fieldwork coordinator directly when late or absent. Refer to Fieldwork policies for procedures when absent.
5. Illness must be verified by a physician’s statement.

6. Two absences from a course that meets once a week or three absences from a course that meets twice a week will automatically lower the grade one letter.

7. Chronic tardiness is not acceptable and every 3 tardies equals an absence.

8. Disrespectful behavior (as determined by the instructor) toward classmates or the instructor will result in removal from a class. This will count as an absence.

9. Completion of all required fieldwork hours, including those within OT Foundations 1 & 2 (Fun Night), is mandatory for successful completion of the program and eligibility for the certification examination.

**G.P.6. – Cell Phones**

1. Cell phones are to be used in the classroom only for emergencies and research purposes.

2. Cell phones are not permitted for note taking.

3. If a cell phone becomes a distraction the student will be asked to put it away.

4. Cell phones are not permitted during for any quiz, test, exam, or lab practical.

**G.P.7. - Continuance in Program**

In order to continue in the Occupational Therapy Assistant Program, a student must:

1. Adhere to college policy as set forth in the bulletin, the SCC *Student Judicial Affairs Code of Conduct Handbook* and adhere to OTA program policy as set forth in the current *SCC Occupational Therapy Assistant Program Student Policy and Procedure Handbook*.

2. Maintain a minimum of a cumulative 2.5 GPA.
   a. Attain a minimum grade of "C" in each course of the OTA curriculum and in each General Education course required in order to graduate. The lowest “C” in the OTA program is 77%.

3. Meet current curriculum requirements. Each OTA course must be taken in sequence, and all courses in the first year of the curriculum must be completed by the end of summer semester of the first year. For lecture courses (NOT clinical nor lab courses), a remediation course may be offered for completion during following semester if a student has not successfully completed this course. This potential offer is only for ONE course per semester.

4. Adhere to the attendance and behavioral policies of the OTA program.

5. Complete and update health and immunization records as required.
6. Maintain current CPR certification for healthcare provider. CPR certification courses may be taken online; however, CPR certification test must be completed in person.
7. Complete an annual criminal record check.
8. Meet stated fieldwork objectives.

**G.P.8. - Laboratory Use**
The following policies do not apply if they interfere with the instructional process. The instructor is the one who decides if there is interference with the instructional process.
1. Food and drink are permitted.
2. All persons using the laboratory are expected to clean up for themselves.
3. Students will be permitted to use the laboratory only during scheduled open laboratory times or by approval of OTA Faculty.

**G.P.9. - Laboratory Performance and Written Examinations**
1. Each semester will contain both written and laboratory performance examinations.
2. The minimum passing score on both written and laboratory performance examinations is 77%.
3. Every section on a laboratory performance examination must be performed at a minimum of 77%. Students are allowed to retest 2 times (with the 2nd & 3rd attempts at a final score reduction).
4. Students who demonstrate a pattern of failing portions of the performance exam may be denied the opportunity to retake the exam at the department’s discretion.

**G.P.10. - Late Assignments**
1. Assignments are due when the instructor calls for them or when they are due to be posted electronically.
   a) Computer, internet, and eLEarn issues that result in late assignments will be counted as late. Such issues are not an acceptable excuse.
2. To pass the course all assignments must be completed, however, a 1st late assignment within a course will receive 50% of earned score. If any further assignments are late in a course, the student will receive a zero score. Late is 1 minute late!

**G.P.11. – Medical Release**
1. Students will need a written medical release from an attending physician to participate in labs and fieldwork (including OT Foundations) for the following conditions:
   a. Pregnancy
   b. Illness which has lasted more than three days.
   c. Injury
   d. Other physical conditions as requested by the faculty or academic fieldwork coordinator.
**G.P.12. - Pre-Graduation Assessment**

1. To qualify for graduation from Sinclair Community College's Occupational Therapy Assistant Program a student must reach minimum competency in the areas of skills, knowledge and attitudes.

   This can be interpreted to mean that the student must pass each course in the program each semester.

   **A. SKILLS**
   
   a. **Formative** - There will be minimum competencies established for all OTA courses. Each instructor will determine how the students will be evaluated for the skills gained in the individual courses.

   b. **Summative** - The student will be required to demonstrate entry level skills during the Level II Fieldwork experiences.

   **B. KNOWLEDGE**
   
   a. **Formative** - Each course in the curriculum must be passed with a grade of C or better.

   b. **Summative** - All students will participate in an Intervention Paper process that is threaded throughout several courses. The purpose of this process is to determine readiness for Level II Fieldwork. The student must successfully complete the Neurological, Pediatric & Mental Health Intervention papers prior to the continuation to Level II Fieldwork.

   **C. ATTITUDES**
   
   a. **Formative** - During each class students will be evaluated by self, classmates and the instructor.

   b. **Summative** - Identified problems must be corrected in order for the student to graduate.

**G.P.13. – Professional quality in written work**

Students are expected to display a professional level of written work throughout the program. This includes, but is not limited to, grammar, punctuation, spelling and formatting.

1. Up to 7% will be taken off for each grammatical, punctuation, spelling and formatting error within a written assignment.

**G.P.14. - Reinstatement Policy**

This Reinstatement Policy applies to all students of the Sinclair Community College Occupational Therapy Assistant (OTA) Program, including not only current students enrolled in the Program, but also previously enrolled individuals seeking reinstatement.

1. A student who has withdrawn or been dismissed from the OTA program may petition for reinstatement.
2. A petition for reinstatement does not guarantee reinstatement.
   a. A rubric will be completed to determine if reinstatement will occur or not

3. Reinstatement to the OTA program may be conditional, or depending on the circumstances, may be subject to the petitioner meeting certain conditions that shall be determined by the director. Such conditions include, but are not necessarily limited to, the following:
   a. If the petitioner has not been actively enrolled in an OTA course in over a year, a student may be asked to demonstrate retention of knowledge of previously learned material through proficiency testing or repeating a course.
   b. If the petitioner has failed a fieldwork affiliation course, reinstatement must occur within twelve months of the last completed technical course.

4. A student whose petition for reinstatement is granted must have a 2.5 GPA at the time of re-entry into the OTA program. The student’s GPA will be verified at the end of the grading period before re-entry.

5. All reinstatements are on a space-available basis.

6. The determination of available space for reinstatement into a semester will be made after all grades are posted for the previous semester.

7. The assignment of students to an available space will be on a “rolling basis” determined by the date the petition for reinstatement was received by the director. Students who have withdrawn in good standing shall be give preference over dismissed students in the assignment of available spaces.

8. Students who have been reinstated to the OTA program must meet graduation requirements in place at the time of their reinstatement.

9. If a petition for reinstatement is denied the student may appeal to the Health Science Division Reinstatement Committee.

G.P.15. – Reinstatement Procedure
1. An individual who wishes to be considered for reinstatement to the OTA program must complete a reinstatement petition. The petition forms are available in the OTA department office.

2. An appointment must be scheduled with the Health Sciences Liaison from Academic Advising. The counselor must confirm the completion of the appointment before the reinstatement petition is considered final.

3. An appointment must be scheduled with the director of the OTA department to discuss the reinstatement petition.

4. The program director may request additional information pertinent to the petition for reinstatement from the other OTA instructor(s).
G.P.16. – Withdrawal/dismissal from Program

1. Students may elect to withdraw from the OTA program.

2. Students will be dismissed from the OTA program for academic reasons that include, but are not necessarily limited to, the following:
   a. Failure to meet each semester’s current curriculum requirements, as specified by the OTA Program.
   b. Incomplete health and immunization record.
   c. Failure to maintain an active CPR card.
   d. Failure to maintain an annual criminal record check.
   e. Failure to attain a minimum grade of "C" (77%) in all required OTA Program courses.
   f. Failure to meet stated fieldwork objectives.
   g. Failure to maintain a 2.5 overall grade point average.
   h. If required non-OTA courses are taken in advance of the program sequence, and a grade less than "C" is obtained in any such course, that grade must be raised to at least a "C" by the time the course, as indicated in the curriculum, is due to be taken.
   i. Failure to successfully complete a Lab Competency
   j. Failure to successfully complete 3 (Neuro, Peds, Mental Health) Intervention Papers

3. Students may be dismissed from the OTA program and/or from the college for non-academic reasons. Such dismissals will be in accordance with the Sinclair Community College Student Conduct Policy.

