

Northland Community and Technical College Occupational Therapy Assistant Program Policy Manual

TABLE OF CONTENTS

	Page
I. Program	
Overview	3
Administration	5
Program faculty	6
Mission Statement	7
Philosophy	7
Learner Outcomes	12
Code of Ethics	13
II. Curriculum	
Curriculum Design	23
Plan	29
Prerequisites	30
Course descriptions	31
III. Program Policies	
Admission Procedure	36
Eligibility for Advancement	37
Graduation requirements	38
Program Standards (grading, repeating courses)	39
Probation/Dismissal	40
Advising Related to Coursework	41
Class policy	42
Attendance Policy	43
Grievance Policy	44
General Program Policies	45
Emergency, Evacuation, and College Closures	47
Technical Standards for the OTA Program	48
Student Academic Success Center	51
Background Check	52
Laptop Computer	53
Personal and Professional Assessment	54
Dress Code On-Campus	55
Program Time Line	56
Professional Development Plan	57
ACOTE Notification Requirements	58
Early Detection of Poor Academic Performance	59
Appropriate Use of Equipment	60

HIPPA Compliance Policy	62
Written Memorandum of Agreement Review	64
Safety	65
Use of Assessments	68
Use of Supplies	69
Withdrawal from OTA courses	70
Ability to Benefit	71
 IV. Fieldwork Policies	
Selection of Fieldwork placements	72
 A. Level I Policies	
Facility qualifications	73
Evaluation of Level I Fieldwork Site	74
Fieldwork Dates	75
Changing or Canceling FW placement	76
Fieldwork Attendance	77
Evaluation of Student Performance	78
Grading of Student Performance	79
Dress Code Policy	80
 B. Level II Policies	
Facility Qualifications	82
Fieldwork Dates	83
Changing or Canceling Fieldwork Placements	84
Fieldwork Attendance	85
Establishment of New Fieldwork Experience: Student	86
No on-site OT Personnel	87
Part Time placement	88
Grading of Midterm and Final performance	89
Evaluation of Student Performance	91
Fieldwork Failure	92
Withdrawal	93
Post Withdrawal	94
Student Evaluation of Facility	95
Students with Disabilities on Fieldwork	96
Financial Obligations for FW	97
Evaluating Level II Fieldwork Sites	98
Continuation of Fieldwork Site	99
Choosing an Optional Placement	100
International Fieldwork	101
Non-traditional sites	102
Establishment of new fieldwork experience: College	103
Completion of Fieldwork	104
Fieldwork Failure	105
Nontraditional Mental Health	106

NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
EAST GRAND FORKS
Overview of Program

The Occupational Therapy Assistant Program on the East Grand Forks campus was approved by the State of Minnesota Technical College System for implementation in 1991-92. Since the program's inception, the college (sponsoring institution) has undergone several name changes due to ongoing efforts by the state governing bodies to increase operational efficiencies of the community, state, and technical colleges and universities in the state. In 1991, the State Legislature required the State Board of Technical Colleges to reorganize the smaller technical colleges (those with fewer than 1500 students) into regions. The end result of this legislation was eight regional technical colleges that were formed from twenty-three individual colleges. This resulted in a Minnesota Technical College System that consisted of eighteen technical colleges with a total of thirty-four campuses. As part of that reorganization in the state, the East Grand Forks campus became part of a regional technical college called Northwest Technical College (NTC). This institution was established on July 1, 1992, when six separate technical colleges in northwestern Minnesota merged, becoming the largest technical college in the State. The technical colleges that merged were located in Bemidji, Detroit Lakes, East Grand Forks, Moorhead, Thief River Falls, and Wadena.

Further reorganization and mergers occurred shortly after the formation of the Minnesota Technical College System. NTC became a five campus institution when the Thief River Falls campus (which was part of the original NTC) left the six-campus college to merge with a community college which was also located in Thief River Falls to become Northland Community and Technical College. This change, which occurred on July 1, 1995, left NTC with the five campuses of Bemidji, Detroit Lakes, East Grand Forks, Moorhead, and Wadena. Governance of the colleges in the state also changed when, beginning in 1995, all community and technical colleges and state universities became part of the Minnesota State College and University System (MnSCU).

During 2001-2003, NTC was once again reorganized by MnSCU. As part of this most recent reorganization, the EGF campus of NTC was merged with NCTC – TRF to form a new two-campus community and technical college. The other four campuses that were part of NTC also underwent similar reorganization and merging with other regional institutions. On July 1, 2003 the EGF campus officially became part of NCTC. During the first year of the merged college, the budget for the EGF campus remained separate from the TRF budget. Budget lines for two campuses were merged on July 1, 2004.

Northland Community and Technical College (NCTC) is a comprehensive community and technical college with campuses located in the rural areas of East Grand Forks (EGF), Minnesota and Thief River Falls (TRF), Minnesota. Northland Community and Technical College is a member of the Minnesota State Colleges and Universities (MnSCU) system and is a member of the North Central Association. Northland Community and Technical College is accredited by the Higher Learning Commission of the North Central Association (NCA).

The mission of the College is to “to create a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.” The college provides high quality post-secondary education, training, and service programs that are designed to meet the diverse needs of students and the surrounding communities. The college offers transfer courses and academic programs that lead to certificates, diplomas, or A.A., A.S., and A.A.S. degrees to students who successfully complete the requirements for the appropriate curricula. Additionally, workforce training and continuing education programs are provided.

The Occupational Therapy Assistant Program is offered along with 70 other programs offered at NCTC. These programs are offered in the areas of liberal arts, aviation, agriculture, business, construction, health, service, technical, and transportation careers. The Occupational Therapy Assistant program is part of the Allied Health division on the NCTC – East Grand Forks campus. There are fifteen programs of study represented by this academic division. NCTC awards an Associate of Applied Science degree with a major in Occupational Therapy Assistant to individuals who meet the graduation requirements.

In November 1992, a Program Director was hired for the Occupational Therapy Assistant Program. A part time faculty/fieldwork coordinator was hired in August of 1993. On March 1, 1994 full initial five year accreditation was granted by ACOTE (Accreditation Council of Occupational Therapy Education). In August of 1994, the first class of six students graduated. The part time faculty /fieldwork coordinator position became full time in August of 1994.

Northwest Technical College initiated a satellite OTA program at the Bemidji campus in the fall of 1996. In 1998 ACOTE granted seven year accreditation to the Occupational Therapy Assistant Program on the East Grand Forks and the Bemidji campus. In the fall of 2002, as a result of low enrollment, budget concerns and dissolution of the Northwest Technical College, the last student was accepted into the satellite program on the Bemidji campus. In 2004, the status of the satellite program was changed to accreditation withdrawn-voluntary.

In 2006 ACOTE granted ten year accreditation to the OTA program. In 2013, in addition to the two full time core faculty, the program hired a COTA/L as an adjunct faculty to teach two courses in the OTA program. In 2015, the program hired an additional adjunct faculty to teach one course in the OTA program. The

OTA program can admit up to 24 students each year at the start of the spring semester. Once admitted, the program takes four semesters to complete. These can be completed over 24 month period or 21 month period, depending on when students choose to complete their Level II fieldwork.

Administration

NCTC - East Grand Forks campus is the sponsoring institution for the Occupational Therapy Assistant program and assumes primary responsibility for the operation of this educational program. As the president of NCTC, Dennis Bona, EdD, is responsible for the overall success and administration of both the Thief River Falls and East Grand Forks campuses. Cary Castle, M.S. Vice President for Academic and Student Affairs for the college and serves as the chief Academic Officer for both campuses. The Dean Nursing, Health and Public Service, East Grand Forks is Jodi Staus Stassen, MS, RN . The Dean of is responsible for hiring program faculty, monitoring the program budget in relationship to the institutional budget, monitoring the application of institutional policies to the program, and assigning responsibilities for the operation of the program to the appropriate departments of the College.

Northland Community and Technical College is accredited by the Higher Learning Commission of the North Central Association (NCA). The next comprehensive review is scheduled for 2009-2010.

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MISSION STATEMENT

Northland Community and Technical College Occupational Therapy Assistant Program (NCTC OTA) supports the Mission of Northland Community and Technical College (NCTC) of providing a quality learning environment through inter and intra professional collaboration to graduate competent entry level OTAs who serve regional communities and beyond. The graduates will be lifelong learners, and display values and principles that reflect the AOTA professional standards and ethics.

PHILOSOPHY APPLIED TO INSTRUCTION AND LEARNING IN THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The Northland Community and Technical College (NCTC) Occupational Therapy Assistant (OTA) program's Philosophy of education is consistent with the American Occupational Therapy Association (AOTA) philosophy statement, mission statement of Northland Community and Technical College (NCTC, 2003), the mission and philosophy statements of the NCTC OTA program, the Occupational Adaptation frame of reference developed by Janette Schkade and Sally Schultz (1992) and Learning Styles by Pashler, McDaniel, Rohrer, & Bjork (2008).

The philosophy of the program is designed to support the NCTC Mission, NCTC OTA mission, and AOTA's Philosophy of Occupational Therapy Education.

NCTC Mission is "Northland Community and Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions".

NCTC OTA's Mission is "NCTC OTA Program supports the Mission of NCTC of providing a quality learning environment through inter and intra professional collaboration to graduate competent entry level OTAs serving regional communities and beyond. The graduates will be lifelong learners, and display values and principles that reflect the AOTA professional standards and ethics."

AOTA's Philosophy of Occupational Therapy Education

"Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life. The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is influenced by emerging knowledge and

technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills.

Occupational therapy education promotes competence through educational experiences that foster the occupational therapists' and occupational therapy assistants' practice potential and scholarship development. Occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. Occupational therapy education promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.

The occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapists and occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention and health promotion."

The Occupational Adaptation model discusses the influence of intrinsic motivation and the use of everyday life activities (occupations) on adaptation and human development. It states occupational therapy is based on the belief that occupation, including its interpersonal and environmental components may be used to prevent and mediate dysfunction, and to elicit maximum adaptation.

NCTC OTA Program Education Philosophy:

View of Humanity

Humans have an innate drive to achieve mastery. The desire to achieve mastery together with the environments demand for mastery results in various occupational challenges that are encountered throughout the lifetime. Individuals, as they encounter these challenges, respond in a manner that leads to adaptation. The adaptation process is influenced by the feedback individuals receive from the environment. When the feedback is integrated and the individual responds to occupational challenges in a way that meets environmental demands, they achieve relative mastery and learning has taken place.

View of the Learner

Students come with a desire to learn. We believe that they should be provided occupational challenges based on the demands of the environment. We believe that students learn and retain information best when these challenges are taught in the context in which it will be implemented. The student should be allowed to practice the acquired skills and knowledge through producing responses to the

challenges. We believe that students should receive feedback from the environment regarding their responses to the occupational challenges. They need to be given an opportunity to reflect on the feedback and integrate that feedback prior to producing their final responses.

We believe that students have a desire to learn and come with a variety of learning experiences and expertise. We have a full range of students from recent high school graduates to adults who are deciding to pursue a different career path in later adulthood. Thus, students enter the program with a variety of experiences, but they are novices when it comes to the occupational challenge and readiness skills. They use their life experiences to bridge this gap. We believe that students of all ages are capable of taking responsibility for their own learning. Learners should be taught how to think, not what to think. Learners should be able to make their own decisions and modify their approach based on the context of the situation through practical application of problem-solving skills. We believe that students learn best by critically thinking about the problem, analyzing the sequence of the problem and desired outcome, and learn through doing the task and subsequent feedback.

We believe students should initiate the learning process through asking questions, discussing past experiences with other students to inform new learning within the classroom setting, and utilize technology to assist them in seeking knowledge to unanswered questions. We believe that students are motivated to learn when the topic/and or concept can be readily applied to the “real world” context. Interests are piqued when students are able to relate it to an aspect of their lives and can freely interact and discuss this fact with others. We believe that students learn best from each other and when the instructor serves as a facilitator and guide, rather than an instructor that directs and controls the learning process.

We believe that group tasks, group discussion, investigative and discovery learning coupled with an integrated curriculum and cooperative learning are the best approaches for life-long learning. The role of the faculty would be that of an organizer and facilitator, guiding the learning process and providing feedback to the learner to assist the learner in modifying their approach for a successful learning outcome. Activities that incorporate the visual, kinesthetic, and affective learning styles of the student tend to be more powerful methods of teaching. Methods such as role-play, simulation, and experiential learning assist the learner in the ability to integrate concepts learned in the classroom to useful skills needed to solve problems in context. The connection of mind, body and spirit during this process occurs through analysis, synthesis and evaluation of the individual's learning.

We believe that each student is unique and has their own preferred style of learning. We feel it is critical to include a variety of teaching methods that can

appeal to a wide variety of learning styles that the students bring. We believe that content should dictate the kind of learning activities that are offered.

Pashler, et. al. (2008) research indicates that the type of teaching styles used should be based on the content that is being taught and that a variety of instruction methods benefits all students.

There are several different models or ways to describe learning styles. One model identifies three different learning styles (VAK): Visual Learners, Auditory Learners, and Kinesthetic Learners (Clark, 2011). Sharon Bowman (1998), describes four learning styles. They include: Learning Style One: Peacemaker; Learning Style Two: Truth Keeper; Learning Style Three: Solution Seeker, and Learning Style Four: Risk Taker (Bowman, 1998). Teaching methods should include methods to reach all of these types of learners no matter which model subscribed to. These strategies should include: visual representation through PowerPoints, handouts, journal articles and tools; hands on through participating in purposeful, preparatory and occupation based activities and inter professional and intra professional collaboration. These strategies should promote ethical, evidence based practice decisions, and promote lifelong learning skills.

Philosophy of Instruction:

To fulfill the NCTC OTA Philosophy we provide a quality learning environment through a variety of teaching methods used to provide challenges which are appropriate to the student's level of skill and interest. Emphasis is placed on active learning, where students have an opportunity to practice skills in multiple learning contexts, preparing them for client-centered, occupation based practice. The students are provided an opportunity to practice those skills, be given feedback from various sources and allowed to integrate the feedback into their behaviors. Occupation based therapy interventions are introduced in the classroom and students further integrate it through participation in four Level I fieldwork experiences in a practice environment, and in emerging practice areas in lab portions of courses

Interactive relationships between students and faculty and collaborative learning methods allow for learning experiences which contribute to the student's knowledge, self- awareness, and professional development.

A variety of educational and leadership opportunities are provided for the students to learn to effectively communicate and work intra and inter professionally with other professionals within NCTC and in the outside community. Inter professional and intra professional partnerships are developed through assignments throughout the curriculum which assist students in working with others, develop role delineation awareness and conflict resolution through real life situations.

Evidence based practice is woven through-out the curriculum so the students develop the skills needed to support their professional reasoning through-out their practice as an OTA. Educational methods are used that promote self-

directed learning and employ adult learning principles. Students are encouraged to reflect on their own personal and professional development, role transition and to take responsibility for their learning. Students learn the importance of being active in Professional Associations by belonging to AOTA.

There are guiding principles throughout the curriculum to foster strong professional values and ethics among all NCTC OTA graduates. The self-reflection process begins in the first semester with self-assessment of knowledge and continues throughout the curriculum. Students are provided feedback in both academic and fieldwork settings and encouraged to reflect on their own personal and professional development, role transition and to take responsibility for their learning.

Ethical reasoning in clinical based practice, advocates for Occupational Therapy, and needs of individuals and leadership skills are developed through fieldwork, case based learning assignments and the OTA club.

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Student Learner Outcomes

Upon successful completion of the Occupational Therapy Assistant program, a graduate will be able to:

1. Perform entry-level competencies, based on occupational therapy practice standards.
2. Implement occupation based interventions in collaboration with consumers, families and other service providers.
3. Perform entry-level practice competencies safely and proficiently in traditional and emerging areas of practice.
4. Communicate effectively with consumers, families and other service providers.
5. Demonstrate ethical and professional behavior while displaying respect for diversity of culture, age and gender
6. Demonstrate needed skills to be lifelong learners in the profession of Occupational Therapy.

Occupational Therapy Code of Ethics (2015)

Preamble

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

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

The Code serves two purposes:

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

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

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

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

Core Values

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

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

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

Principles and Standards of Conduct

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

Beneficence

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

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

Related Standards of Conduct

Occupational therapy personnel shall

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

Nonmaleficence

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

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

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research. E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

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

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals

have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- 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 to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

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

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

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

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

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in 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 patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

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

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

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

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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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**NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
OCCUPATIONAL THERAPY ASSISTANT
CURRICULUM DESIGN**

Overview

The Northland Community and Technical College Occupational Therapy Assistant (NCTC OTA) program's curriculum design is based on the 2011 Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2011), the Occupational Therapy Practice Framework (AOTA, 2014), the mission statement of Northland Community and Technical College (NCTC, 2003), the mission and philosophy statements of the NCTC OTA program (2012), the Occupational Adaptation frame of reference developed by Janette Schkade and Sally Schultz (1992), and the Facilitating Growth and Development Framework from Lela Llorens (1970).

Theoretical Constructs Underlying Curriculum Planning, Implementation and Evaluation

The 2011 ACOTE Standards are reflected through-out the NCTC OTA program curriculum, course objectives, and ongoing assessment of program quality. The occupational therapy practice framework influences the terminology utilized in explanation of course-work. The curriculum design reflects the mission of Northland Community and Technical College (NCTC) of providing a quality learning environment. The NCTC OTA mission and philosophy of providing a quality learning environment with inter and intra-professional collaboration to produce lifelong learners that value the AOTA professional standards and ethics and promote client centered, occupation based and evidence based treatment are interwoven throughout the courses. They are introduced in OTAC 1001 Intro to Occupational Therapy and continue throughout each course in the occupational therapy assistant program.

Facilitating Growth and Development Framework

Llorens believes that as the individual matures, longitudinal growth is experienced in each of the following areas; neurophysiologic, physical psychological and psychodynamic growth, and in the development of social language, daily living and socio cultural skills in a continuous process as they age. This matches the design of the Northland Community and Technical College OTA course content as more emphasis is placed on the beginning of the lifespan in the earlier courses and proceeds sequentially along the lifespan continuum increasing emphasis on the elderly in the later courses.

Occupational Adaptation

Occupational adaptation, a theoretical frame of reference, provides a conceptual framework for understanding the growth and development that occurs as the OTA

student transitions into the role of the entry-level practitioner. As explained by Kramer, Hinojosa, and Royeen in *Perspectives in Human Occupation* (2003)

“The occupational therapy adaptation process consists of a series of actions and events that unfolds as an individual is faced with an occupational challenge that occurs as the result of person/environment interactions within an occupational role. This process exists to enable the individual to respond adaptively and masterfully, that is, to meet both self-produced role expectations (internal) and environmentally produced role expectations (external). Occupational Adaptation consists of three elements: person, occupational environment and interaction of person and occupational environment. Each element is built on a constant that is invariably present as the person engages in occupation. These constants are the desire for mastery (person), the demand for mastery (occupational environment), and the press for mastery (interaction of person and occupational environment).”

For the purpose of the Occupational Therapy Assistant program at Northland Community and Technical College, mastery is defined as safe, competent, ethical, and professional performance of an entry-level occupational therapy assistant who is a generalist based on occupational therapy practice standards.

Students enter the program with a desire for mastery of the therapy process. The OTA program and the healthcare environment demand mastery in the occupational role of occupational therapy assistants. Physical, social and cultural aspects shape the role expectations of the work environment. Likewise, students bring sensorimotor, cognitive, and psychosocial capabilities or readiness skills to each occupational challenge. As the students’ progress through the program, the environmental demands increase.

Content, Scope and Sequence

The goal of Northland Community and Technical College education is to prepare OTA students to meet the occupational challenges of the healthcare environment by facilitating readiness skills and providing occupational challenges within a variety of environmental contexts. Foundational information in courses: OTAC 1001 Intro to Occupational Therapy, BIOL 2252 Anatomy and Physiology, OTAC 1155 Movement for Occupation, OTAC 1115 Disease and Disability Processes, ENGL 1111 Composition I, HLTH 1106 Medical Terminology, PSYC 2201 Developmental and PSYC 2215 Abnormal Psychology set the stage for interaction within a contextual framework. As students are introduced to kinesiology (OTAC 1155 Movement for Occupation), they also have the opportunity to apply new found knowledge to case studies and active learning activities. Likewise, they explore contextual factors relating to participation in occupations in the OTAC 1115 Disability and Disease Processes course.

Core skills and knowledge in occupational therapy are provided through the courses OTAC 1125 Physical Health Foundations, OTAC 1135 Psychosocial Foundations,

and OTAC 1145 Scholarship I. These courses set the groundwork for the practical application courses as basic skills required for practice as an Occupational Therapy Assistant are introduced. These courses offer a variety of learning opportunities to support the different learning styles of the students. They provide a variety of intra and/or inter collaborative assignments to develop their skills in human interactions and collaboration, setting the stage for team membership. Practicing within the AOTA practice standards and ethics are introduced during the foundational courses so they can be integrated through-out the rest of the curriculum. They develop the basic skills needed to become lifelong learners through evidence based practice in Scholarship I and then utilize these skills in future courses. During these courses students develop an appreciation for the interactive relationship between activity demands, environmental context and adaptation.

Core courses are provided in a developmental sequence. All pediatric courses are offered in one semester with the same courses addressing adult issues offered in the next semester. Woven throughout these courses are the evaluation, intervention planning and intervention implementation skills needed to practice as an Occupational Therapy Assistant. These concepts are introduced as they would be implemented in the course of practice. Physical health and psychosocial aspects go hand in-hand, however the program offers psychosocial classes and physical health classes separately to prepare the students to be successful in all settings. Students are educated on the importance of always looking at both physical and psychosocial aspects of an individual. A cluster of courses taught over two semesters are specific to scholarship, community, psychosocial and physical restorative practice areas across the lifespan (OTAC 2025 Pediatric Psychosocial , OTAC 2125 Adult psychosocial , OTAC 2025 Pediatric Physical Health, OTAC 2125 Adult Physical Health, OTAC 2015 Pediatric Community Practice, OTAC 2125 Adult Community Practice, OTAC 2045 Scholarship II and OTAC 2145 Scholarship III). These courses provide students with further opportunity to appreciate the impact of readiness skills, environmental contexts on participation in occupation, and client centered, occupation based and evidence based interventions through case studies and interactive learning opportunities. Inter and intra-professional collaborations are integrated throughout these courses to develop students professional and leadership skills and to increase their knowledge in other disciplines to support interdisciplinary team work. Client centered occupation based therapy interventions are introduced in the classroom and students further integrate knowledge and skills and apply AOTA standards of practice and ethics through participation in four Level I fieldwork experiences in a practice environment (OTAC 2025 Pediatric Physical Health, OTAC 2125 Adult Physical Health, OTAC 2035 Pediatric Psychosocial, OTAC 2135 Adult Psychosocial), and in emerging practice areas in lab portions of courses (OTAC 2015 Pediatric Community Practice and OTAC 2115 Adult Community Practice).

To prepare for the professional expectations of the OTA role, students enhance their skills in professional ethics, AOTA standards of practice, values, and responsibilities (OTAC 2155 Professional Topics). They have the opportunity to apply new found skills

and knowledge and refine their skills as lifelong learners as they select and prepare a professional presentation in an emerging occupational therapy practice area (OTAC 2145 Scholarship III). The Level II fieldwork experiences provide the student an opportunity to actively experience the role of an occupational therapy assistant in the practice settings, further their competence in client centered, occupation based and evidence base practice and demonstrate professional ethics, AOTA standards of practice, values and responsibilities.

Self-reflection, a hallmark of Occupational Adaptation, is encouraged throughout the curriculum. In several courses, students analyze their own participation in occupation and the impact of readiness skills and environment on their adaptation process. Students also assess their knowledge and skills relative to learner outcomes written for each course. In addition, students participate in a self-assessment process each semester, where they analyze their strengths and weakness and receive feedback relative to the expectations of specific healthcare environments. Using summative data from this process, they write a professional development plan that outlines goals and activities for personal and professional development. They continue to update their professional development plan as they progress throughout the program and end up with a final plan for their future once they complete their final Level II fieldwork placement.

Evidence based practice is woven throughout the curriculum so the students develop the skills needed to support their professional reasoning throughout their practice as an OTA. Educational methods are used that promote self-directed learning and employ adult learning principles. Students learn the importance of being active in Professional Associations by belonging to AOTA.

Ethical reasoning in clinical based practice, advocates for Occupational Therapy, and needs of individuals and leadership skills are developed through fieldwork, case based learning assignments and the OTA club.

Curriculum Threads

Personal and professional development - There are guiding principles throughout the curriculum to foster strong professional values and ethics among all NCTC OTA graduates. The self-reflection process begins in the first semester with assessment of knowledge and continues throughout the curriculum. Students are provided feedback in both academic and fieldwork settings and encouraged to reflect on their own personal and professional development, role transition and to take responsibility for their learning. This aligns with the NCTC OTA Program Student Learner Outcome: Demonstrate ethical and professional behavior while displaying respect for diversity of culture, age and gender

Lifelong learning - Educational methods are used that promote self-directed learning and employ adult learning principles. This aligns with the NCTC OTA Program Student

Learner Outcome: Demonstrate needed skills to be lifelong learners in the profession of Occupational Therapy.

Inter and Intra-professional Collaboration - A variety of educational and leadership opportunities are provided for the students to learn to effectively communicate and work intra – and inter-professionally with other professionals within NCTC and in the outside community. Inter- professional and intra-professional partnerships are developed through assignments throughout the curriculum which assist students in working with others, develop role delineation awareness and conflict resolution through real life situations. This aligns with the NCTC OTA Program Student Learner Outcome: Communicate effectively with consumers, families and other service providers.

Client Centered and Occupation Based Practice - Client centered and occupation based therapy interventions are introduced in the classroom as students further integrate knowledge and skills and apply AOTA standards of practice and ethics through participation in four Level I fieldwork experiences in a practice environment, and in emerging practice areas in lab portions of courses. This aligns with the NCTC OTA Program Student Learner Outcomes: Perform entry-level competencies, based on occupational therapy practice standards. Implement occupation based interventions in collaboration with consumers, families and other service providers. Perform entry-level practice competencies safely and proficiently in traditional and emerging areas of practice.

Summary

The Northland Community & Technical College Occupational Therapy Assistant Program emphasizes occupational skill development across the lifespan with multiple opportunities for students to experience/appreciate the impact of contextual factors on both adaptive processes and role transitions. Students are expected to acquire the tools to not only assist clients with adaptive processes across the lifespan but also to develop the knowledge and skills needed to address occupational challenges inherent to the role of the occupational therapy assistant.

Students are provided with a variety of learning experiences to address multiple learning styles in order to create a quality learning environment. A variety of inter and intra-professional educational opportunities, and education in the AOTA professional standards and ethics are provided in order to promote lifelong learning. They are expected to be able to provide client centered, occupation and evidence based practice as an entry level OTA while having a solid base in ethics and a commitment to lifelong learning.