4. Students are responsible for officially withdrawing from technical courses through the registrar's office.

G.P.17. - Ineligibility for Reinstatement

Students will be considered ineligible for reinstatement for the following reasons:

1. Failure to meet the requirements for continued enrollment.

2. Receiving a "W", "D", or "F" twice in the technical course requirements.
   This may be in any combination of these grades and may be in either two different OTA courses or the same course twice. These grades can include, but are not limited to a student initiated withdrawal or an administrative withdrawal for attendance.

3. Failure to complete the reinstatement recommendations or requirements of the director.

4. The student is not eligible for reinstatement after a second unsuccessful attempt of an OTA course and will be dismissed from the Program.

5. When withdrawal is due to a non-academic reason, the student may apply for reinstatement and present written validation of cause, e.g. obituary; statement from doctor, social services, attorney/courts, employer, armed services; confidential disclosure statement to the Director of Occupational Therapy Assistant Program, etc.
6. Reinstatement following a validated non-academic withdrawal would be in addition to the two opportunities identified above.

FIELDWORK POLICIES

**Level I Fieldwork** experiences are designed to enrich OTA coursework through directed observation and participation. OT Foundations I and II, a type of Level I Fieldwork, begins during the first semester of the curriculum and ends at the end of spring semester the first year. Students will be assigned to participate in a Fun Night at Sinclair, held on either Tuesday, Wednesday, or Thursday nights from 5-9pm in the OTA Lab. The expectations will change as the student gains experience. During the second year of the program students will complete two additional Level I experiences during OTA Level I Fieldwork in various occupational therapy and other healthcare/community settings. Each Level I Fieldwork will be 6-8 hours per day, one day a week for seven weeks.

**Level II Fieldwork** is a mandatory, unpaid, full time fieldwork experience that is scheduled as 16 weeks. Full time can be between 32 and 48 hours per week depending on the fieldwork site. The student will be assigned by the Academic Fieldwork Coordinator to two different facilities for eight weeks each. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings, if necessary, to obtain a well-rounded education. These fieldwork experiences are generally scheduled during the spring semester of the second year. The fieldwork sites are located throughout the state of Ohio and surrounding states. Level I and Level II fieldwork sites are within a 70 mile radius of Sinclair Community College. Level II Fieldwork must be completed within twelve months of finishing the academic OTA technical courses in the academic portion of the program. All academic coursework must be completed for a student to be placed in Level II Fieldwork.

ACOTE, the agency that accredits the OTA program, recommends that students be provided with opportunities to interact with a *variety of populations across the age range in variety of settings*. We accept the responsibility to provide the appropriate fieldwork experiences at the times indicated in the curriculum. Available fieldwork settings are limited at a local and national level.

**F.P.1. – Absence from fieldwork**

1. Attendance is MANDATORY.
   
   Absence and lateness will not be tolerated at OT Foundations, Level I and Level II Fieldwork.

2. If a student is to be absent from OT Foundations, the student must contact the Academic Fieldwork Coordinator by e-mail AND by telephone at 937-512-3565 by 9:00 a.m. and the OT Foundations supervisor ASAP.
3. If a student is to be absent from Level I or Level II Fieldwork, the student must contact Academic Fieldwork Coordinator, by e-mail AND by telephone at 937 512-3565 by 9:00 a.m. and the Fieldwork Educator (clinical facility supervisor) ASAP.

4. The student may leave a voice mail at the clinical facility and follow-up until they speak with a live person. They must continue to follow-up until they speak directly with their OT Foundations Supervisor or Fieldwork Educator.

5. After the student has completed the above steps, the student must complete an Absence Form and submit it via email to the Academic Fieldwork Coordinator. This form includes all of the following information:
   a. Student name
   b. Assigned facility
   c. Fieldwork Educator’s name and phone number
   d. Date missed and reason
   e. Results of conversation with Fieldwork Educator
   f. Make-up date(s)

6. OT Foundations, Level I and Level II facilities have agreed to supervise SCC/OTA students on pre-established dates and times with the SCC/OTA program. It is the responsibility of the SCC/OTA student to make up all fieldwork time at the convenience of the fieldwork facility. Some fieldwork facilities do not have additional time to spare to allow for the student to make-up the missed time. Thus the missed time may affect the student’s grade.

**F.P.2. – Accommodations in fieldwork**

1. The student must request accommodations for a disabling condition. This request cannot be applied retroactively.

   It is the student's responsibility to determine what accommodations are necessary for a handicapping condition, with the assistance of the Office of Accessibility Services, and request accommodations. The college is not permitted to provide this information to the fieldwork site.

   If a student fails to request accommodations and does not pass a fieldwork because of problems associated with the condition, the student will be judged on the performance given without accommodation.

   It is the recommendation of the program that the student request accommodations at the beginning of the fieldwork experience.

2. It is the right of the fieldwork site to determine if the requested accommodation is appropriate within the essential job duties of that setting.

**F.P.3. – Conflict resolution at fieldwork sites**

1. Students on Level I FW with a disagreement/conflict with the OT Foundations Supervisor/Fieldwork Educator are expected to speak to the Supervisor/Fieldwork
Educator directly. If unresolved, contact the Academic Fieldwork Coordinator as soon as possible for direction and/or assistance to problem-solve a solution.

2. Students on Level II Fieldwork with a disagreement/conflict with their Fieldwork Educator must contact the Academic Fieldwork Coordinator as soon as possible to notify them the issue exists even if the issue has been resolved with the Fieldwork Educator. The Academic Fieldwork Coordinator will provide assistance to problem solve a solution as needed in coordination with the Fieldwork Educator.

**F.P.4. – Dress Code**

1. To participate in fieldwork the student must adhere to the dress code of SCC’s OTA program and the assigned facility.

2. OTA students are required to wear polo shirts with a collar; either black or khaki colored pants and closed toe shoes.

3. Students may wear scrubs if the fieldwork facility designates them as part of the facilities uniform.

4. All pants/slacks must be hemmed and are not to drag the ground.

5. For Level I FW at SCC: No more than 2 piercings per ear and one facial piercing. For ALL other Fieldwork: no piercings outside the ears.

6. No visible tattoos.

7. Students are required to wear their SCC/OTA picture name tag at all times during their assigned OT Foundations and Fieldwork assignments.

8. For a first time offense, the student can be sent home from the fieldwork site if dress is inappropriate. For repeat offenses, a student can be pulled from the site and fail the placement.
If you are unsure if your dress is professional and appropriate for your fieldwork site, it probably is NOT appropriate or professional!

If your fieldwork educator/supervisor or anyone from your fieldwork/OT Foundations site states your dress or behavior is NOT professional than it is NOT!

Remember…. you are a guest at your fieldwork/OT Foundations site and are required to abide by their rules, dress code and social norms.

<table>
<thead>
<tr>
<th>Professional Dress is...</th>
<th>Professional Dress is NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neat, clean and pressed slacks</td>
<td>Sweatpants, jeans, hip hugger pants, low-rise pants skinny pants, leggings Pants MUST be hemmed</td>
</tr>
<tr>
<td>Slack labeled ‘at waist’ or ‘above the waist’</td>
<td>T-shirts, sweat shirts, baby-doll shirts, scoop or V-neck shirts, low-cut and tight fitting shirts, shirts that show your mid-drift.</td>
</tr>
<tr>
<td>Neat, clean blouse, shirt and/or sweater</td>
<td>Push-up bras</td>
</tr>
<tr>
<td></td>
<td>No cleavage</td>
</tr>
<tr>
<td></td>
<td>No tattoos showing</td>
</tr>
<tr>
<td></td>
<td>Skin should NOT show, be aware of what happens to your clothing when you run, stretch, bend lift, jump or twist.</td>
</tr>
<tr>
<td>Closed toe shoes, socks or hose</td>
<td>Open toe shoes, flip-flops, high-heels, spike heels, UGGs</td>
</tr>
<tr>
<td>Shoes should be supportive, comfortable and professional.</td>
<td>Flashy colored undergarments that show through outer clothes</td>
</tr>
<tr>
<td></td>
<td>G-strings that are higher than the waistband of slacks, pants, skirts or scrubs</td>
</tr>
<tr>
<td>Appropriate fitting undergarments</td>
<td>Wedding bands, watches, small ear rings</td>
</tr>
<tr>
<td></td>
<td>Tattoos must be covered</td>
</tr>
<tr>
<td>Minimal scent deodorant, lotion or powder</td>
<td>Large gaudy jewelry, dangling ear rings, eye brow and lip piercing, tattoos</td>
</tr>
<tr>
<td>Washed, trimmed clean nails</td>
<td>Fragrances should NOT be worn, as many patients and health care workers have allergies, and health care facilities frequently request patients be fragrance free before seeing practitioners</td>
</tr>
<tr>
<td>Neutral make-up</td>
<td>Bright make-up; Make-up should not be excessive</td>
</tr>
<tr>
<td>Neatly trimmed facial hair</td>
<td>Overgrown beards, mustaches and/or goatees</td>
</tr>
<tr>
<td>Long hair should be neatly pulled back</td>
<td>Long hair loose and/or in your face is easily tangled in patient’s hands or equipment</td>
</tr>
<tr>
<td>Watches</td>
<td>All make-up, nail care, oral care and shaving should NOT be done at your fieldwork.</td>
</tr>
<tr>
<td>All grooming and hygiene performed PRIOR to arriving at Fieldwork</td>
<td></td>
</tr>
</tbody>
</table>
**F.P.5. - Eligibility for Level I Fieldwork**