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AAS in Occupational Therapy Assistant 72 credits

Fall Semester		
PSYC 2201 Developmental Psych	3 credits	
BIOL 2252 Anatomy and Physiology I	3 credits	
ENGL 1111 Composition I	3 credits	
HLTH 1106 Medical Terminology	2 credits	
OTAC 1001 Intro to OT	2 credits	
		13 credits

Spring Semester		
OTAC 1115 Disability/Disease Proc	2 credits	
OTAC 1125 Phys Hlth Foundations	3 credits	
OTAC 1135 Psychsoc Foundations	3 credits	
OTAC 1145 Scholarship I	1 credit	
OTAC 1155 Mvmt for Occupation	3 credits	
BIOL 2254 Anatomy and Physiology II	3 credits	
		15 credits

Fall Semester		
OTAC 2015 Ped Community Practice	2 credits	
OTAC 2025 Ped Physical Health	5 credits	
OTAC 2035 Ped Psychosocial	5 credits	
OTAC 2045 Scholarship II	2 credits	
PSYC 2215 Abnormal Psych	3 credits	
		17 credits

Spring Semester		
OTAC 2115 Adult Community Prac	2 credits	
OTAC 2125 Adult Physical Health	5 credits	
OTAC 2135 Adult Psychosocial	5 credits	
OTAC 2145 Scholarship III	1 credit	
OTAC 2155 Professional Topics	2 credits	
		15 credits

Summer and/or Fall semester		
*OTAC 2225 Physical Health FW	6 credits	
*OTAC 2235 Psychosocial FW	6 credits	
		12 credits

Total credits		72
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OTA courses are offered one time per year in the sequence listed. OTA courses are not offered during summer sessions with the exception of Level II fieldwork.

*The Level II Fieldwork courses, OTAC 2225 and OTAC 2235, may be taken in the 2nd summer semester and/or the 3rd fall semester.

Occupational Therapy Assistant Courses Prerequisites

1. BIOL 2252 Anatomy and Physiology I is a prerequisite for

- OTAC 1155 Movement for Occupation
- OTAC 1115 Disability/Disease Proc
- OTAC 2025 Ped Physical Health
- OTAC 2125 Adult Physical Health .

BIOL 2254 Anatomy and Physiology II is a co-requisite for

- OTAC 1155 Movement for Occupation
 - OTAC 1115 Disability/Disease Proc
- and prerequisite for
- OTAC 2025 Ped Physical Health

Rationale: It is imperative that students have background in human anatomy and physiology before attempting to relate it to human actions in relation to occupational therapy intervention

2. HLTH 1106 Medical Terminology is a prerequisite for

- OTAC 1115 Disability/Disease
- OTAC 1120 Occupations
- OTAC 1110 Clinical Conditions
- OTAC 2020 Mental Health I
- OTAC 2120 Mental Health II
- OTAC 2010 Physical Health I
- OTAC 2110 Physical Health II
- OTAC 2140 Community.

Rationale: The students need to understand medical terminology in order to understand the descriptions of occupational therapy terminology and intervention.

3. PSYC 2201 Developmental Psychology is a pre-requisite for

- OTAC 1115 Disability/Disease Proc
- OTAC 1125 Phys Hlth Foundations
- OTAC 1130 Psychosocial Foundations
- OTAC 2015 Ped Community Practice
- OTAC 2025 Ped Physical Health
- OTAC 2035 Ped Psychosocial
- OTAC 2115 Adult Community Prac
- OTAC 2135 Adult Psychosocial
- OTAC 2125 Adult Physical Health

Rationale: A background in basic principles of psychology and human development is necessary to relate it to psychosocial function and dysfunction and Occupational Therapy intervention.

PSYC 2215 Abnormal Psychology is a co-requisite for

- OTAC 2015 Ped Community Practice
- OTAC 2035 Ped Psychosocial

and a prerequisite for

- OTAC 2115 Adult Community Prac
- OTAC 2135 Adult Psychosocial
- OTAC 2135 Professional Topics

Rationale: A background in abnormal psychology is necessary to relate to psychosocial function and dysfunction and Occupational Therapy intervention.

3. OTAC 1001 Introduction to OT is a prerequisite for all OTAC courses.

Rationale: this is to aid in assuring that the student bases their decision to enter the OT profession with knowledge of the field of Occupational Therapy.

4. Completion, with a grade of C or better, of all required courses in the OTA program are pre-requisites for

- OTAC 2225 FW Physical Health
- OTAC 2235 FW Psychosocial FW
- OTAC 2310 FW Children

Rationale: Knowledge of OT concepts and competency in OT skills are necessary for students to enroll in the clinical courses. The student, in collaboration with the clinical supervisor, will be responsible for providing interventions with assigned individuals at fieldwork sites.

Course Descriptions

HLTH1106 Medical Terminology 2 2/0/0

This course covers prefixes, suffixes, and roots used to compose medical terms. The student learns to spell, pronounce, define, analyze, and formulate terminology related to body structure, disease, diagnosis, and treatment. Medical abbreviations are also included. Prerequisites: None

BIOL2252 Anatomy & Phys I 3 2/1/0

(Fulfills MNTC Areas: 3, 10) An advanced course designed to acquaint the student with the structure, function, and disease processes of Cellular physiology, Homeostasis, Integumentary, Respiration, Lymphatics, Immunity, Heart, Blood, Joints, Skeletal and Muscular systems in the human body. This course will also investigate the impact of environmental influence on the human body as well as the effects of the environment and genetics on disease processes. This course is designed to assist the student in developing a basic understanding of the normal structure and function of the body. This course is designed to assist the student in developing a basic understanding of the normal structure and function of the body. Prerequisites: One of the following: BIOL1111, BIOL1004, admission to an Allied Health program, instructor permission.

BIOL2254 Anatomy & Phys II 3 2/1/0

(Fulfills MNTC Areas: 3, 10) An advanced course designed to acquaint the student with the structure, function, and disease processes of: Nerve tissue, Central nervous, Endocrine, Digestion, Nutrition, Urinary, Reproduction, Development and Genetic systems in the human body. This course will also investigate the impact of environmental influence on the human body as well as the effects of the environment and genetics on disease processes. Prerequisites: One of the following: BIOL1111, BIOL1004, admission to an Allied Health program, instructor permission.

ENGL1111 Composition I 3 3/0/0

(Fulfills MNTC Areas: 1, 2) The course is an introduction to college-level writing, focusing on descriptive, narrative, and expository essays. One essay will be a research paper using an appropriate documentation format. Prerequisites: ENGL0090, or appropriate writing assessment test score.

PSYC2201 Developmental Psychology 3 3/0/0

(Fulfills MNTC Area: 5) This class studies the physical, behavioral, and emotional development of the individual through the life span, with a focus on the theories and stages of development. This course is open to all students. Prerequisites: PSYC1101 or PSYC1105 are strongly recommended prior to enrolling in this course.

Based Practice (EBP) throughout the occupational therapy process. Foundations for ethical reasoning are built and concepts of collaboration will be introduced. Opportunities for independent and active learning are provided throughout the course with emphasis on skills for lifelong learning.

OTAC1155 *Movement for Occupations* 3 1/2/0

This course focuses on learning about muscle function, muscle strength, muscle endurance, functions of joints and bones, innervations and the movement needed to allow people to complete their everyday occupations. Students will examine types of muscle contractions and joint movements during occupation based activities through muscle activity analysis. The students will identify evidence based practice treatment ideas for various health conditions that affect the neuromusculoskeletal system. The students will have opportunities for independent and active learning through-out the course with emphasis on skills for lifelong learning.

OTAC2015 *Ped Community Practice* 2 1/1/0

This course focuses on children and adolescent's through early adulthood populations engaging in occupations in context. The role of occupational therapy within community systems is addressed. Emerging roles of occupational therapy assistants (OTA) in the community are explored and the roles of the OTA versus the role of the Occupational Therapist (OT). Students complete labs in community practice and are required to articulate the role of occupational therapy to individuals in the community settings. Emphasis is placed on independent and active learning with focus on developing skills for lifelong learning. This course provides an opportunity to work collaboratively, inter-professionally and intra-professionally and to develop and enhance professionalism as a health professional.

OTAC2025 *Ped Physical Health* 5 2/2/1

This course focuses on occupational therapy evaluation, treatment, and implementation from birth to young adult. Normal development and interruption of physical function with this age group will be explored. This population will be evaluated, occupation based evidence based practice will be identified and implemented. Roles of occupational therapy assistants (OTA) and the role of the Occupational Therapist (OT) in the Occupational Therapy process are explored. Emphasis is placed on independent and active learning with focus on developing skills for lifelong learning. This course provides an opportunity to work collaboratively inter-professionally and intra-professionally and to develop and enhance professionalism as a health professional. Students will be required to complete one level 1 fieldwork experience in a Physical Health setting with corresponding age group.

OTAC2035 *Ped Psychosocial* 5 2/2/1

This course focuses on normal development and impairment of global and specific mental function for individuals from birth through early adulthood. Occupational therapy evaluation, treatment, and implementation, normal development and interruption of function with this age group will be explored. This population will be evaluated and occupation based evidence based practice will be identified and implemented. Roles of occupational therapy assistants (OTA) and the role of the Occupational Therapist (OT) in the Occupational Therapy process are covered. Emphasis is placed on independent and active learning with focus on developing skills for lifelong learning. This course provides an opportunity to work collaboratively inter-professionally and intra-professionally and to develop and enhance professionalism as a health professional. Students will be required to complete one level 1 fieldwork experience in a psychosocial setting

OTAC2145	Scholarship III	1	1/0/0
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This course allows the student to further promote scholarship through professional development and by the integration of academic learning in the completion of a capstone project. The students will utilize the skills learned in Scholarship I and II to analyze and critique scholarly work, apply this information to Occupational Therapy (OT) practice, and present this information utilizing professional and ethical behavior via a capstone project. Emphasis is placed on independent learning to promote skills to develop students into lifelong learners.

OTAC2155	<i>Professional Topics</i>	2	2/0/0
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This course focuses on Occupational Therapy (OT) professional ethics, values and responsibilities. The course covers development of personal and professional development plans, resumes, and promotion of the profession.

OTAC2225	<i>Physical Health Fieldwork</i>	6	0/0/6
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The student will participate in an eight week supervised clinical experience in a physical health setting. Knowledge and skills learned from previous courses are applied when working with clients and staff in a clinical setting. Students are supervised by an Occupational Therapist (OT) and/or an Occupational Therapy Assistant (OTA) and will have opportunities to work intra and inter professionally throughout the 8 week fieldwork. Students will share their knowledge of

OTAC2235	<i>Psychosocial Fieldwork</i>	6	0/0/6
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The student will participate in an eight week supervised clinical experience in a psychosocial setting. Knowledge and skills learned from previous courses are applied when working with clients and staff in a clinical setting. Students are supervised by an Occupational Therapist (OT) and/or an Occupational Therapy Assistant (OTA) and will have opportunities to work intra and inter professionally throughout the 8 week fieldwork. Students will share their knowledge of evidence based practice with others during their placement to promote lifelong learning.

Program Policies

Northland Community and Technical College Occupational Therapy Assistant Program

Admission Procedures

Enrollment in occupational therapy assistant courses is limited due to the availability of fieldwork sites. Fieldwork credits are necessary to graduate.

Acceptance by the student services division of the Northland Community and Technical College - East Grand Forks- does not constitute acceptance into the major. If the student is not selected to enroll in 1100 level OTA courses during the application process he/she can reapply during the next application process. Applications are required to be submitted generally in October for enrollment in the following spring semester. Students are admitted without regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Admittance criteria:

1. The student must have completed prior to admittance to the OTA program, the following courses: BIOL 2252 Anatomy and Physiology I, OTAC 1001 Introduction to OT, HLTH 1106 Medical Terminology and Psych 2201 Developmental Psychology with a minimum letter grade of C.
2. Must have a cumulative GPA of at least 2.5
3. Must be enrolled in for spring semester or have completed BIOL 2254 Anatomy and Physiology II
4. The student must have completed and submitted an OTA application.
5. The student must have returned a signed policy agreement from the OTA handbook.
6. The student must have completed all developmental courses required by the college.
7. Immunization and health screening data must be submitted on the College Health Screening database in accordance with NCTC policy 2182, prior to acceptance into the program
8. 30 observation/volunteer hours with Occupational Therapy Practitioners

The OTA program can accommodate twenty four students per year. If there are more than 24 applicants eligible for acceptance, admission will be based in order of OTA major declaration. The first 24 will be enrolled in OTA courses in the spring semester and those who remain will be placed on the list for the following year.

Eligibility for Advancement

1. Advancement from 1100 level courses to 2000 level courses in the fall semester of the OTA program requires the following:

- a) Completion of BIOL 2254 with a minimum letter grade of C.
- b) Have a current BLS certification.
- c) A copy of immunization records in accordance with NCTC policy 2182.
- d) MN Criminal Background check completed through OTA program.
- e) National background check completed through NCTC OTA program
- f) A letter grade of C or better in OTAC 1115, OTAC 11125 and OTAC 1135, OTAC 1145 and OTAC 1155
- g) Completion of or enrollment for fall semester in PSYC 2215.
- h) A TB test within one month of start of fall semester.

Failure to meet the above criteria may result in immediate withdrawal from OTA courses.

2. Advancement from 2000 level courses to 2100 level courses in the spring semester of the OTA program requires the following:

- a) Completion of PSYC 2215, with a minimum letter grade of C.
- b) Completion of OTAC 2015, OTAC 2025, OTAC 2035 and OTAC 2045 with a letter grade of C.
- c) Successful passing of Level I fieldwork component of OTAC 2025 and OTAC 2035.
- d) Have a current BLS certification.
- e) Up to date immunization records in accordance with NCTC policy 2182.
- f) Current MN Criminal Background check completed through OTA program.

Failure to meet the above criteria may result in immediate withdrawal from OTA courses

3. Advancement from 2100 level courses to 2200 level courses (Level II Fieldwork) requires:

- a) Completion of ALL OTA program required academic course work with a minimum letter grade of C. Successful completion of all Level I fieldwork. A student will not be allowed to progress to Level II fieldwork with Incompletes or unsatisfactory grades in any required academic coursework.
- b) Have a current BLS certification.
- c) Up to date immunization records in accordance with NCTC policy 2182.
- d) Current MN Criminal Background check completed through OTA program.
- e) Current National background check completed through NCTC OTA program
- f) The period of time from completion of OTAC 2025 and 2035 to the start of OTAC 2225 and 2235 can be no greater than two years. If greater than two years, the academic courses, OTAC 2025, 2035, 2125 and 2135 must be repeated.
- g) No more than 15 months' time lapse between completion of academic coursework and the start of Level II Fieldwork

Failure to meet the above criteria may result in immediate withdrawal from OTA courses

Northland Community and Technical College Occupational Therapy Assistant Program

Graduation requirements

Upon successful completion of the program requirements, the student will be awarded an Associate of Applied Science degree.

1. A letter grade of C or above in all OTA program required academic courses.
2. Satisfactory rating on all fieldwork competency evaluations.
3. Satisfactory rating in final personal and professional evaluations.
4. A "Pass" in OTAC 2225, and OTAC 2235. (Level II fieldwork)

Enrollment in the Occupational Therapy Assistant Program, Northland Community and Technical College-East Grand Forks does not assure a level II fieldwork site placement within the first six months of completing academic course work. Level II Fieldwork **must** be completed within eighteen months of completing OTA academic course work.

Northland Community and Technical College Occupational Therapy Assistant Program
Program Standards

The student must achieve a grade of 2.0 “C” or above in each and every course required in the program in order to progress. If a student fails to achieve this in a course other than OTA and chooses to repeat the course, this must be accomplished before the student can progress further in the OTA curriculum. Occupational Therapy Assistant courses cannot be repeated if a student receives less than a 2.0 or letter grade of C.

OTA course academic grading:

100% - 93% = A
92% - 85% = B
84% - 75% = C required for passing
BELOW 75% = F

Specific student expectations are defined for each course and noted on the course syllabus.

Extra credit or bonus assignments in OTA courses may be used to raise a student's grade in a course at the discretion of the instructor. Under no circumstances will extra credit be allowed to raise a failing grade to one that is passing. Extra credit will be given to those with grades of 75% or higher.

Northland Community and Technical College Occupational Therapy Assistant Program
Probation and Dismissal

The faculty reserves the right to place on program probation or to recommend the termination of registration of any student whose performance in the classroom or the clinical situation is unsatisfactory. The following violations of ethical and professional conduct by the student will constitute **reason for dismissal** from the OTA program:

1. Release of confidential information regarding patients/personnel from the clinical settings or students from the classroom setting.
2. Discourteous treatment of patients, the public, employees at clinical settings or at the college or fellow students.
3. Insubordination which would include disrespect for faculty, facility personnel, other students in the program and patients.
4. Repeated tardiness and/or absenteeism
5. Falsification of any class records or assignments
6. Any dishonest practices demonstrated by the student which includes cheating on assignments and examinations.
7. Not following safety standards
8. Intoxication in class, field trips or clinical setting
9. Unsatisfactory ratings in personal/professional evaluations.
10. Unsatisfactory ratings in laboratory or fieldwork evaluations.
11. Failing an OTA course
12. Failure to follow OTA policies

The student has the right to petition OTA faculty to remain in the program. Guidelines utilized by the OTA faculty to assist in making their decisions regarding these types of petitions might include:

- Students successful completion of concurrent coursework
- Test taking proficiency vs. class work and written assignments
- Professional behavior and active participation in the program
- Extenuating circumstances (Such as death of a family member, illness, etc)

If unanimous affirmation is not received, the student will be dismissed from the professional program and his/her registration cancelled. The final departmental decision may be appealed by the student according to the appeal policies of the Northland Community and Technical College as outlined in the NCTC Student Complaints and Grievances Policy (3240 and 3240P)

Advising related to coursework

Students who are considered pre-OTA (those students taking pre-requisites) will be advised by the college designated OTA program advisor. Advising related to coursework for those students admitted into the OTA program will be provided by the OTA faculty. Students must meet with OTA faculty for advising at least once a semester prior to enrolling in the next semester courses. Each faculty will have office hours posted on their door. In addition, use this relationship to discuss academic and career-related concerns, prepare schedules, seek additional resources and request direction. This relationship is essential to the growth and development of each individual student. All students must meet with the college designated OTA advisor each semester to review their Degree audit report (DARs) and to receive their access code for registration.

Class Policy

1. Classes will begin promptly at designated times. Any student arriving after appropriate starting times will be marked tardy for official records.
2. Students will be expected to be attentive and cooperative in the classroom
3. No student will be allowed to leave class early unless class is dismissed by the instructor or by prior arrangements
4. Students will be expected to handle equipment and supplies responsibly in the lab and in the clinical setting.
5. No equipment or supplies will leave the lab without permission from program faculty.
6. Personal conferences will be scheduled as is required or at the student's request.
7. Academic class will follow the college calendar with holidays noted.
8. Level II fieldwork will follow the facility calendar. Holidays may differ from the college calendar.
9. Cell phones are to be on mute and kept in backpacks or purses in the classroom, lab, or on fieldwork.
10. The faculty will be available during posted office hours. Other appointment times may be set up through e-mail, in person or the telephone.

Attendance Policies

In case of unavoidable absence for a test or a presentation, the student must notify the instructor in person, by e-mail or by telephone prior to the exam or presentation to make arrangements for a make-up date. There are no exceptions to this rule. Individuals not contacting their instructor prior to the exam or presentation will receive a zero grade. There will be no opportunity for make-up drop quizzes or bonus points.

Attendance is critical in this program for successful completion of course and program. If you have more than 3 absences in a semester, it will be recommended that you withdraw from the program. Timeliness is also important in this program and profession. Each day you will be expected to sign in prior to the start of class time. If you are late more than 3 days, you will need to meet with the Director of the OTA program and submit a plan of correction to the OTA Program director.

Of course there are things that are out of our control that can lead to absences. Again, it is critical you contact the instructor prior to class, and special circumstances may be taken into account. Only absences that have been preapproved will be considered.

It is the student's responsibility to seek out the information from the instructor during an absence for any reason. Much of the lab material cannot be made up due to the interactive nature of the labs. Students may need to come to the lab and independently work on missed material before or after class hours.

Assignments turned in after the due date will have 5% of the possible total score deducted for each day the assignment is late. After one week from the due date the assignment will receive a zero grade. All assignments will need to be submitted regardless if it receives a grade.

In case of unavoidable absence from Fieldwork, both the Fieldwork Supervisor and Fieldwork Coordinator must be notified. For more information regarding absence or illness during fieldwork, please see the "Fieldwork policy on attendance"

Grievance Policy

Complaints or grievances occasionally develop. Please do not let a complaint continue for any length of time. Delay in solving the problem only causes more problems. Complaints should be discussed initially with the faculty member involved. If you are not comfortable approaching the person most directly involved, bring the matter to the attention of the OTA Program Director. If you are not comfortable approaching the OTA Program Director or you are not satisfied with the results after discussing it with the Program Director, bring the matter to the attention of the Dean of Health, Nursing and Public Services. Northland Community and Technical College Student Handbook provides a link to 3240 Student Complaints and Grievances Policy which is a vehicle for addressing grievances.

It is the policy of the Northland Community and Technical College Occupational Therapy Assistant Program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, misunderstandings, or discrimination. Students are urged to first take their problems to the instructor of the course in which the problem occurred. If the student and instructor are unable to come to an agreement, the student can then take their issues to the OTA Program Director. If the student and OTA Program Director are unable to come to an agreement, the student can write up their complaint/grievance on a Student Appeal form which can be found in Student Services. This complaint/grievance will be reviewed by one of two standing committees which will report their findings back to the student. Students may then appeal the decision or recommendation if desired. A student may also appeal a final course grade. Grade appeals must be first directed to the instructor who assigned the disputed grade. If the informal process does not resolve the matter, the student may file a formal grade appeal in writing by using the Student Appeal form. This form must be submitted within 30 days of the term posting date to the Registrar's Office. The Registrar's Office will forward the appeal to the appropriate Academic Dean for consideration. The dean will discuss the issue with the student and the faculty member to gather information and attempt to resolve the issue as appropriate. The dean, at his or her discretion, may also convene an ad hoc committee of faculty to advise him or her in the consideration of the appeal. The dean will make a decision regarding the appeal and notify all relevant parties in writing of the decision within 10 academic days of the receipt of the grade appeal. The student may appeal the dean's decision within 10 days, if there is additional relevant information that supports the appeal. The College cannot change the grade assigned by an instructor unless presented with clear and convincing evidence that the grading procedure was biased, did not reflect sound educational practices, or was inconsistent with the common course outline and course syllabus. Student complaints regarding the program should be first addressed to the OTA Program Director. Unresolved complaints or complaints about the OTA Program Director should be directed to the Dean Health, Nursing and Public Services. All complaints will be documented, including the projected

outcome, and kept on file at the program facility. Complaints regarding Accreditation of this program should be addressed to 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 (301) 652-6611 ext. 2911.

General Program Policies

1. Students who may have any condition which might affect their performance in class are encouraged to notify the Academic Success Center coordinator at the beginning of the semester so that accommodations may be arranged.
2. Student should have a personal commitment to studying outside the classroom. This may involve an average of 20 hours per week or more.
3. History of a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain state licensure (inquire regarding appeals process).
4. Minnesota Statutes, Section 245A.04 requires all health care institutions that provide supportive or health supervision services in Minnesota to obtain a criminal background check on all employees, volunteers and contractors who may provide direct contact services with patients.
Students are required to have criminal background verification prior to going out on Level I and Level II Fieldwork. The results of these studies are to be on file prior to beginning fieldwork. Students will complete the appropriate form and NCTC will apply for the study from the Minnesota Department of Human Services. Failure to qualify by the department of Human Services background check may make it impossible for the student to do fieldwork in Minnesota or any other state requiring criminal background checks.
5. All students enrolled in the Occupational Therapy Assistant Program are required to furnish a laptop computer according to NCTC specifications for all semesters enrolled at NCTC.
6. Each student will do a personal and professional self-assessment every semester in the OTA program. The student will develop personal and professional goals based on the self-assessment and feedback from faculty.
7. The OTA Program does not have a specific dress code for on-campus courses. Due to the nature of lab activities, students are encouraged to dress comfortably but professionally. Occasionally we will have activities that involve speakers or other professions. During those occasions, business casual dress is required. For information regarding dress code during fieldwork or off site lab experiences, please see the Fieldwork Manual.

8. Level II Fieldwork must be completed within 18 months after completion of OTA academic courses.

9. A student may not repeat a non-Level II FW OTA course after one failure and will need to reapply to the program and get permission from faculty to enroll in an OTA course after a withdrawal.

10. Students may be required to complete a national background check each year of enrollment.

11. Students are required to enter all immunization records on the Northland Community and Technical College health records database prior to enrolling in the OTA program and attending Level I fieldwork. Fieldwork facilities may require additional information. Students who are not allowed to attend clinicals due to missing data from the Health Records Data Bank will be dismissed from the program and not allowed to reapply.

Emergency, Evacuation, and college closures

If Northland Community and Technical College is closed due to severe weather or other reasons, the occupational therapy assistant program will be closed. This information is communicated to students, staff, faculty, and the public through a variety of methods including the NCTC website, email system, mass media radio and television stations and Star Alert, a free Northland emergency notification system that allows students and employees to receive notice – by cell phone and/or e-mail – of campus-related emergencies that threaten life safety or severely impact campus operations.

Faculty will work with students to ensure appropriate make up classes are scheduled or comparable learning activities are developed. Students are expected to use good judgment in evaluating personal safety in traveling to classes or fieldwork placements. Students are expected to notify faculty/staff at the campus of any absences.

Technical Standards for the OTA Program

Northland Community and Technical College provides the following list of expected skills to inform prospective students of the performance abilities required to complete lab and fieldwork in the OTA program. Students admitted to the OTA program are expected to be able to perform/complete curriculum requirements which include these cognitive, physical/motor, sensory, and behavioral core competencies, with or without accommodation. Fieldwork settings vary, but students could encounter the need for any or all of these skills in a given placement.

Students who are unsure if they can meet these criteria because of disability, or know they will need help in meeting them, must contact NCTC's Student Academic Success center to discuss the use of reasonable accommodations and/or auxiliary aids (contact info below). The college will provide reasonable accommodations but is not required to substantially alter the requirements or nature of the program

Sensory

Students must be able to perceive, assimilate, and integrate information from a variety of sources including oral presentations, printed materials, visual media, and hands-on demonstrations. Students must demonstrate adequate functional use of visual, tactile, auditory, and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance. Students must be able to perceive and appropriately interpret nonverbal communications.

Learning activities found in the OTA curriculum:

- Observe and attend to behaviors and needs, including non-verbal communication, of clients;
- Detect changes in skin color or condition (pale, ashen, grey, sweat, swelling, inflammation, atrophy, etc.);
- Observe and collect data from recording equipment and measurement devices used in client care;
- Detect alarms generated by mechanical systems such as those that monitor vital signs, fire alarms, etc.

Communication

Students must demonstrate stability and acceptable communication skills and be capable of developing mature and effective interpersonal relationships with other students and health care workers. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice. Communicate with individuals

Learning activities found in the OTA curriculum:

- Effective communication is critical for students to build relationships with faculty, advisors, fellow students, co-workers, clients and their significant others in the student's various roles of learner, colleague, consultant and leader.
- Students must effectively and sensitively communicate with patients and colleagues, including individuals from different cultural and social backgrounds, this includes, but is not limited to, the ability to establish rapport with patients and effectively communicate judgments and treatment information.
- Students are expected to use grammar and vocabulary proficiently.

Physical/Motor

Students must possess the motor functions needed to participate effectively in procedures common to occupational therapy practice. Students must be able to exhibit sufficient postural and neuromuscular control and coordination to safely and accurately provide assessment and treatment for clients. Students must be able to demonstrate safe use of accepted techniques accurately which includes safety when involved in the use of hand and mechanical tools as well as other treatment materials. Students must be able to gather, comprehend, utilize, and disseminate information effectively, efficiently, and according to professional standards.