1. The following documentation must be on file in the office of the Director of the OTA Program before a student is eligible to participate in any/all Level I Fieldwork (including related courses which could result in absences)
   - a. Personal health history
   - b. An active cardiopulmonary resuscitation (CPR) card
   - c. Results of a physical examination within the last 12 months
   - d. Results of a Tuberculin (TB) test. Either a two-step Mantoux OR QuantiFERON®—TB Gold completed within the last 12 months.
   - e. Verification of a negative criminal record check within the last 12 months.
   - f. Verification of a flu vaccination within the last 12 months.
   - g. Verification of all other required immunizations and tests.
   - h. Verification of personal health insurance
   - i. It is the student’s responsibility to make sure they remain current in all of the above requirements.
   - j. A student will be removed from their assigned fieldwork if requirements are not current.

2. The Academic Fieldwork Coordinator and/or the Director of the OTA Program reserve the right to delay or refuse to schedule Level I assignments if a student demonstrates inappropriate professional behavior or if it is determined that a student will present a danger to the client and/or the facility.

3. If a student is not permitted to participate in Level I Fieldwork at the regularly scheduled time a written plan of remediation, including a time line, will be developed with the student.

4. Ineligibility for Level I fieldwork, including OT Foundations I or II, will result in dismissal from the program.

**F.P.6. - Eligibility for Level II Fieldwork**

The student must have successfully completed all academic coursework.

1. The following documentation must be on file in the office of the Director of the OTA Program:
   - a. An active cardiopulmonary resuscitation (CPR) card
   - b. Results of a two-step Mantoux completed within the last 12 months.
   - c. Verification of a negative criminal record check within the last 12 months.
   - d. Verification of a flu vaccination within the last 12 months.
   - e. Verification of all other required immunizations and tests.
   - f. Verification of personal health insurance
   - g. It is the student’s responsibility to make sure they remain current in all of the above requirements.

2. A student will be removed from their assigned fieldwork if requirements are not current.
3. The Academic Fieldwork Coordinator and the Director of the OTA Program reserve the right to delay or refuse to schedule Level II Fieldwork assignments, if a student demonstrates inappropriate professional behavior or it is determined that a student will present a danger to the client and/or the facility.

4. If a student is not permitted to participate in Level II Fieldwork at the regularly scheduled time a written plan of remediation, including a time line, will be developed with the student.

**F.P.7 - Health Insurance Requirements**

Students enrolled in Sinclair health care programs are expected to have in effect personal health insurance prior to enrolling in any course which includes a clinical experience requirement. This requirement for having health insurance is in place because most clinical sites that accept Sinclair students require it. If a student does not have health insurance, he/she may not be admitted into a clinical course, and therefore, not be able to complete the program. Sinclair provides accident insurance for students injured in clinical settings. However, the insurance carrier decides what treatment is eligible for reimbursement, and any treatment denied for reimbursement is the responsibility of the student, not Sinclair nor the clinical site.

Information about obtaining health insurance can be found at: http://medicaid.ohio.gov/FOROHIOANS/GetCoverage.aspx

**F.P.8. – Emergency Contact Form**

1. If the Fieldwork Student Emergency Contact Form has not been submitted by the required date the student will be removed from the assigned fieldwork until the form is completed.

2. OT Foundations Students must complete the Fieldwork Student Emergency Contact Form before the start of the first semester and again break at the end of fall semester.

3. Level I Fieldwork students are required to submit the Fieldwork Student Emergency Contact Form after their second visit to their assigned clinical site.

4. Level II Fieldwork students are required to submit the Fieldwork Student Emergency Contact Form within the first seven (7) days of their starting date.

**F.P.9. – Fieldwork attendance during closure of the college**

1. OT Foundations- Fun Night is not scheduled on days that Sinclair Community College is closed. Students are not required to make up time that is lost due to a closed campus.

2. Level I and Level II- Students are expected to attend if the facility is open.

3. If inclement weather is predicted students should listen to the weather on the radio or TV.

4. Students may also register for text messages from the college regarding closures and delays.
5. In the event of inclement weather and the facility is open the student is responsible for judging their own safety and deciding whether to attend. The student must notify the clinical site and AFWC if they will not be in attendance and is required to make up the time missed.

6. If the site cancels/or is closed on an assigned day the student is not required to make up the time for Level I FW. In the case of Level II FW, the aforementioned is true as long as their overall hours are within acceptable limits maintaining full time equivalency.

**F.P.10. - Fieldwork rights and responsibilities**

**Academic Education Program**

1. Selects fieldwork education sites that meet the overall objectives of the educational program.

2. Negotiates the affiliation agreement or memo of understanding through appropriate administrative channels.

3. Solicits and responds to input from fieldwork educators on the preparation of students and the effectiveness of the curriculum.

4. Has the right to inquire about and be notified of the student’s progress at the fieldwork education site.

5. Has the right to be informed of any changes in the fieldwork experiences provided for the student.

6. Must notify the fieldwork education site promptly if a student is to be canceled.

7. Must make known its grading policies and apply them consistently.

**Fieldwork Education Site**

1. Accepts only students from academic education programs where there is a signed affiliation agreement and an additional memorandum of understanding as appropriate.

2. Has the right to assume that only those students who have met required educational standards will be scheduled for fieldwork.

3. Has the right to prompt consultation with the Academic Fieldwork Coordinator regarding all phases of the fieldwork process.

4. Is responsible for the acts of students at the facility.

5. May request proof of liability insurance.

6. Must notify the academic educational program of a student who is failing at midterm.

7. Has the right to request a student be terminated at any point in the fieldwork experience if it is deemed to be in the best interest of the fieldwork education site or the student.
**Student**

1. Has the right to be treated in a manner which is not arbitrary and is non-discriminatory.
2. Has the right not to have information disseminated capriciously by either the fieldwork education site or the academic educational program.
3. Has the right to know what information is being kept on file.
4. Has the right to be appropriately supervised by fieldwork educators.
5. This may include protection from injury by patients and defective equipment.
6. Has the right to be evaluated and to be informed of his or her progress on a regular basis.
7. If failing, the student may request either continuation of the fieldwork placement or withdrawal.
8. Has the right to be informed of the consequences of withdrawing from a fieldwork placement.
9. In public institutions, has the right to receive due process in any actions that might affect constitutionally protected interests.
10. Has the right to contest the Fieldwork Performance Report or the Fieldwork Evaluation form.
11. Does not have the right to disagree with the assessment of the student’s work performance.
12. Must give written consent for any release of information.

**F.P.11. – First day of fieldwork requirements**

1. Students are required to bring their Professional Portfolio to the first day of all Level I and Level II fieldwork assignments to provide a copy of the following items:
   a. Current CPR card
   b. Current two step Mantoux
   c. Current flu shot
   d. Hepatitis B shot series
   e. BCI check
2. If the student does not bring this information or the information is expired the student is not permitted to stay at the clinical site.
   The clinical site will be instructed to send the S/OTA home and call the SCC/OTA Academic Fieldwork Coordinator.
3. It is the student’s responsibility to make sure current documentation is in their Professional Portfolio at all times.
4. It is the student’s responsibility to make sure current copies are provided to the OTA Administrative Assistant to be placed in the student’s file.
5. If current copies are not on file with the OTA office the student will not be permitted to attend fieldwork until documentation is current and in the OTA office.