Students need to be able to participate in physical activity involving lifting of approximately 50 lbs., bending, moving and supporting others

Learning activities found in the OTA curriculum:

- Fully/partially support weight of client during transfers to and from various surfaces (bed, chair, wheelchair, mat, toilet, tub, car, etc.) and when assisting client in functional tasks/activities.
- Support, turn and position clients.
- Control a fall by slowly lowering client to the floor.
- Engage in mat activities with clients.
- Manipulate, maneuver, and adjust equipment and devices (e.g. wheelchairs, hospital beds, swings, ball, splint pans, tub seats, portable commodes).

Cognition

Students must demonstrate critical thinking skills so that they can problem solve efficiently and creatively, master abstract ideas, and synthesize information presented in the classroom, laboratory, and fieldwork settings. Students must be able to integrate and accurately utilize a defined level of required information as presented through educational experiences in both basic arts and sciences.

Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, retain, and apply facts, concepts, and data related to the art and science of health care. This may require comprehension of three-dimensional relationships and an understanding of the spatial relationships of structures. Students must have the cognitive capacity to appropriately utilize technology in the classroom and in clinical or community settings. Sound judgment, ethical reasoning, and clinical reasoning are essential.

Learning activities found in the OTA curriculum:

- Process information thoroughly and quickly to prioritize and implement occupational therapy intervention.
- Report client data verbally and in writing to members of the treatment team.

Behavioral and Social

Students must demonstrate emotional stability and be capable of developing mature, respectful, and effective interpersonal relationships with other students, faculty, and healthcare workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. Students must be able to adapt to changing environments, display flexibility, and function professionally in the face of the uncertainties inherent in educational, clinical, and community settings. Students must be able to engage in personal reflection and self-awareness as a mechanism of effective personal growth, development, and lifelong learning.

Learning activities found in the OTA curriculum:

1. Exhibit emotional stability and composure to function safely under stress and adapt to changing environments;
2. Exhibit social skills necessary to interact effectively with clients, families, supervisors, co-workers and community members of the same or different cultures with respect, compassion, tact, collaboration, teamwork, responsibility, and discretion;
3. Display attitudes and actions consistent with the core values and ethical standards of the occupational therapy profession;
4. Maintain personal hygiene and appearance (including skin and piercing practices) consistent with close personal contact in client care;
5. Establish therapeutic relationships and communicate in a supportive manner.

Professional and Ethical Behavior

Students must demonstrate a commitment to excellence, honesty, integrity, respect for others, compassion, social responsibility, and altruism. Students must demonstrate stability and acceptable communication

skills and be capable of developing mature and effective interpersonal relationships with other students, faculty, and health care workers. Students must exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate responses without interference of personal or medical problems. This requires training for medical emergencies (e.g., CPR, infection control). It is each student's responsibility to attend and be able to travel to and from classes and fieldwork assignments on time and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. Students must adhere to policies of the Northland Community and Technical College, the occupational therapy assistant program, and clinical sites. This includes matters ranging from professional dress and behavior to attending to the program's academic schedule, which may differ from the college's academic calendar and be subject to change at any time. Students must demonstrate knowledge of and commitment to the code of ethics of the OT profession as well as behaviors that reflect a sense of right and wrong in the helping environment.

Students must develop and exhibit a sense of medical ethics and also recognize and apply pertinent legal and ethical standards including adherence to confidentiality requirements. Students are expected to recognize and act on the need to take initiative to direct their own learning. They are required to work cooperatively, collaboratively, and respectfully with other students on assigned projects and participate willingly in supervisory processes involving evaluation of abilities and reasoning skills. Students must exhibit the ability and commitment to work with individuals in potentially intense settings to meet the needs of diverse cultures, age groups, socioeconomic groups, and challenges without bias. These individuals may be severely injured, may be limited by cognitive, emotional, and functional deficits, and may have behavior that, at times, creates an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationships. The professional qualities and expectations outlined herein are critical for successful completion of the program.

If any applicants or students have a question about whether he/she can meet these standards due to functional limitations from a disability, he/she should contact Student Academic Success Center.

Northland Community and Technical College Occupational Therapy Assistant Program

Academic Student Success Services

Students who may have any condition which might affect their performance in class are encouraged to notify the Student Success coordinator at the beginning of the semester so that accommodations may be arranged.

Policy on Background checks

Minnesota Statutes, Section 245A.04 requires all health care institutions that provide supportive or health supervision services in Minnesota to obtain a criminal background check on all employees, volunteers and contractors who may provide direct contact services with patients.

Students are required to have criminal background verification prior to going out on Level I and Level II Fieldwork. The results of these studies are to be on file prior to beginning fieldwork. Students will complete the appropriate form and NCTC will apply for the study from the Minnesota Department of Human Services. Failure to qualify by the department of Human Services background check may make it impossible for the student to do fieldwork in Minnesota or any other state requiring criminal background checks.

Policy on Laptop Computers

All students enrolled in the Occupational Therapy Assistant Program are required to furnish a laptop computer according to NCTC specifications for all semesters enrolled at NCTC.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Student Personal and Professional Assessment

Each student will do a personal and professional self-assessment twice every semester in the OTA program. The student will develop personal and professional goals based on the self assessment and feedback from faculty.

Policy on Dress Code On-campus

The OTA Program does not have a specific dress code for on-campus courses. Due to the nature of lab activities, students are encouraged to dress comfortably but professionally. For information regarding dress code during fieldwork or off site lab experiences, please see the Dress Code Policy.

Policy on Program Completion

The period of time from completion of OTAC 1115, 1125, 1135, 1145 and 1155 to the start of OTAC 2015, 2025, 2035, and 2045 can be no greater than two years. If greater than two years, the academic courses, OTAC 1115, 1125, 1135, 1145 and 1155 must be repeated.

No more than 15 months time lapse between completion of academic coursework and the start of Level II Fieldwork. Level II Fieldwork must be completed within 18 months of academic coursework completion.

Northland Community and Technical College Occupational Therapy Assistant Program
PROFESSIONAL DEVELOPMENT PLAN

Faculty will establish an annual individualized and on-going professional development plan addressing the areas of credentials, licenses, technology, instructional effectiveness, communication skills and global awareness based on the following:

1. results of the feedback regarding instruction completed at the conclusion of each course
2. feedback from supervisor
3. information obtained through the evaluation process (If process completed)
4. OTA program strategic plan
5. existing knowledge and skills
6. desired knowledge and skills

Faculty will develop professional goals with identified strategies and submit the plan for professional development to the Dean of Nursing, Health and Public Services, East Grand Forks campus.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on ACOTE Notification Requirements

The Occupational Therapy Assistant Program Director will:

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

Policy on early detection of poor academic performance

When faculty notice that a student's academic performance is near or below 75%, efforts will be made to provide additional support for the student. The faculty will notify the Program Director and the Program Director, Faculty and student will meet for the purpose of identifying strategies to improve their performance. Faculty will do weekly monitoring of academic performance in the course. Faculty will meet with the student at least every other week to provide support and to monitor usage of recommended academic strategies.

Policy on Appropriate Use of Equipment

When using the lab and any lab equipment and supplies

- Before any student operates a piece of equipment, they will be instructed in the purpose, function, and procedure of the equipment/treatment.
 - Each time an item related to a potential safety hazard is used, the student will identify the type of safety issue addressed through either verbal or written instruction.
 - Wear appropriate apparel
 - Students will be instructed in and will practice proper transferring/lifting techniques.
 - All pieces of equipment will be cleaned through wiping with Antibacterial wipes or sprayed with antibacterial spray after use/between use.
- General workspace guidelines:
 - Make sure the work area is free from tripping hazards
 - Make sure tools are appropriately positioned
 - Make sure you have ample working space that allows for easy access of equipment and supplies.
 - Keep your work space as clean as possible during a lab, and clean the space when you are finished
 - Return equipment/supplies to their original location when you have finished using them.

In the event of an emergency:

- Notify the faculty member present in the lab as soon as possible.
 - If immediate medical attention is required, arrange for transportation to the hospital or if necessary call 911
 - For injuries that do not require immediate medical attention but do warrant medical consultation, the following options are available:
 - A First Aid Kit is located on a counter in the lab.
 - A visit to a medical provider.
- Guidelines for using wheelchairs
 - Make sure the seating system is properly positioned and attached.
 - Make sure locks are in good working order.
 - Make sure the tires are properly inflated.
 - Guidelines for use of frying pans:
 - Tables with frying pans are to be kept clear of computers, papers, books, backpacks, food, etc.
 - The frying pans are hot, take care to avoid splashing, etc to avoid burns.
 - To prevent burning hands, use the tongs provided to place and remove material

- Cool the splint materials before fitting
- Upon completion of your project, turn off the pans, remove water, and allow pan to cool and then return to the storage area.
- Clean your work space
- Guidelines for using scissors/leather punch:
 - Scissors are sharp and can cause cuts. Please use care when to avoid cutting yourself or damaging the splinting materials
- Guidelines for use of heat guns:
 - Keep your workspace free of clear of computers, papers, books, backpacks, food, etc.
 - Heat guns are hot, avoid getting a burn from the tip of the heat gun or hot splinting materials.
 - Let the splint materials cool before fitting or manipulating the it
- Guidelines for sewing machine:
 - When sewing make sure to keep hands and fingers a minimum of 4 inches away from the sewing machine needle.
 - Use the sewing machine seam guide as a way to manipulate the fabric and still maintain your personal safety.
 - While operating the machine, make sure to sit upright with your face a minimum of 12 inches away from the needle.
- Guidelines for safe use of Paraffin wax:
 - Temperature Range: 126° - 130° F
 - Thoroughly wash and dry the skin before applying paraffin. As well as apply Antibacterial Sanitizer to hands.
 - Remove all jewelry and ensure clothing is out of the way.
 - Follow all paraffin application instructions for diagnosis protocol.
 - Discard used paraffin. Do not remelt used paraffin.
 - Place the cover on unit when it is not in use and turn off.
 - Clean unit after every 25 treatments, when paraffin is cloudy, or when sediment accumulates on the bottom of the unit.

Northland Community and Technical College Occupational Therapy Assistant Program
HIPPA COMPLIANCE POLICY CONFIDENTIALITY AND PRIVACY

All information related to clients, caregivers, and guest subjects is considered confidential and should be discussed only in the privacy and context of the class, lab, or fieldwork assignment. When working with real or simulated clients, students should always be aware of client privacy, comfort, and dignity. Student information is also considered private. Students should not discuss grades or academic action plans with each other. Disregard of privacy or confidentiality is a breach of the Occupational Therapy Code of Ethics 2015 and may result in students being placed on non-academic probation or being dismissed from the program.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule serves to protect the privacy of individually identifiable health information.

“Individually identifiable health information” is information, including demographic data, that relates to:

- the individual’s past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual.¹³

Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

(<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html> retrieved 7.18.12)

Students must remember at all times to protect the privacy of their clients’ health information when communicating with classmates, faculty, or clinical staff. When preparing case presentations, papers, discussions, and reports, students must avoid disclosing information that could identify the subject. This includes subject’s name, date of birth, address, social security number, medical record number, and unauthorized photograph.



I _____, (*Print Name*)

a student in the Occupational Therapy Assistant Program at Northland Community and Technical College, agree I will not share any information which I may observe either directly, or indirectly, while participating in a Level I or Level II Fieldwork, observational experience or lab, in compliance with the Health Care Information Privacy Act. Failure to comply may result in legal actions against me as well as possible professional sanctions placed against the entity in which I am involved. I also understand if I refuse to sign this Confidentiality Agreement I will not be permitted on the premise of the assigned facility. Violation of this Agreement of Confidentiality will result in disciplinary actions not limited to suspension or dismissal from the program.

I understand that I am personally accountable for my actions and that I must:

1. Protect sensitive information from disclosure to unauthorized individuals or groups.
2. Acquire and use sensitive information only in accordance with the performance of duties, utilizing established security policies and procedures. This includes: properly disposing of sensitive information contained in hardcopy or softcopy, as appropriate, and ensuring that sensitive information is accurate and relevant for the purpose which it is collected, provided and used.
3. Protect information security through effective use of my access codes and devices.
4. Protect my access codes and devices from disclosure.

(*Signature*)

(*Date*)

Policy on Written Memorandum of Agreement Review

The Memorandum of Agreement (MOU) will be annually reviewed to ensure the agreements are accurate, current, and continue to meet the needs of the program and clinical facilities.

The MOU will be annually reviewed by the AFWC. This MOU automatically rolls over from year to year within the agreement's timeline. Either NCTC or a clinical site can terminate this agreement.

Policy on Safety

Procedures:

- Water spillage will be wiped up immediately, and reported to maintenance if necessary.
- All accidents will be reported immediately to the faculty in charge.
- The students will wash hands according to the protocol between all patients.
- Broken equipment is to be reported to the Program Director or the designated person in charge and will be isolated until it is repaired.
- Smoking or chewing of tobacco will not be allowing in the building.
- Before any student operates a piece of equipment, they will be instructed in the purpose, function, and procedure of the equipment/treatment..
 - Each time an item related to a potential safety hazard is used, the student will identify the type of safety issue addressed through either verbal or written instruction.
- All pieces of equipment will be cleaned through wiping with Antibacterial wipes or sprayed with antibacterial spray after use/between use.
- Please refer to MSDS sheet for specific concerns regarding chemicals maintained in the OTA Department. The MSDS sheets are located in a binder found on the counter top in the lab (360).
- Students will be instructed in and will practice proper transferring/lifting techniques.
- The following procedures should be followed when handling body substances.

All students and staff should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure with blood or other body fluids when anticipated.

Gloves should be worn:

When touching blood and body fluids, mucous membranes, or non-intact skin of ALL patients.

When handling items or surfaces soiled with blood or body fluids.

Gloves will be changed after contact with each patient.

Masks and protective eye-wear should be worn during procedures that are likely to generate splashes of blood or other body fluids.

Contact lenses DO NOT provide protection.

Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

Hands and other skin surfaces:

Should be washed immediately and thoroughly when contaminated with blood or other body fluids.

Should be washed immediately after gloves are removed.
Students and faculty who have lesions or weeping dermatitis should refrain from all direct patient care and from handling patient equipment until the condition resolves.

Hand wash techniques:

Hands must be washed before and after patient contact and after touching contaminated items.

Hand wash is the single most important means of preventing the spread of infection.

Hand washing procedures must last at least 10 seconds. Scrub hands using friction and clean under nails. Rinse hands, held in downward position, under running water.

The principle of good hand washing technique is primarily that of mechanical removal of dirt and micro-organisms by sudsing, using friction, and rinsing under running water. Dry hands thoroughly with paper towels. When hand operated faucets are used, use same towel to turn faucet off.

All faucets are considered contaminated.

Hand lotion may be used to prevent skin irritation and breakdown.

Do not use hand lotion before giving direct patient care. Hand lotions may harbor pathogens that would be harmful to the patient.

To put on mask:

mask Apply mask over mouth and nose with clean hands. Never touch mask after it is applied.

Secure mask to fit face.

Mask should cover the entire mouth and nose to prevent the escape of air around sides.

Masks are to be worn ONLY ONCE and for short periods of time.

Masks are not to be worn around the neck.

Procedures:

Body Fluid Spill Cleanup Procedure is set to provide a safe cleanup procedure for body fluids to prevent the opportunities for the transmission of Hepatitis B, HIV/AIDS, and other blood/body fluid-borne diseases.

If a spill happens contact the college receptionist and ask for the Northland Community and Technical College maintenance staff to clean-up.

Be safe, assume all body fluids are contaminated.

No hazardous waste is handled in the NCTC, OTA Program; therefore, no policy is necessary.

Universal Precautions

Linen

Linen is washed and restocked by the NCTC staff.

A general compliment of linen is stored in the OTA lab in the storage room.

Soiled linen is placed in linen hampers by faculty and students.

All linen is washed by NCTC staff.

HI low bed

The bed is sprayed with a disinfectant or wiped with antibacterial wipes after each use.

Linens are changed between each use

Students will be assigned a week during the semester where they are responsible for cleaning the lab.

Tasks you will perform are not limited to but may include:

- Place the tables back into usual arrangement
- Put chairs up to table or stack to side of room
- Clear off all counter tops, tables tops etc.
- Clean supplies/equipment with antibacterial wipes or antibacterial spray
- Put supplies/equipment into proper place in cabinets
- Straighten up storage/lab area
- Clean tables with soap and water
- Clean sinks using soap and water
- Wash dishes/utensils
- Put dishes/utensils away
- Clean board
- Put all food in refrigerator
- Throw out old food in refrigerator
- Put books back into bookshelf

Policy on Use of assessments

Assessments may be accessed for practice when they are not being used in class and when the lab is open. Assessments may not be taken out of the lab. Students practicing with the assessments are responsible for putting the materials away. Students taking an assessment out of the lab may be held financially responsible for replacing it.

Policy on Use of supplies

Students may check out supplies such as books, wheelchairs, and games, etc. for use in completing assignments if it does not interfere with instruction. Students must check with an instructor to see if the supplies are available. If approved by the instructor, the student must notify an instructor through email that they have taken the supplies and indicate when it will be returned. Students failing to return any item checked out from the lab may be held financially responsible for it.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Post Withdrawal from OTA course

The student, who has withdrawn from an OTA course, and thus the program, may petition to be readmitted to the program in a subsequent year. The petition must be in written form and sent to the NCTC OTA Program Director requesting consideration of a second admission to the OTA program. The petition must outline the student's plan to make this attempt at completing the OTA program a successful experience. A unanimous decision from the Northland Community and Technical College Dean of Academic Affairs and the Occupational Therapy Assistant Program faculty supporting a repeat experience is required. The college will require a plan for successful completion of course work be completed prior to the repeated OTA program experience. If unanimous affirmation is not received the student will be notified that their admittance to the OTA program has been denied. If their request is approved, the student will submit an application to the OTA program and their application will be considered along with the other applicants to the program.

A student will not be considered for re admittance to the OTA program after two unsuccessful attempts.

Ability to Benefit

Though NCTC College does admit students on the basis of ability to benefit, the OTA program does not admit students on the basis of ability to benefit. Students must complete all College required developmental courses, PSYC 2201 Developmental Psychology, BIOL 2252 Anatomy and Physiology I, HLTH 1106 Medical Terminology and OTAC 1001 Intro to OT prior to admittance to the OTA program

FIELDWORK POLICIES

Northland Community and Technical College Occupational Therapy Assistant Program

Policy on Selection of fieldwork placements

The academic fieldwork coordinator meets with all of the Occupational Therapy Assistant Students in the first full semester in the occupational therapy assistant program. At that time, the coordinator will talk with the students about the purpose of the fieldwork experience and present guidelines to assist students in making fieldwork choices.

At this time, students will be given access to a handout which lists the facilities where NCTC presently sends students for fieldwork experiences. Students are given a listing of those fieldwork settings with which we have reservations and the date of the reservations.

Fieldwork placements are selected in the spring semester of the first year. Students will have the opportunity to view the fieldwork data base prior to the placement selection. Many students have obligations such as young children or a job that will hinder their ability to travel outside the driving area for a fieldwork experience. Due to the number of students in this situation and the limited number of placement sites, placements are selected through a lottery system. Students draw a number to determine the order for selecting a site. A new number is drawn for each placement selection. There is no guarantee a student will be placed at their preferred site. Students must complete a prioritization form and submit it to academic fieldwork coordinator by the designated date. If it is not submitted by that date, student will forfeit their order in the selection process and go to the end of the line. The academic fieldwork coordinator reviews priority, criteria of facility, and matches students with settings appropriate to meet the student's academic goals. Efforts are made to assign students to settings on their priority form, but no guarantees are made. By the end of spring semester, students will receive a letter notifying them of their Level I and Level II placements. Many centers have reservations about accepting students for a Level II fieldwork unless the student has successfully completed a Level I fieldwork at the facility or has successfully completed an interview with OT personnel at the facility. This serves a dual purpose. It gives the OT personnel at the facility the opportunity to determine whether the student can meet their expectations and gives the student the opportunity to learn whether he/she will be able to function within the facilities learning environment and whether that facility meets his/her education goals. If the student feels the fieldwork does not meet their educational goals, he/she initiates the process to change the fieldwork experience. Currently, many fieldwork facilities are requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. NCTC completes a Minnesota background check once admitted into the OTA program. The student is also required to complete a National Background check. It is the responsibility of the student to check facility information in the manuals to ensure that requirements for both Level I and Level II fieldwork have been met. The Occupational Therapy Assistant Program at Northland College is not responsible for payment of these requirements nor is the program a clearing house for these records.

Level I Fieldwork Policies

Northland Community and Technical College Occupational Therapy Assistant Program

Policy on Level I Facility qualifications

Level I fieldwork introduces students to types of services provided and the various client populations. This experience provides the student with an opportunity to further develop their professional behavior. Level I fieldwork is included as part of a course and includes experiences to enrich their classroom learning through directed observation and participation in the occupational therapy process. Fieldwork experiences are selected to correlate with the content of the coursework. Students complete Level I experiences in facilities with the focus on children and adolescent psychological and social factors and in facilities with the focus on children and adolescent physical health as well as in facilities with the focus on adult psychological and social factors and adult physical health at the same time as they are presented in the curriculum. Fieldwork sites are selected to provide students with a range of experiences across practice environments.

Fieldwork sites may fall in one of the following categories: acute, sub-acute, long term care, rehabilitation, community or hospital based.

In accordance with Standards for An Accredited Educational Program for the Occupational Therapy Assistant, 2011; qualified personnel for supervised Level I fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, graduates of an OT or OTA program, psychologists, physician assistants, teachers, social workers, counselors, nurses and physical therapists.

Policy on Evaluation of Level I Fieldwork site

The NCTC fieldwork coordinator will review the objectives and purpose of Level I fieldwork with the representative from the facility. The representative from the facility will provide feedback to the NCTC fieldwork coordinator regarding the facilities ability to provide opportunities to facilitate the Level I objectives.

After a Level I experience, students will complete a Student Evaluation of Level I Fieldwork form. Students will also provide verbal evaluation of the fieldwork site on the first day of class following fieldwork. Instructor of the course will compare the feedback from the students with the objectives of the course and the purpose of Level I fieldwork.

Prior to contacting facilities regarding arranging Level I fieldwork placements, the fieldwork coordinator and the course instructor will meet and determine facilities that are continuing to provide a valuable experience.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Field work dates

Level I and Level II fieldwork dates will be set by the OTA faculty in the fall prior to the selection of fieldwork sites by the students. Dates will be coordinated with the college master calendar.

Level I fieldwork will be completed during the assigned dates. If a student needs to request a change of dates due to an emergency, they will need to contact the NCTC Fieldwork Coordinator and request the change in writing. If an emergency occurs, students may be required to complete the Level I fieldwork during school breaks. Level I fieldwork must be successfully completed in order to pass the OTA course. Changes in fieldwork dates must be made through the FW coordinator.

Level II Fieldwork will be offered during four sessions. Each of the sessions is eight weeks in length. Sessions I and II are considered summer session courses. Sessions III and IV are considered fall semester courses. Students can consider which time frame best meets their needs and which facilities are available during the various sessions when selecting their fieldwork. Level II Fieldwork will be completed during the assigned dates. If a student needs to request a change of dates due to an emergency, they will need to contact the NCTC Fieldwork Coordinator and request the change in writing. Changes in fieldwork dates must be made through the FW coordinator. Requests for changes in fieldwork dates may result in a change of fieldwork sites. Fieldwork must be completed within 18 months after completion of academic course work. Successful completion of fieldwork is required for graduation from the OTA program

Policy on Changing or canceling fieldwork placements.

1. Student generated

Once a fieldwork site has been selected, changes are only considered in extreme emergencies. A student may request changes by writing a letter to the Fieldwork Coordinator requesting the change. The Occupational Therapy Assistant Program Faculty will make a decision whether to approve the request. The Fieldwork Coordinator will contact the student and inform the student as to the decision of the faculty. If the request is approved, the FW Coordinator will contact the agencies involved and will work with the student to find a fieldwork placement. Unless an extreme emergency has been established, all placements are final as of two months prior to the placement.

2. Facility generated

Due to the unique arrangement for OTA fieldwork education, one student is generally assigned to one supervisor per placement. Facilities agree to provide placements based on the information available at the time of the request. The future is unpredictable and sometimes the potential fieldwork supervisor leaves for another job, gets sick, goes on maternity leave or leaves the setting for unspecified reasons. When this happens, the facility may choose to cancel the placement. This may happen the week before a placement is to occur. If this happens, the FW Coordinator will contact the student and will work to find a fieldwork site replacement. The assigned fieldwork replacement may be in a different geographical area and in a different time period, but will be within the 18 months following completion of academic courses. NCTC OTA Fieldwork Coordinator will assure that the replacement site meets the NCTC and ACOTE requirements for fieldwork education

Policy on Level I Fieldwork Attendance

Students are expected to be in attendance every hour of their assigned Level I fieldwork placement. If the student must be absent for any reason, the student must contact the Fieldwork supervisor before the absent occurs and notify the NCTC Fieldwork Coordinator of the impending absence.

If any hours are missed, the student will be responsible to collaborate with the Fieldwork coordinator to schedule time to make up the missed fieldwork hours.

If the fieldwork site is unable to accommodate the student's need for extension of the fieldwork placement to make up missed time, the NCTC OTA Fieldwork Coordinator will work with the student to find a replacement fieldwork site. The assigned fieldwork replacement may be in a different geographical area and may be during a weekend, evening or school holidays but will be within the same semester as the originally scheduled fieldwork. NCTC OTA Fieldwork Coordinator will assure that the replacement site meets the NCTC and AOTA requirements for fieldwork education.

Northland Community and Technical College Occupational Therapy Assistant Program

Policy on Evaluation of Student Performance Level I

The official documentation for evaluation of the student's performance on Level I fieldwork will be the Northland Community and Technical College Occupational Therapy Assistant Program Level I Fieldwork Student Evaluation.

Policy on Grading of Student Performance Level I

The official documentation for evaluation of the student's performance on Level I fieldwork will be the Northland Community and Technical College Occupational Therapy Assistant Program Level I Fieldwork Student Evaluation.

Points for the Level I experience will be divided between assignments from the instructor of the course and the evaluation from their fieldwork educator. The evaluation form is intended to be a feedback mechanism for the student, not a grading form. The fieldwork experience is a pass/fail experience with the student receiving all of the points if they pass, regardless of the total score of the form, and none of the points if they fail. The evaluation of their performance is worth 60% of the possible points for the experience. It is possible for the student to receive passing grades on their written assignments and fail the fieldwork experience.

The student must complete the required hours of the Level I fieldwork and receive a "P" for the experience. In order to receive a "P" or passing grade for the experience, the student is allowed to receive no more than one score below a 2 or no more than two items scored below a 3. If the student does not pass the Level I fieldwork experience, they will not be able to pass the OTA course in which they are enrolled and will not be allowed to continue on through the OTA program.

Northland Community and Technical College Occupational Therapy Assistant Program
Dress Code Policy

Fieldwork and off site visits dress codes are designed to maintain uniformity appropriate to and within a profession. Frivolous, revealing, or form-fitting apparel and accessories are not appropriate for professional wear. Students should choose items that portray an image of competence, confidence, and professionalism. Therefore, strict personal hygiene and clean pressed clothing are required and expected of Northland Community and Technical College students.

Questions regarding appropriate apparel should be brought to the faculty and/or the Program Coordinator of the program prior to fieldwork experiences. Students not in compliance with the dress code policy may be sent home and the fieldwork day will be an absence.