**F.P.12. – Illness and injury**

1. If an illness occurs during fieldwork hours the student will be instructed to leave the fieldwork setting when an incapacitating illness occurs. The OTA Office should be notified of the student's illness as soon as possible. The Academic Fieldwork Coordinator will recommend a visit to the student's personal physician. This will count as an absence according to the Attendance Policy.

2. In the event of an injury within the fieldwork setting, the fieldwork educator should be notified immediately. The fieldwork facility policy may be followed regarding completion of an Incident Report. The injury may require treatment with consent of the student (as fees may be assessed). A *Sinclair Community College Life and Health Sciences Division Incident Form* must be completed and placed in the student's file. The OTA Office should be notified of the student's injury as soon as possible. The student should go to a site of their choosing. They must complete the Insurance Forms obtained in the OTA office in order for SCC to pay for the incident. Any bills should be attached to SCC’s Insurance Form.

3. Students may come into contact with blood and other body fluids during their fieldwork learning experiences. In the event an occupational exposure occurs, the following procedure will be implemented for all students enrolled in the Health Sciences Division.
   
   a. During normal business hours, the student will report to MedWork Occupational Health Care, 1435 Cincinnati Street, Dayton Ohio 45408. The telephone number is 937-449-0800.

   b. In the event the occupational exposure occurs after normal business hours, the student should report to the Emergency Department at Miami Valley Hospital, 1 Wyoming Street, Dayton Ohio 45409.

   c. In either instance the student should inform personnel at the facility that MedWork will directly bill Sinclair Community College for the initial visit.

   d. The Academic Fieldwork Coordinator will complete an *Emergency Room Insurance Form for Student Injury* and submit it to the OTA department director within 24 hours of the occupational exposure.

   The Academic Fieldwork Coordinator should work with the appropriate representative from the fieldwork site to identify the HIV status and/or hepatitis status of the exposure source (patient).

   If available, this information should be shared with the MedWork staff.

   e. The director will submit a copy of the form to the offices of the Dean of Health Sciences Division and the Director of Business Services. In addition, the OTA Academic Fieldwork Coordinator will secure an *ITT Hartford Insurance Claim Form*,

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assist the student with completing the form, and return it to the Business Services office.

f. The Director of Business Services will submit the completed claim form to the ITT Hartford Insurance Company. Sinclair's accident insurance coverage for students is limited to emergency care. Therefore, financial responsibility for any follow-up care will be reviewed and determined on a case by case basis.

g. If the student refuses to seek medical treatment and/or chooses to seek follow-up care on his/her own, the Refusal of Medical/Surgical Intervention section of the Emergency Room Insurance Form for Student Injury at Fieldwork Site must be completed. Once completed this form must be submitted to the OTA office within 24 hours of the injury.

**F.P.13. - Location of fieldwork**
1. There is no guarantee that fieldwork sites will be in the Miami Valley area.
2. Level I and Level II fieldwork sites are considered local if they are within a 70 mile radius of Sinclair Community College.
3. Students will be provided opportunities to express preferences and interests in specific fieldwork areas and/or facilities but are not guaranteed any specific placements based on those preferences.
4. Providing appropriate and well-rounded fieldwork experiences will take precedence over geographical concerns.

**F.P.14. - Priority of assignments**
1. Priority for available fieldwork sites is as follows:
   a. Students following the curriculum as it is written
   b. Students doing fieldwork out of sequence who have made prior arrangements with the Academic Fieldwork Coordinator
   c. Students repeating a fieldwork experience
   d. Students who have not notified the Academic Fieldwork Coordinator of special scheduling needs in a timely manner
   e. Students who refused an assigned fieldwork site

**F.P.15. - Removal of a student for unsafe practice**
1. A student may be removed from a fieldwork by the Academic Fieldwork Coordinator and assigned an "F" grade for the course for engaging in unsafe or unethical practice(s). Such removal and grade may occur at any time during the term. To facilitate safe and ethical practice the following procedures have been followed:
   a. At the beginning of each academic year and/or reinstatement the student is given an updated SCC Occupational Therapy Assistant Program Student
Policy and Procedure Handbook. The student is required to sign a document stating they will abide by all policies and procedures.

b. At the beginning of the fieldwork experience, the student was given:
   a. A patient confidentiality form to sign
   b. A Student Fieldwork Safety Protocol checklist to complete within the first two visits of the Level I fieldwork and the first seven days of the Level II fieldwork and submit to the Academic Fieldwork Coordinator.
   c. A student acknowledgement form identifying the role and responsibilities as a student at the fieldwork facility.
   c. The student was given instruction within the context of the OTA Program in the required safety and ethical practice(s) and assessed as competent.

F.P.16. - Right of refusal
1. A student has the right to refuse to go to any fieldwork site.
   Exercising this right could considerably lengthen the time it takes to complete the fieldwork portion of the program. A student who has refused an assignment is last on the priority list for available assignments.

2. The academic fieldwork coordinator is under no obligation to find a replacement fieldwork site during the same time frame for a student who has refused an assignment.

F.P.17. – Safety check list
1. Students are required to submit the SCC/OTA Safety Check-List for traditional Level I and Level II fieldwork experiences.

2. Students who do not submit the SCC/OTA Safety Check-List at the required time will be removed from their fieldwork until the check list is completed.

3. The completed Safety Check List for Level I Fieldwork is to be submitted to the Academic Fieldwork Coordinator immediately following the second visit to the assigned clinical site.

4. The completed Safety Checklist for Level II Fieldwork is to be submitted to the Academic Fieldwork Coordinator within the first seven (7) days of the starting date at their assigned site.

F.P.18. – Scheduling of fieldwork assignments
Depending on the availability of quality fieldwork sites not all affiliations will start at the same time.

1. All Level II Fieldwork must be completed within twelve (12) months of completion of the OTA technical courses in the academic portion of the program.
2. Students are prohibited from contacting potential fieldwork sites by phone, personal contact, e-mail and or written correspondence to identify the availability of fieldwork placements.

   i. This applies to family, friends and co-workers of the student.

3. There must be an active affiliation agreement before a student can participate in a fieldwork at a facility.

   i. The facility must be in agreement with SCC’s affiliation contracts standards for malpractice and liability.

4. The facility must meet ACOTE standards for compatibility with Sinclair Community College’s OTA Program curriculum.

5. Students will complete a Fieldwork Survey to prioritize practice area interest and indicate particular fieldwork sites of interest.

**F.P.19 – Social Networking**

1. Students should consider what is posted on any social network site. Many potential employers go to these sites to see what is posted and often use the information to make employment decisions.

2. Students are not to ask fieldwork educators to “friend” him/her while on fieldwork. This also includes if fieldwork educators ask to “friend” the student during fieldwork. The student should politely decline.

   This puts the fieldwork educator and the student in an awkward situation with personal information about each other.

3. Students should not put posts or photos on social networks about fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators and staff, etc.).

4. Names of fieldwork educators and/or supervisors, comments or criticism about sites or information about what is happening at sites are not appropriate.

5. It is a HIPAA violation if a client/patient is mentioned with enough information that the person might be identified, even if you avoid PHI. The consequences for violations are severe. For more information: [http://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx](http://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx). HIPAA violations may cost a person from $100 to $1.5 million dollars.

6. It is strongly recommended that students do not note the name and location of fieldwork facilities on social media. This could be considered identifying information that would violate HIPAA and/or human resource policies of the specific facility. Also consider your own privacy from clients, patients and staff.
F.P.20. - Student conduct
The Occupational Therapy Assistant faculty accepts the Rules and Regulations governing student conduct as set forth in the SCC Student Judicial Affairs Code of Conduct Handbook. The philosophy of the Occupational Therapy Assistant Program reflects a commitment to the belief that every human being has dignity and possesses intrinsic value. Further, it affirms that the purpose of the program is to prepare the student to be a caring person who assumes responsibility and accountability for his or her actions.