- Clothing should be tasteful, clean, and appropriate to the setting where the student will be performing his/her fieldwork. Street clothes, i.e. nice slacks or skirts are the norm at most facilities. Jeans are not permitted unless specified by the facility. Leggings are not to be worn to fieldwork placements unless under a dress or tunic. Low necked, off the shoulder, and tank tops are unprofessional and may not be worn. Cleavage of any kind is not allowed. Students should check with the fieldwork manual prior to starting the fieldwork as to specific requirements for dress.
- Students may wear dresses or skirts with length no shorter than top of kneecap if appropriate to the setting, or pants that fit loose enough that they do not reveal underwear lines. Pants must be worn so that the waist band is close enough to the waist so that it does not reveal underwear nor buttocks. Flesh should not be exposed between shirt and pants. No jumpsuits or overalls are allowed
- Stockings or hosiery of some kind should be worn with appropriate walking shoes; (no dress heels or sandals).
- Shoes must be clean and polished if appropriate. Canvas street shoes and athletic shoes may be appropriate depending on the fieldwork site.
- Jewelry is limited to wedding and engagement rings and a watch. Limit earrings to **ONE** small gold, silver, or pearl stud, 1/8 to 1/4 inch, per lobe. Tongue or facial piercings are inappropriate for fieldwork placement. Please remove before going out on fieldwork.
- Hair styles **MUST** be clean and neat in keeping with a professional image. It is recommended that long hair be held back with a rubber band.

- Fingernails should not extend beyond the length of the fingertips and may not interfere with client safety or client care. Only light or clear, colorless nail polish may be worn.
- Lab coats are required at some facilities, at others they may be worn if desired.
- Name tags are required. The name tag will be developed at the front desk at the college during scheduled times prior to fieldwork experiences

Level II Fieldwork Policies

Northland Community and Technical College Occupational Therapy Assistant Program

Policy on Level II Facility qualifications

Fieldwork sites are selected to provide students with a range of experiences across practice environments. The criteria for selection of Level II fieldwork centers include:

1. Staff attitude toward students
2. Compliance with ACOTE OTA Standards concerning supervision
 - I. Supervisor must be currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator.
 - II. The supervising therapist may be engaged by the fieldwork site or by the educational program.
3. Projected number of individuals seen for services during the specified time period
4. Qualifications of staff supervising
5. Opportunity for continuing education i.e., in-services
6. Willingness to collaborate with OTA faculty

In addition to the above, the following methods and standards are used to approve a facility for fieldwork that is not approved by a recognizing agency.

1. Level II supervision must be from an Occupational Therapy Practitioner who is certified.
2. The facility's mission and philosophy are clear and are in congruence with that of the Northland Community and Technical College.
3. Staff roles are clearly defined by the facility fieldwork coordinator.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Field work dates

Level I and Level II fieldwork dates will be set by the OTA faculty in the fall prior to the selection of fieldwork sites by the students. Dates will be coordinated with the college master calendar.

Level I fieldwork will be completed during the assigned dates. If a student needs to request a change of dates due to an emergency, they will need to contact the NCTC Fieldwork Coordinator and request the change in writing. If an emergency occurs, students may be required to complete the Level I fieldwork during school breaks. Level I fieldwork must be successfully completed in order to pass the OTA course. Changes in fieldwork dates must be made through the FW coordinator.

Level II Fieldwork will be offered during four sessions. Each of the sessions is eight weeks in length. Sessions I and II are considered summer session courses. Sessions III and IV are considered fall semester courses. Students can consider which time frame best meets their needs and which facilities are available during the various sessions when selecting their fieldwork. Level II Fieldwork will be completed during the assigned dates. If a student needs to request a change of dates due to an emergency, they will need to contact the NCTC Fieldwork Coordinator and request the change in writing. Changes in fieldwork dates must be made through the FW coordinator. Requests for changes in fieldwork dates may result in a change of fieldwork sites. Fieldwork must be completed within 18 months after completion of OTA academic course work. Successful completion of fieldwork is required for graduation from the OTA program

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Changing or canceling fieldwork placements.

1. Student generated

Once a fieldwork site has been selected, changes are only considered in extreme emergencies. A student may request changes by writing a letter to the Fieldwork Coordinator requesting the change. The Occupational Therapy Assistant Program Faculty will make a decision whether to approve the request. The Fieldwork Coordinator will contact the student and inform the student as to the decision of the faculty. If the request is approved, the FW Coordinator will contact the agencies involved and will work with the student to find a fieldwork placement. Unless an extreme emergency has been established, all placements are final as of two months prior to the placement.

2. Facility generated

Due to the unique arrangement for OTA fieldwork education, one student is generally assigned to one supervisor per placement. Facilities agree to provide placements based on the information available at the time of the request. The future is unpredictable and sometimes the potential fieldwork supervisor leaves for another job, gets sick, goes on maternity leave or leaves the setting for unspecified reasons. When this happens, the facility may choose to cancel the placement. This may happen the week before a placement is to occur. If this happens, the FW Coordinator will contact the student and will work to find a fieldwork site replacement. The assigned fieldwork replacement may be in a different geographical area and in a different time period, but will be within the 18 months following completion of OTA academic courses. NCTC OTA Fieldwork Coordinator will assure that the replacement site meets the NCTC and AOTA requirements for fieldwork education.

Policy on Level II Fieldwork Attendance

Policy on Level II FW Hours: All students are scheduled to complete eight full weeks of fieldwork, which is consistent with AOTA's policy. The expectation of the program is that all students will complete 320 hours to fulfill this requirement. If the student should miss any days for any reason during the fieldwork, the student is expected to make arrangements with the supervisor to make up those days. If a student is placed in a school system, the student will be informed that they may have to complete more than 8 weeks to reach the 320 hour requirements or make other arrangements with the approval of both the fieldwork site supervisor and academic fieldwork coordinator to fulfill the missing hours. Furthermore, drive time is not counted in the 320 hours, unless the student is riding with their fieldwork site supervisor and discussing patient care or other items concerning fieldwork.

Policy on Establishment of New Fieldwork Experiences: Student Generated

When a student is interested in doing a Level II fieldwork placement in a facility that does not have an agreement with Northland Community and Technical College the student must:

1. Send a filled out request form to the academic fieldwork coordinator stating the reasons for wanting to complete a fieldwork experience at a new site. The OTA faculty will review the request for approval or denial. The letter must be received by the academic fieldwork coordinator by February 1st of the year the fieldwork selections are being made.
2. If the request is approved, the student will need to contact the facility to determine if they are willing to accept a new contract and an OTA student. The student will give the name of the facility, contact persons name and phone number to the academic fieldwork coordinator. The academic fieldwork coordinator will contact the facility to complete a preliminary screening of the site. If the facility meets the minimum requirements for a fieldwork experience, then the necessary paperwork to establish a new contract will be completed as noted above in **Policy on Establishment of New Fieldwork Experience: College Generated #6**.
3. The facility must meet AOTA and NCTC's minimal criteria and must agree to accommodate the student during the specific time frame requested.
4. The selection process for fieldwork will be done the end of April prior to the year the student will be doing their placement. If a new contract has been established by this time, the student's name will be dropped from the selection list. If a new contract has not been secured by selection time, the student will need to decide if they want to continue to pursue a new placement or be part of the regular selection process. If the student continues to pursue a new placement, they will automatically forfeit their number in the selection process. Keep in mind that it can take up to 12 months to secure a contract with a new site and NCTC may be legally January 2016 28 constrained in its ability to agree to the contractual terms and conditions of a site. There is a straightforward contract process with the site accepting the NCTC contract language with no modifications. NCTC cannot agree to use the following language in contracts: "hold harmless" or indemnification, non-Minnesota state law, and arbitration clauses. The state constitution and college policy prohibits this wording in our fieldwork agreements. There are no guarantees when securing a new placement and students need to realize that fieldwork placements are difficult to find. IF a student chooses to pursue a new placement and the process fails, their name will be placed at the bottom of the selection list. Fieldwork must be completed within 18 months after completion of academic course work. Successful completion of fieldwork is required for graduation from the OTA program.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Level II No on-site Occupational Therapy Personnel

When a facility is interested in providing a Level II fieldwork experience and an occupational therapy practitioner will not be on site, the academic fieldwork coordinator will approach available Occupational Therapy practitioners regarding the possibility of providing at least eight hours a week of direct on-site supervision for the student for an eight week period and be available for the student during all working hours. If this is not possible to arrange, students will not be placed at the site for a Level II experience.

Standard C.1.17. ACOTE 2011 Standards for an accredited educational program for the Occupational Therapy Assistant. Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Level II Part Time placement

If a student requests part time placement and a facility can accommodate the request, a part time placement may be arranged. The placement shall not exceed sixteen weeks and may not be less than half-time as defined by the fieldwork site. The fieldwork must be completed within 18 months of completion of academic courses.

Standard C.1.13. ACOTE 2011 Standards for an accredited educational program for the Occupational Therapy Assistant require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. Policy on Level II No On-Site Occupational Therapy

Mid Term Evaluation of Level II Fieldwork Student Performance All students on Level II fieldwork must receive a midterm evaluation from the fieldwork educator at or directly after four weeks. It is suggested that the fieldwork educator and the student independently complete the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student at midterm. Using this process, the supervisor gets an understanding of where the students see themselves. As stated in the directions for the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student: “the student and fieldwork educator should collaboratively develop a plan which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence. The fieldwork educator must contact the academic fieldwork coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student’s potential for achieving entry-level competence by the end of the affiliation is in question.”

Please ensure that the student is starting to take on more clients so that by the end of the fieldwork the student is able to demonstrate the ability to manage a full time case load as appropriate for the setting, the severity of the client's condition, and the ability of the student.

If it is felt by the fieldwork educator that the student is at risk for not passing at midterm or any time during the fieldwork experience, the student and the college must be informed. The student will be involved in writing a plan and will receive a written plan (may use the student counseling form or other format preferred by the fieldwork supervisor) addressing problem areas to give an opportunity for remediation. Purposes of student midterm evaluation

1. Help students identify strengths and weaknesses
2. Stimulate desire for improved performance
3. Identify specific educational needs
4. Recognize barriers to performance
5. Provide a forum for discussion for ways in which performance can be improved
6. Develop a plan with the student for improving identified areas of weakness
7. Certify competence and signify a rite of passage

Final Evaluation of Level II Fieldwork Student Performance In order to successfully complete fieldwork, the student must have a minimum passing score on the Fieldwork Performance Evaluation for the Occupational Therapy Assistant provided by AOTA. In addition, the student must have scored a 3 or above on the ethics and safety portions as listed in the *Fundamentals of Practice* section of the evaluation. Failure to achieve a 3 or above in the final evaluation would result in failure of the fieldwork experience.

Students are enrolled in fieldwork for credit as listed in the Course Curriculum. Students are to contact the academic fieldwork coordinator on a weekly basis through the discussion board on Desire2Learn regarding their fieldwork experience. Students also have various assignments that are submitted via Desire2Learn. In order for students to complete the requirements for a grade, their fieldwork supervisor must ensure that both the FWE and SEFW (Student Evaluation of Fieldwork) are sent to the academic fieldwork coordinator, who is then authorized to send the grade to the Registrar's Office to be recorded on the student's transcript. The student is responsible for ensuring all assignments are completed on a timely basis. Please refer to Level II Grading Scale for information on determine the final grade for Level II Fieldwork.

It is the Occupational Therapy Assistant Program's expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. Should the student experience difficulties in meeting the performance standards of the facility, the fieldwork educator at the facility will contact the academic fieldwork coordinator to discuss a suitable course of action to remedy the situation. In the event that this remedial plan proves unsuccessful, or if the student exhibits behaviors in the clinical setting which are deemed by the responsible supervisor to be unprofessional or unsafe to the mental, emotional or physical welfare of clients, staff, self or others, the student may be terminated from their fieldwork placement.

Policy on Evaluation of Student Performance Level II

1. The official documentation for evaluation of the student's performance on Level II fieldwork will be the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student.
2. All students on Level II fieldwork must receive a midterm evaluation from the fieldwork educator at or directly after four weeks

Fieldwork Failure Policy

If a student is notified by the facility that they are not passing fieldwork;

- Facility fieldwork supervisor meets with student to discuss potential failure
- Facility fieldwork supervisor communicates meeting with student to NCTC fieldwork coordinator
- Facility fieldwork supervisor documents meeting with student and communication to NCTC fieldwork coordinator. Both student and facility fieldwork supervisor sign the documentation.
- NCTC fieldwork coordinator communicates with the student over the telephone or face to face.
- A conference call or face to face meeting is held with the facility fieldwork supervisor, student and NCTC fieldwork coordinator
- A plan of action is developed (To facilitate successful completion of fieldwork or terminate the fieldwork) by the facility fieldwork supervisor, the student and NCTC fieldwork coordinator. The plan is put into writing by the NCTC fieldwork coordinator and signed by all parties involved.
- The student receives a grade of F for the fieldwork.
- If the student desires to enroll in another fieldwork then the student follows Post Withdrawal Level II Fieldwork Policy.
- Upon approval by the faculty, the student will then need to re-register for the course and will be financially liable for tuition and fees.

A student may not repeat fieldwork after two withdrawals from a fieldwork site or failures. At this time a student is not eligible for any further fieldwork placements and is no longer enrolled in the OTA program. The student is not eligible to receive a degree in Occupational Therapy Assistant, as successful completion of fieldwork is required to graduate.