Therefore, it is appropriate that, in addition to the prohibited actions and unacceptable behavior described in the SCC Occupational Therapy Assistant Program Student Policy and Procedure Handbook, the faculty expects the following behaviors from students enrolled in the Occupational Therapy Assistant Program.

1. The student will:
   a. interact with clients, peers, fieldwork personnel and teachers so that neither they nor the student will be diminished personally;
   b. keep confidential all information concerning clients;
   c. be prepared for every fieldwork experience;
   d. promote an atmosphere in the fieldwork setting which facilitates learning by attending, being prompt, and actively participating;
   e. refrain from falsifying any patient record or any other document prepared or utilized in the course of, or in conjunction with the fieldwork experience;
   f. implement measures to promote a safe environment for each patient;
   g. delineate, establish, and maintain professional boundaries with each patient.

2. The student will at all times when providing direct care to a patient:
   a. provide privacy;
   b. treat each patient with courtesy, respect, and full recognition of dignity and individuality;
   c. avoid behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient or may reasonably be interpreted as abuse;
   d. refrain from misappropriation of a patient’s property or engaging in behavior to seek or obtain personal gain at the patients’ expense;
   e. refrain from inappropriate involvement in the patient’s personal relationships or behavior that may reasonably be interpreted as inappropriate involvement in the patient’s personal relationships;
   f. refrain from sexual conduct with a patient or behavior that may reasonably be interpreted as sexual;
g. refrain from verbal behavior that is seductive or sexually demeaning to a patient or could be reasonably interpreted as seductive or sexually demeaning to a patient.

Behaviors inconsistent with those described will be brought to the attention of the Sinclair Community College Administration in the form of written anecdotal reports. Misconduct will be handled in accordance with the procedures outlined in the SCC’s Student Conduct Policy.

**F.P.21. - Termination of fieldwork**

1. The student, the fieldwork educator, or SCC’s Academic Fieldwork Coordinator all have the right to terminate a fieldwork at any point.
   
   A. The following are some of the reasons a fieldwork may be terminated:
      
      a. The safety of the student, facility and/or a patient is compromised or disregarded.
      
      b. Severe personality conflicts between student and fieldwork educator.
      
      c. Unethical behavior on the part of the student or fieldwork educator.
      
      d. Refusal by the student to accept assignments deemed appropriate by fieldwork site.
      
      e. Inability of the student to complete assignments in manner expected by fieldwork site.
      
      f. Student receiving a failing score on midterm evaluation.
      
      g. Excessive absences or tardiness is grounds for failure.

2. A student failing at the midterm evaluation may be administratively withdrawn from the fieldwork setting.

3. A student who fails a Level II fieldwork experience *must* follow the following procedure.
   
   A. The student will be required to schedule a remediation meeting with the Academic Fieldwork Coordinator.
   
   B. This meeting will strategize a Plan of Action, *before* attempting their next fieldwork experience.
   
   C. The student will be required to wait a minimum of three (3) weeks before beginning the next assigned fieldwork experience.

4. If a student fails *two* Level II Fieldwork experiences, no more fieldwork experiences will be scheduled, even if the student successfully completed one Level II Fieldwork experience.

5. A student who has failed a previous OTA course and been reinstated will be dismissed from the program if they fail one Level II Fieldwork.

**F.P.22. – Establishing a New Fieldwork Facility**

The Occupational Therapy Assistant program selects a fieldwork educational site based on the following criteria:

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1. Consider whether the potential fieldwork site will provide an added variety and scope of occupational therapy practice in the fieldwork education program
   a. Philosophy of the fieldwork facility and/or occupational therapy service provider
   b. Mission and Vision of the fieldwork facility and/or occupational therapy service provider

2. Fieldwork facility in operation a minimum of 1 year

3. In good standing with appropriate accrediting bodies for practice setting of fieldwork facility and/or occupational therapy service provider

4. Demonstrates ethical practice standards
   a. Occupational Therapy program follows the American Occupational Therapy Association’s Code of Ethics
   b. The fieldwork facility and/or occupational therapy service provider and its occupational therapy staff have no disciplinary actions against them (e.g. The American Occupational Therapy Association, National Board for Certification in Occupational Therapy, state regulatory boards)

5. Occupational therapy assistant clinicians on staff

6. All occupational therapy clinician licenses are current and in good standing with their state regulatory board

7. Fieldwork Educators have a minimum of one year of clinical practice in their practice area
   a. Interview Occupational Therapy clinicians
   b. Request resumes of Fieldwork Educators

8. The provision of adequate supervision, collaboration and communication between the occupational therapist and occupational therapy assistant at fieldwork site
   a. Procedures for collaboration and supervision between the OT of record and treating OTA at the facility
   b. Evidence of collaboration and supervision between the OT and OTA at the facility
      i. Collaboration/Supervision log
      ii. Evidence in clinical documentation of occupational therapy treatment sessions

9. Treatment intervention is client centered and focused on occupational performance

F.P.23. – Fieldwork Affiliation Agreements
1. All fieldwork facilities and/or occupational therapy service providers wanting to provide fieldwork education must have an established Affiliation Agreement with Sinclair Community College, Occupational Therapy Assistant Program.
2. Sinclair Community College *Affiliation Agreements* established by and between the fieldwork facility and/or occupational therapy service provider are considered current until termination is requested by either party in writing.

3. *Affiliation Agreements* established by the fieldwork facility and/or occupational therapy service provider are reviewed for language and standards by the Academic Fieldwork Coordinator, Life and Health Science Dean’s office and the Provost of Sinclair Community College.

4. The facility must be in agreement with SCC’s affiliation contracts standards for malpractice and liability.

5. *Affiliation Agreements* are on file in the Sinclair Community College Occupational Therapy Assistant program office room 14-313B.

**F.P.24. – Academic Fieldwork Coordinator Responsibilities**

1. Assure all *Affiliation Agreements* between fieldwork facilities and/or occupational therapy service providers are intact and current before placing an occupational therapy assistant student in a fieldwork setting.

2. Assure compliance with the fieldwork facility and/or occupational therapy service provider fieldwork specific requirements.

3. Maintain current fieldwork facility and/or occupational therapy service provider’s fieldwork objectives and site data.

4. Responsible for communicating specific fieldwork facility and/or occupational therapy service provider site requirements, fieldwork objectives and site data to occupational therapy assistant students.

5. Ensure that qualified personnel supervise Level 1 fieldwork.

6. Ensure that qualified occupational therapy clinicians supervise Level 2 fieldwork.

7. Ensure that the ratio of fieldwork educators to students enables proper supervision and assessment of student progress in achieving fieldwork.

8. Ensure each occupational therapy assistant student receives well-rounded fieldwork educational experiences, including exposure to:

   1. Psychosocial factors
   2. Pediatric
   3. Physical dysfunction
   4. Geriatric
9. Collaborate with Fieldwork Educators to ensure fieldwork experiences are designed to promote clinical reasoning, development of ethical clinical practice and develop professionalism for the entry-level occupational therapy assistant.
FORMS – REQUIRE STUDENT SIGNATURE
Sinclair Community College Division of Health Sciences

STUDENT ASSUMPTION OF RISK
AND RELEASE OF LIABILITY

I understand that there are inherent risks, both known and unknown, associated with the activities required for my participation in the laboratory practical courses and clinical education experiences for my program of study (“the activities”).

I confirm that representatives of Sinclair Community College have explained to me the known risks associated with my participation in the activities.

I understand that although Sinclair Community College and the facility/facilities at which I undertake my clinical experience will make reasonable efforts to assure my safety, there are unavoidable risks involved in the activities.

I accept full responsibility for my safety and well-being by participating in the activities.

I hereby agree to release and hold harmless Sinclair Community College, its employees, officers, agents, and affiliates and to indemnify any or all of them from any and all liability, loss, damages, costs, or expenses which may be sustained or incurred by me as a result of my participation in the activities.

I understand that I am giving up specific legal rights by signing this document.

I understand that this document will remain in effect unless I deliver a signed written statement to the Chair or Program Director of the program of study in which I am enrolled.
I understand that I may not participate in any limited enrollment courses in my program of study without this signed document.

I have read and executed this document with full knowledge of its significance.

Department: ____________________________________________________________

Student Signature: ______________________________________________________

Student Printed Name: ___________________________________________________

Date: __________________

Each student must complete and sign this form and submit it to the department chairperson or program director prior to the commencement of the first clinical education experience.
In connection with my participation in a laboratory or clinical educational experience at Sinclair Community College, I acknowledge that I have read and understand the following statements and agree to abide by and be bound by them.

1. I understand that during my laboratory or clinical education experience, I may be required to participate in activities which may present a risk to me and which may cause me to sustain illness or injury. These activities include, but are not limited to, exposure to communicable diseases or infections, blood and body fluids, lifting persons and equipment, and performing and receiving invasive procedures or therapies.

2. I acknowledge that I have been advised to carry my own health care insurance.

3. I understand that if medical treatment of an illness or injury connected to my participation in a laboratory or clinical educational experience is not covered by Sinclair Community College's liability insurance, that I am solely responsible for the cost of such medical treatment.

4. I will conduct my educational activities only under the supervision of a Sinclair faculty member or qualified preceptor.

5. I will comply with all Sinclair rules and regulations and policies and procedures, as well as those of the clinical site.

6. I understand that Sinclair Community College has the right to remove me from the laboratory or clinical education experience or course at any time and that the clinical facility has the right to remove me from the facility based on my conduct or performance, in accordance with the written agreement between Sinclair and the clinical facility.

7. I acknowledge that I will not be used to meet minimum staffing requirements, or in substitution for essential personnel while in a laboratory or clinical experience.

7. I acknowledge my responsibility to maintain confidentiality of and not disclose confidential information I will have access to, including but not limited to student (patient) health information and medical records.
9. I confirm that I have not been excluded from participating in any federally funded healthcare program, including Medicare and/or Medicaid.

10. I understand that I may be prohibited from participating in the laboratory or clinical education experience until I have received an orientation from Sinclair Community College, signed the required forms, and provided evidence of required immunizations and vaccinations.

11. I will obtain written permission from Sinclair before publishing any material related to my educational experience.

12. I have read and executed this document with full knowledge of its significance, and I understand that I may not participate in any course without this signed document.

Department: ________________________________________________

Student Signature: ____________________________________________

Student Printed Name: _________________________________________

Date: ______________

Each student must complete and sign this form and submit it to the department chairperson or program director prior to the commencement of the first laboratory practical or clinical education experience.
SINCLAIR COMMUNITY COLLEGE AUTHORIZATION TO PHOTOGRAPH

I give my consent to the use of photographs, videotapes, film and recordings of me for advertising, broadcast or other uses by Sinclair Community College. In giving this consent, I release Sinclair Community College, their agents and assigns from any liability for any violation of any personal or property rights which I might have in connection with such materials, and waive any right to approve accompanying written or narrative material. If under 18, a parent’s signature is also required.

Name (print): ____________________________________________

Name (signature): _________________________________________

Date: ____________________________________________________

Contact Information: _______________________________________

CONFIDENTIALITY STATEMENT

IMPORTANT: Please read the sections below. If you have any questions regarding this statement, please ask them of your instructor before signing.

As an important part of your Occupational Therapy Assistant education at Sinclair Community College, you, as a student, will come into contact with and possession of confidential information concerning the health care services rendered to patients at local health care facilities. All medical information is considered confidential by law and may not be released except by the patient’s own written authorization or by specific provisions in state and/or federal law.

Illegal disclosure (either intentional or unintentional) includes but is not limited to: (1) verbally discussing information of an identified patient; (2) permitting an unauthorized individual to review a medical record; (3) copying any part of a medical record for an unauthorized individual; and (4) disclosing information into the business and financial affairs of the fieldwork facility.

By signing this statement, you, as a student, agree that you will not at any time during or after your period of education at Sinclair, disclose any confidential information to any person whatsoever, or permit any person whatsoever to examine or make copies of any medical reports or other related documents with which you come in contact.

By signing this statement, you, as a student, recognize that the intentional or unintentional disclosure of such confidential information may give rise to irreparable injury to Sinclair Community College, the affiliated OT Foundations site supervisors, and/or the owner (patient) of such confidential information may seek any legal remedies against you which may be available. In addition, you will be dismissed immediately from the Occupational Therapy Assistant Program and not be eligible at all for reinstatement to the Program at any later date. It is your professional responsibility and duty to protect the confidentiality of all patient medical records and data with which you are associated.

I have read all of the above sections of this statement and understand them as well as the consequences of any inappropriate actions as set forth in this document.

Student’s Signature ______________________________________ Date ____________
MEMO OF ETHICAL UNDERSTANDING

2018 – 2019 Academic Year

Print Name______________________________________________________________

I have read and understand the American Occupational Therapy Association Code of Ethics. I understand that, by signing this memo, I am agreeing to abide by the Code of Ethics.

https://www.aota.org/About-Occupational-Therapy/Ethics.aspx

I further understand that failure to abide by the Code of Ethics can result in removal from the Occupational Therapy Assistant Program.

If appropriate, ethical violations will be reported to regulatory organizations.

Signature _____________________________________________ Date _______________
STUDENT ACKNOWLEDGEMENT

Each student must complete this form and submit it to his/her department director or direction of fieldwork education prior to the commencement of the fieldwork learning experience.

Department: __________________________________________________________

I, the undersigned student, do hereby acknowledge that I have read and understand the following statements. I agree to abide by and be bound by the following statement in return for the Facility allowing me to participate in an educational experience on its premises.

1. I will conduct my educational activities at the Facility only under the supervision of an employee or affiliate faculty member.
2. I will comply with all Facility rules and regulations and policies and procedures.
3. I understand that the Facility retains the right to remove any student at any time in its sole discretion.
4. I acknowledge that I am not an employee of the Facility.
5. I understand an injury may occur during a fieldwork rotation and have been advised to carry my own health care insurance. If medical treatment of an injury is not covered by the Sinclair Community College insurer, I understand I am solely responsible for the cost of the treatment.
6. I acknowledge my responsibility and liability regarding the confidential nature of all information that I have access to at the Facility by virtue of my participation in this program.
7. I understand that I may not participate in the program until I have received an orientation that includes, but is not limited to, confidentiality, fire, safety and area specific requirements.
8. I will obtain written permission from the Facility before publishing any material related to my educational experience at the Facility.
9. I have not been excluded from participating in any federally funded healthcare program, including Medicare and Medicaid.
10. I have read and understand the Patient Bill of Rights approved by the American Hospital Association and will abide by this standard or any other facility specific patient bill of rights.

Participation in the educational experience is prohibited unless this statement is signed by the Student.

Student Signature: ______________________________________________________

Print Name: ____________________________________________________________

Date: ___________________________________________________________________

NOTE: The term “Facility” in this agreement refers to the off campus site where the student is assigned for his/her fieldwork rotation.
PERSONAL INFORMATION

Name: ____________________________________________________________________________

Home Address: _____________________________________________________________________

E-mail address: 
School: 
Personal: 

Phone Number: 
Home: 
Mobile: 

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

EDUCATION INFORMATION

1. Expected Degree

OTA: Associate of Applied Science

2. Anticipated year of graduation: _______________________________

3. Prior degrees obtained: _______________________________________

4. Foreign Languages read: _______________________________________

Foreign Languages spoken: _______________________________________

5. Do you hold a current CPR certification card? (Circle One)  Yes

The student will bring a current copy of their CPR card the first day of their clinical internship.

HEALTH INFORMATION

The student will provide current documentation of the following on the first day of their Clinical Internship (unless otherwise specified by fieldwork facility).

☑ Two Step Mantoux Test
☑ Hep B Series
☑ All other immunizations

CRIMINAL BACKGROUND CHECK:

The student will provide current documentation of the following on the first day of their Clinical Internship (unless otherwise specified by fieldwork facility).

☑ Direct Care of Children
☑ Direct Care of Elderly
PERSONAL PROFILE

1. Strengths:

2. Areas of Growth:

3. Special skills or interests:

4. Describe your preferred learning style:

5. Describe your preferred supervision style:

6. Will you need housing during your affiliation? (Circle One)  
   Yes  No

7. Will you have transportation during your affiliation? (Circle One)  
   Yes  No

8. (Optional) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? (Circle One)  
   Yes  No

   If YES, were there any reasonable accommodations that you successfully used in your academic course work that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.