POLICY ON WITHDRAWAL OF A STUDENT FROM FIELDWORK

In the event that the potential exists for a student to withdraw from fieldwork the following steps should occur prior to withdrawal of the student:

If the withdrawal is student generated:

- The student contacts NCTC fieldwork coordinator and if possible the facility fieldwork supervisor.
- NCTC fieldwork coordinator and student confer, if the student has not contacted the facility fieldwork supervisor, and if it is appropriate, the student is encouraged to discuss the situation with the facility fieldwork supervisor
- If student withdrawal seems to be the option of choice, a letter of resignation is written by the student and submitted in person (if possible) to the facility fieldwork supervisor with a copy sent to NCTC fieldwork coordinator.
- The student has the option of filling out a drop/add form through NCTC Registrar's Office and the Financial Aid Office (if they are receiving financial aid) if the withdrawal is within 30 days of the beginning of the placement. However, when a student withdraws from the fieldwork, they are financially liable for that class and the class will appear on the transcript with an indication that he/she withdrew. They will then need to re-register for the course and will be financially liable
- The student has the option of filling out a Request for an Incomplete Grade form. This form must be filled out if a student withdraws from fieldwork after 30 days of the beginning of the placement. The student will need to satisfactorily complete the fieldwork course in the next semester or the incomplete grade will automatically become an "F" grade.
- If the student desires to enroll in another Level II fieldwork, the student follows the Post Fieldwork Policy
- Upon approval by the faculty, the student will then need to re-register for the course and will be financially liable for tuition and fees.

Policy on Post Withdrawal from Level II Fieldwork

The student who has been withdrawn from Fieldwork or who has failed a fieldwork experience may petition to repeat a fieldwork experience. The petition must be in written form and sent to the NCTC Fieldwork coordinator requesting consideration of a second Fieldwork placement. A unanimous decision must be made from the Northland Community and Technical College Dean of Academic Affairs and the Occupational Therapy Assistant Program faculty supporting a repeat experience is required. Repeating fieldwork is dependent upon fieldwork site availability. The college will require a plan for successful completion of Fieldwork be completed prior to the repeated fieldwork experience. If unanimous affirmation is not received the student will be terminated from the OTA program and their registration canceled. If approved, the student will be assigned a placement during the next available Fieldwork session. This may be the following summer or fall semester. This also may not be in a student preferred geographical location.

Upon anticipation of restarting a fieldwork experience the new fieldwork site/facility must be informed that it is a repeat fieldwork experience. The fieldwork site/facility is given the opportunity to interview the student prior to committing to a fieldwork experience with that student.

A student may not repeat fieldwork after two fieldwork withdrawals and/or failures.

Students must complete all required fieldwork within 18 months of completion of academic coursework. If a student is unable to complete fieldwork within this time frame, the student must retake pertinent academic coursework prior to the fieldwork assignment.

Policy on Student Evaluation of Level II Fieldwork site

The fieldwork coordinator will collaborate with the fieldwork educator or the coordinator from the site. The NCTC fieldwork coordinator will review the objectives and purpose of Level II fieldwork with the representative from the facility. The representative from the facility will provide feedback to the NCTC fieldwork coordinator regarding the facilities ability to provide opportunities to facilitate the Level II objectives.

After a Level II experience, students will complete a Student Evaluation of Level II Fieldwork form. NCTC fieldwork coordinator will review the form and based on the feedback from students over a period of time, will evaluate the effectiveness of the facility as an educational site.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Students with Disabilities attending Fieldwork

OTA Department Policy on ADA Accommodations: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires NCTC to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Learning Services Coordinator. Appointments may be made at: 773-3441. After meeting with the Learning Services Coordinator, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any fieldwork concerns related to their disabilities.

- The academic fieldwork coordinator seeks reasonable accommodations and accessibility with fieldwork sites for students with disabilities. Students are encouraged to identify their needs as soon as possible and share them with the fieldwork coordinator.
- The academic fieldwork coordinator is available to consult with the student and advise the student as they plan for a successful fieldwork experience. Expectations should be the same for students regardless of abilities; however, strategies to achieve entry-level competency may differ.

FINANCIAL OBLIGATIONS FOR FIELDWORK

The occupational therapy assistant program at Northland Community and Technical College can be completed in 4 semesters and 16 weeks of fieldwork experience. Students enroll and pay tuition for both of the required fieldwork experiences for a total of 12 credits. A minimum of 72 credits are required for graduation. Although students are not on campus during the fieldwork period, the cost to the College for the fieldwork experience portion of the Occupational Therapy Assistant Program includes faculty time, liability insurance, telephone, paper and mailing costs, travel expenses for faculty to visit the facilities regularly and for attendance at regional and national Occupational Therapy meetings pertaining to education.

Cost of Fieldwork Experiences in Occupational Therapy Courses. Students are responsible for their own transportation to fieldwork centers as required throughout the program. The majority of the fieldwork sites are in Minnesota and North Dakota. However, we also have sites, primarily due to student request, across the United States. Travel expense for required Level I fieldwork experiences in practicum are considerable so students should plan their budgets accordingly. Students are required to be away 5 days twice each semester in Year II and during this time are responsible for their own accommodations and travel expenses.

Financial Assistance

Students requiring financial assistance are encouraged to contact the Student Financial Aid Office in the administration office area of Northland College. Part-time work is not recommended for students in the technical program. Faculty expects that the students work hours will not interfere with the academic day and students remember that Occupational Therapy Assistant Coursework is a priority.

Northland Community and Technical College Occupational Therapy Assistant Program
Policy on Evaluating Level II Fieldwork Sites

Northland Community and Technical College Occupational Therapy Assistant Program have implemented a method to evaluate fieldwork facilities. Evaluation is done to determine whether fieldwork settings are equipped to provide application of principles learned in the academic program and appropriate to the learning needs of the student, and to ensure that all aspects of the fieldwork program are consistent with the curriculum design of the NCTC Occupational Therapy Assistant Program.

The evaluation process begins with a paper review which includes but is not limited to the facilities philosophy statement, objectives, learning experiences, and AOTA Fieldwork Data Form. This review is conducted by the academic fieldwork coordinator, who then routes the form back to the facility for further clarification or information. After providing their input, the facility will forward the form back to the NCTC OTA Program where a decision will be made upon unanimous approval of the NCTC OTA Program faculty. Final evaluation results will be sent to the facility and a copy placed in the facility fieldwork manual. This process might also be supplemented through telephone or e-mail exchange, and may involve curriculum updates, student evaluations of the fieldwork site and fieldwork visits. Facilities who are not approved as fieldwork sites will be provided specific rationale as to the decision made, and will be provided with suggestions should they wish to pursue approval as a fieldwork site in the future. Conversely, if a fieldwork facility chooses to withdraw from offering fieldwork experiences to NCTC students, they are also expected to notify the academic fieldwork coordinator of this decision and the reasoning behind it. The information concerning that facility will then be removed from the fieldwork data base and placed in an inactive file.

Data will be gathered in the areas of evaluation and assessment, primary treatment conditions, interventions, client participation, student resources for learning, facility expectations, and consistency with the NCTC OTA Program objectives for fieldwork.

Information collected will be used to:

1. Assist student in the fieldwork selection process
2. Inform fieldwork facilities of curriculum content, expectations and learning experiences currently offered in the NCTC Occupational Therapy Assistant Program curriculum
3. Determine whether fieldwork facilities are offering learning experiences compatible with those presented in the NCTC Occupational Therapy Assistant Program curriculum
4. Provide NCTC OTA Program a method of objectively evaluating existing fieldwork facilities
5. Provide the NCTC Occupational Therapy Assistant Program an instrument to guide faculty in selecting new fieldwork facilities in an objective manner.

Northland Community and Technical College Occupational Therapy Assistant Program
**Continuation of Fieldwork Site Experiences for NCTC Occupational
Therapy Assistant Students**

The standards for Accredited Educational Program demand excellent communication with fieldwork sites, and to accomplish this, NCTC faculty maintain contact through email and phone. If possible the academic fieldwork coordinator visits sites as well.

In addition, the academic fieldwork coordinator asks each facility to update their Fieldwork Data Forms annually. The facility fieldwork educator is expected to complete and return these forms to the Occupational Therapy Assistant Program. These forms serve to update the faculty and students as to experiences currently offered at each facility. Feedback from the students who have completed fieldwork at a facility are also considered in reviewing whether the facilities fieldwork program meets the educational needs of the students. Reviews of fieldwork facilities will be ongoing and will take into account all of the above considerations. If the facility is discontinued by NCTC, they will be informed of the reasons for such a decision, and if the facility chooses to withdraw from offering fieldwork experiences, they are also expected to notify NCTC Occupational Therapy Assistant Program of this decision and rationale. The information concerning that facility will then be removed from the fieldwork data base and be placed in an inactive file.

**PROCESS FOR CHOOSING AN OPTIONAL FIELDWORK PLACEMENT FOR
OCCUPATIONAL THERAPY ASSISTANT STUDENTS AT NCTC**

All students wishing to complete an Optional Level II fieldwork placement must successfully complete both Level II fieldwork experiences. Students that request an optional fieldwork must do so in writing to the academic fieldwork coordinator at least three months prior to scheduling of the fieldwork placement. The student must include in their request educational and career goals related to their requested placement. These optional fieldwork placements will be processed in the order they are received.

Policy on International Level II Fieldwork Placements:

There is currently one international fieldwork placement opportunity that is coordinated through the Jessie F. Richardson Foundation. This placement is in Nicaragua. The students are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has more than 1 year of experience in practice.

Policy on a non-traditional level II site:

Supervision in a facility with no occupational therapy must include the following:

- a. A documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience.
- b. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience.
- c. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours.
- d. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Policy on Establishment of new fieldwork experiences: College Generated

Policy on Establishment of New Fieldwork Experiences: College Generated
Fieldwork experiences may be initiated by the facility or the Occupational Therapy Assistant Program at the College. Once contact has been made, the process is as follows:

1. The academic fieldwork coordinator will complete a preliminary screening of a fieldwork site via telephone or email to see if the facility meets the minimum requirements for a fieldwork experience.
2. The academic fieldwork coordinator will then submit a request with the Dean to work with the fieldwork site in getting a signed contract between the two entities.
3. The academic fieldwork coordinator will provide the fieldwork site with information regarding the program and its fieldwork requirements, including the website for information about the program that includes a section on fieldwork.
4. The academic fieldwork coordinator will send an electronic version of the AOTA Fieldwork Data Form (also available on the website) for the facility to complete and email back for the OTA program's records.
 - A. This form requests information on the philosophy of the fieldwork experience, the number and diagnostic categories of the patients as well as the evaluation and treatment procedures used in the occupational therapy program at the facility.
5. Upon receipt of the information, it is reviewed by the academic fieldwork coordinator to determine whether the facility meets the NCTC Occupational Therapy Assistant Program established criteria for Level II fieldwork settings. This information may also be reviewed by the program director, and further information may be requested or the facility may be requested to modify some aspects of the experience to meet the criteria.
6. Once the facility has been approved as a fieldwork site, the sites information is then sent to the Administration at Northland Community and Technical College and they send the site a contract to set up a memoranda of understanding. The Administration Office takes care of all site contracts and keeps all contracts on file. Once the contract is approved, the Administration Office notifies the Academic Fieldwork Coordinator and then the site information is added to the fieldwork data base and the site is listed as a possible choice for students when choosing Level II fieldwork

Policy on Completion of Level II Fieldwork

Students will be able to attend Level II Fieldwork after the completion of all academic coursework required for graduation from the Occupational Therapy Assistant Program. Students must complete all required fieldwork within 18 months of completion of OTA academic courses. If a student is unable to complete fieldwork within this time frame, the student must retake pertinent OTA academic courses prior to the fieldwork assignment.

Fieldwork Failure Policy

If a student is notified by the facility that they are not passing fieldwork;

- Facility fieldwork supervisor meets with student to discuss potential failure
- Facility fieldwork supervisor communicates meeting with student to NCTC fieldwork coordinator
- Facility fieldwork supervisor documents meeting with student and communication to NCTC fieldwork coordinator. Both student and facility fieldwork supervisor sign the documentation.
- NCTC fieldwork coordinator communicates with the student over the telephone or face to face.
- A conference call or face to face meeting is held with the facility fieldwork supervisor, student and NCTC fieldwork coordinator
- A plan of action is developed (To facilitate successful completion of fieldwork or terminate the fieldwork) by the facility fieldwork supervisor, the student and NCTC fieldwork coordinator. The plan is put into writing by the NCTC fieldwork coordinator and signed by all parties involved.
- The student receives a grade of F for the fieldwork.
- If the student desires to enroll in another fieldwork then the student follows Post Withdrawal Level II Fieldwork Policy.
- Upon approval by the faculty, the student will then need to re-register for the course and will be financially liable for tuition and fees.

Policy on Nontraditional Mental Health Fieldwork Policy

The Northwest Technical College Occupational Therapy Program views nontraditional psychosocial fieldwork acceptable under the following circumstances:

1. Supervision during nontraditional psychosocial fieldwork must be done by a OTA with more than one year of experience who is supervised by an OT or by an OT with more than one year of experience.

2. Examples of objectives are met through the following settings/populations:

a. facility with a specialized Alzheimer's or Dementia Unit that the OT department is providing services to its' clients on a regular basis. (need to reword but that is the general idea)

b. Adult DD population or setting that deals with adults with DD and/or dual diagnosis for example work or day activity programs

c. Older adult day activity program (separate or as part of a residential setting) serving clients with dementia

d. Adult TBI population/program/setting (not in an acute stage/setting)

3. A nontraditional psychosocial fieldwork and a traditional physical disabilities fieldwork may be completed at the same facility/same time addressing both psychosocial and physical disabilities objectives throughout the entire 16 weeks, assuming that one of the above mentioned settings/populations are also being served along with the traditional physical health setting/population.

4. It is recommended that a nontraditional psychosocial fieldwork be completed the second eight weeks if it is not a 16 week fieldwork.

**** When a student considers completing a nontraditional psychosocial fieldwork that student should be informed that even though she or he will be required to meet psychosocial objectives these objectives may not have as much emphasis on traditional acute psychiatric conditions that may be seen on a traditional acute psychiatric unit. The student should be informed that she or he may not be considered by an employer to be as qualified for employment at a traditional acute care psychiatric unit as another entry level COTA who has completed the traditional psychosocial fieldwork.