FIELDWORK EXPERIENCE SCHEDULE:

<table>
<thead>
<tr>
<th>FACILITY</th>
<th>TYPE OF FW SETTING</th>
<th>LENGTH OF FW EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT Foundations</td>
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<td>Level I</td>
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<td>Level II</td>
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ADDITIONAL COMMENTS
HEALTH SCIENCES DIVISION

EMERGENCY ROOM INSURANCE FORM FOR STUDENT INJURY AT FIELDWORK FACILITY

DELIVER COMPLETED REPORT TO: Health Sciences Dean’s Office, Room 14-310

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Fieldwork Facility:</td>
<td></td>
</tr>
<tr>
<td>ALH Department Name:</td>
<td>Course No.:</td>
</tr>
<tr>
<td>Location of Accident:</td>
<td>Fieldwork Instructor:</td>
</tr>
</tbody>
</table>

Description of injury and related incident: *(Please use the back of this page if necessary.)*

Intervention:

________________________________________________________________________
Signature of person preparing report treatment

________________________________________________________________________
Signature of health professional providing treatment

REFUSAL OF MEDICAL/SURGICAL INTERVENTION:

In the event the student refuses treatment of the injury, the following must be completed and signed.

Reason for Refusal: ___________________________________________________________

________________________________________________________________________
Student Signature                                                                 Date

Please provide copies to:
• Business Services - Room 7323 (original and 1 copy)
• Dean’s Office Rm. 14-310
• OTA Department Rm. 14-313B
• Fieldwork Facility
THE HIPAA PRIVACY RULE

“The provision of high-quality health care requires the exchange of personal, often-sensitive information between an individual and a skilled practitioner. Vital to that interaction is the patient’s ability to trust that the information shared will be protected and kept confidential. Yet, many patients are concerned that their information is not protected. Among the factors adding to this concern are the growth of the number of organizations involved in the provision of care and the processing of claims, the growing use of electronic information technology, increased efforts to market health care and other products to consumers, and the increasing ability to collect highly sensitive information about a person’s current and future health status as a result of advances in scientific research.” Standards for Privacy of Individually Identifiable Health Information; Final Rule, p. 82463

The Department of Health and Human Services (HHS) has issued the regulation, “Standards for Privacy of Individually Identifiable Health Information,” applicable to entities covered by HIPAA.

Rule Effective Date: April 14, 2001
Rule Compliance Date: April 14, 2003 (April 14, 2004, for small health plans)

ESTABLISHES
- Minimum standards – state laws may have stronger rules
- Limits on release of information
- Definitions of requirement for patient access
- Definitions of who else has access to health information
- Training of employees
- Grievance processes
- Privacy – personal issue of guarding personal information
- Confidentiality – public issue, control of access
- Security – Measures to ensure privacy and confidentiality

HIPAA COVERED ENTITIES
- Health care providers
- Health plans
- Health care clearinghouses
- Business associates may be indirectly affected

BUSINESS ASSOCIATES
A person or entity that provides certain functions, activities, or services for or to a covered entity involving the use and/or disclosure of PHI
- Legal, consultants, financial and possibly educational
- Contracts must include specific provisions regarding privacy of information, disclosure eleven elements – patients have the right to sue for agreement breach; promise to comply with all of the covered entity’s policies relevant to use and disclosure of PHI
- Contract termination if breach occurs
PROTECTED HEALTH INFORMATION (PHI)
- Individually identifiable health information created or received by a covered entity that relates to health or payment for health services
- Oral, printed, electronic

ISSUES OF SECURITY
- Telephone, filing, and computer systems must be secure
- Security official must be appointed, security plan for training, complaints, enforcement; well versed in legal issues
- “Reasonable safeguards” to protect the network
- Electronic signatures and passwords; encryption of PHI
- Identity of each health care provider or individual who views PHI care records must be recorded

ADMINISTRATIVE PROCEDURES TO PROTECT PRIVACY
- Certification of compliance
- Chain of trust partner agreements
- Contingency plans if there is a breach
- Formal mechanisms for processing records
- Information access controls

CHAIN OF TRUST AGREEMENT
- Contract needed to extend the responsibility to protect health care data across a series of sub-contractual relationships.

IMPLICATIONS FOR THE OTA DEPARTMENT
- All affiliation agreements must have HIPAA addendum
- In fieldwork notes, journals which are shared within fieldwork classes must de-identify information about clients
  - Age in general terms (i.e. 90+) only
  - Cannot identify the specific fieldwork institution (where client/treatment was located)
  - May include gender, race, ethnicity, marital status
  - Dates related to the subject of the information must be limited to the year
- Breach of confidentiality becomes a legal issue, not just an ethical one. This breach can be prosecuted.
OFFICIAL OCCUPATIONAL THERAPY DOCUMENTS

The following documents have been reprinted for educational purposes with permission from the American Occupational Therapy Association (AOTA)

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, (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).

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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.

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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 it 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.

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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.

F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.

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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 fidelis, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the 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.

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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.
References


Ethics Commission
Yvette Hachtel, JD, OTR/L, Chair (2013–2014)
Lea Cheyney Brandt, OTD, MA, OTR/L, Chair (2014–2015)
Ann Moodey Ashe, MHS, OTR/L (2011–2014)
Joanne Estes, PhD, OTR/L (2012–2015)
Loretta Jean Foster, MS, COTA/L (2011–2014)
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Kathleen McCracken, MHA, COTA/L (2014–2017)
Deborah Yarett Slater, MS, OT/L, FAOTA, AOTA Ethics Program Manager
Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document Occupational Therapy Code of Ethics and Ethics Standards (2010), previously published and copyrighted in 2010 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 64, S17–S26. http://dx.doi.org/10.5014/ajot.2010.64S17

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STANDARDS OF PRACTICE FOR OCCUPATIONAL THERAPY

This document defines minimum standards for the practice of occupational therapy. The practice of occupational therapy means the therapeutic use of everyday life activities (occupations) with individuals, groups, organizations, and populations for the purpose of participation in roles and situations in the home, school, workplace, community, or other settings. Occupational therapy services are provided for the purpose of promoting health and wellness and to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses physical, cognitive, psychosocial, sensory, communication, and other areas of performance in various contexts and environments in everyday life activities that affect health, well-being, and quality of life (American Occupational Therapy Association [AOTA], 2004). The overarching goal of occupational therapy is “to support [people’s] health and participation in life through engagement in occupations” (AOTAa, 2008, p. 626).

The Standards of Practice for Occupational Therapy are requirements for occupational therapists and occupational therapy assistants for the delivery of occupational therapy services. The Reference Manual of Official Documents of the American Occupational Therapy Association, Inc. (current version as of press time, AOTA, 2009b) contains documents that clarify and support occupational therapy practice, as do various issues of the American Journal of Occupational Therapy. These documents are reviewed and updated on an ongoing basis for their applicability.

Education, Examination, and Licensure Requirements

All occupational therapists and occupational therapy assistants must practice under federal and state law.

To practice as an occupational therapist, the individual trained in the United States

• Has graduated from an occupational therapy program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) or predecessor organizations;

• Has successfully completed a period of supervised fieldwork experience required by the recognized educational institution where the applicant met the academic requirements of an educational program for occupational therapists that is accredited by ACOTE® or predecessor organizations;

• Has passed a nationally recognized entry-level examination for occupational therapists; and

• Fulfills state requirements for licensure, certification, or registration.

• To practice as an occupational therapy assistant, the individual trained in the United States
• Has graduated from an occupational therapy assistant program accredited by
• ACOTE® or predecessor organizations;

• Has successfully completed a period of supervised fieldwork experience required by the recognized educational institution where the applicant met the academic requirements of an educational program for occupational therapy assistants that is accredited by ACOTE® or predecessor organizations;
• Has passed a nationally recognized entry-level examination for occupational therapy assistants; and

• Fulfills state requirements for licensure, certification, or registration.

Definitions

The following definitions are used in this document:

• **Activity (Activities):** A class of human behaviors that are goal directed.

• **Assessment:** Specific tools or instruments that are used during the evaluation process.

• **Client:** The entity that receives occupational therapy services. Clients may include (1) individuals and other persons relevant to the individual’s life, such as family, caregivers, teachers, employers, and others who also may help or be served indirectly; (2) organizations such as business, industry, or agencies; and (3) populations within a community (Moyers & Dale, 2007).

• **Evaluation:** The process of obtaining and interpreting data necessary for intervention. This includes planning for and documenting the evaluation process and results.

• **Intervention:** The process and skilled actions taken by occupational therapy practitioners in collaboration with the client to facilitate engagement in occupation related to health and participation. The intervention process includes the plan, implementation, and review.

• **Occupation:** “Goal-directed pursuits that typically extend over time, have meaning to their performance, and involve multiple tasks” (Christiansen, Baum, & Bass-Haugen, 2005, p. 548); “all the things that people want, need, or have to do, whether of a physical, mental, social, sexual, political, spiritual, or any other nature, including sleep and rest activities.” (Wilcock & Townsend, 2009, p. 193); “activities of everyday life named, organized, and given meaning by individuals and a culture” (Law, Polatajko, Baptiste, & Townsend, 1997, p. 32).

• **Outcomes:** What occupational therapy actually achieves for the client. Changes desired by the client that can focus on any area of the client’s occupational performance.

• **Re-evaluation:** The process of critical analysis of client response to intervention.

• This analysis enables the therapist to make any necessary changes to intervention plan in collaboration with the client.

• **Screening:** Obtaining and reviewing data relevant to a potential client to determine the need for further evaluation and intervention.
Transitions: Transitions are “actions coordinated to prepare for or facilitate a change, such as from one functional level to another, from one life [change] to another, from one program to another, or from one environment to another” (AOTA, 1998, p. 866).

Standard I. Professional Standing and Responsibility
1. An occupational therapy practitioner (occupational therapist or occupational therapy assistant) delivers occupational therapy services that reflect the philosophical base of occupational therapy and are consistent with the established principles and concepts of theory and practice.

2. An occupational therapy practitioner is knowledgeable about and delivers occupational therapy services in accordance with AOTA standards, policies, and guidelines and state, federal, and other regulatory and payer requirements relevant to practice and service delivery.

3. An occupational therapy practitioner maintains current licensure, registration, or certification as required by law or regulation.


5. An occupational therapy practitioner abides by the Standards for Continuing Competence (AOTA, 2005b) by establishing, maintaining, and updating professional performance, knowledge, and skills.

6. An occupational therapist is responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process (AOTA, 2009a).

7. An occupational therapy assistant is responsible for providing safe and effective occupational therapy services under the supervision of and in partnership with the occupational therapist and in accordance with laws or regulations and AOTA documents (AOTA, 2009a).

8. An occupational therapy practitioner maintains current knowledge of legislative, political, social, cultural, societal, and reimbursement issues that affect clients and the practice of occupational therapy.

9. An occupational therapy practitioner is knowledgeable about evidence-based research and applies it ethically and appropriately to provide occupational therapy services consistent with best practice approaches.

10. An occupational therapy practitioner respects the client’s sociocultural background and provides client-centered and family-centered occupational therapy services.
Standard II. Screening, Evaluation, and Re-evaluation

1. An occupational therapist is responsible for all aspects of the screening, evaluation, and reevaluation process.

2. An occupational therapist accepts and responds to referrals in compliance with state or federal laws, other regulatory and payer requirements, and AOTA documents.

3. An occupational therapist, in collaboration with the client, evaluates the client’s ability to participate in daily life by considering the client’s history, goals, capacities, and needs; the activities and occupations the client wants and needs to perform; and the environments and context in which these activities and occupations occur.

4. An occupational therapist initiates and directs the screening, evaluation, and re-evaluation process and analyzes and interprets the data in accordance with federal and state law, other regulatory and payer requirements, and AOTA documents.

5. An occupational therapy assistant contributes to the screening, evaluation, and re-evaluation process by implementing delegated assessments and by providing verbal and written reports of observations and client capacities to the occupational therapist in accordance with federal and state laws, other regulatory and payer requirements, and AOTA documents.

6. An occupational therapy practitioner uses current assessments and assessment procedures and follows defined protocols of standardized assessments during the screening, evaluation, and re-evaluation process.

7. An occupational therapist completes and documents occupational therapy evaluation results. An occupational therapy assistant contributes to the documentation of evaluation results. An occupational therapy practitioner abides by the time frames, formats, and standards established by practice settings, federal and state law, other regulatory and payer requirements, external accreditation programs, and AOTA documents.

8. An occupational therapy practitioner communicates screening, evaluation, and re-evaluation results within the boundaries of client confidentiality and privacy regulations to the appropriate person, group, organization, or population.

9. An occupational therapist recommends additional consultations or refers clients to appropriate resources when the needs of the client can best be served by the expertise of other professionals or services.

10. An occupational therapy practitioner educates current and potential referral sources about the scope of occupational therapy services and the process of initiating occupational therapy services.

Standard III. Intervention

1. An occupational therapist has overall responsibility for the development, documentation, and implementation of the occupational therapy intervention based on the evaluation, client goals, best available evidence, and professional and clinical reasoning.
2. An occupational therapist ensures that the intervention plan is documented within the time frames, formats, and standards established by the practice settings, agencies, external accreditation programs, state and federal law, and other regulatory and payer requirements.

3. An occupational therapy practitioner collaborates with the client to develop and implement the intervention plan, on the basis of the client’s needs and priorities, safety issues, and relative benefits and risks of the interventions.

4. An occupational therapy practitioner coordinates the development and implementation of the occupational therapy intervention with the intervention provided by other professionals, when appropriate.

5. An occupational therapy practitioner uses professional and clinical reasoning to select the most appropriate types of interventions, including therapeutic use of self, therapeutic use of occupations and activities, consultation, education, and advocacy.

6. An occupational therapy assistant selects, implements, and makes modifications to therapeutic interventions that are consistent with the occupational therapy assistant's demonstrated competency and delegated responsibilities, the intervention plan, and requirements of the practice setting.

7. An occupational therapist modifies the intervention plan throughout the intervention process and documents changes in the client’s needs, goals, and performance.

8. An occupational therapy assistant contributes to the modification of the intervention plan by exchanging information with and providing documentation to the occupational therapist about the client’s responses to and communications throughout the intervention.

9. An occupational therapy practitioner documents the occupational therapy services provided within the time frames, formats, and standards established by the practice settings, agencies, external accreditation programs, federal and state laws, other regulatory and payer requirements, and AOTA documents.

**Standard IV. Outcomes**

1. An occupational therapist is responsible for selecting, measuring, documentating, and interpreting expected or achieved outcomes that are related to the client’s ability to engage in occupations.

2. An occupational therapist is responsible for documenting changes in the client’s performance and capacities and for transitioning the client to other types or intensity of service or discontinuing services when the client has achieved identified goals, reached maximum benefit, or does not desire to continue services.

3. An occupational therapist prepares and implements a transition or discontinuation plan based on the client’s needs, goals, performance, and appropriate follow-up resources.

4. An occupational therapy assistant contributes to the transition or discontinuation plan by providing information and documentation to the supervising occupational therapist related to the client’s needs, goals, performance, and appropriate follow-up resources.
5. An occupational therapy practitioner facilitates the transition or discharge process in collaboration with the client, family members, significant others, other professionals (e.g., medical, educational, or social services), and community resources, when appropriate.

6. An occupational therapist is responsible for evaluating the safety and effectiveness of the occupational therapy processes and interventions within the practice setting.

7. An occupational therapy assistant contributes to evaluating the safety and effectiveness of the occupational therapy processes and interventions within the practice setting.

References


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Adopted by the Representative Assembly Coordinating Council (RACC) for the Representative Assembly
Revised by the Commission on Practice 2010

This revision replaces the 2005 document Standards of Practice for Occupational Therapy (previously published and copyrighted in 2005 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 59, 663–665).
To be published and copyrighted in 2010 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 64(November/December).

Note. These standards are intended as recommended guidelines to assist occupational therapy practitioners in the provision of occupational therapy services. These standards serve as a minimum standard for occupational therapy practice and are applicable to all individual populations and the programs in which these individuals are served.
OTA HANDBOOK ACKNOWLEDGEMENT FORM

I have read and understand all of the policies and procedures of Sinclair Community College’s OTA Program and agree to abide by them.

__________________________________________  __________________________
Student Name                                     Date