



Waco, Texas

Occupational Therapy Assistant Program Student Handbook



Fall 2025

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WELCOME

Congratulations and welcome to the Occupational Therapy Assistant Program at McLennan Community College. You have chosen a very exciting and rewarding profession. The OTA faculty and staff wish you success in achieving your educational and professional goals.

The purpose of the Student Policy Handbook is to acquaint you with the policies and procedures of the Occupational Therapy Assistant Program. This handbook is a supplement to McLennan Community College's General Catalog, found at <http://www.mclennan.edu/catalog/>, and the McLennan Student Handbook, The Highlander Guide, found at <http://www.mclennan.edu/highlander-guide/>

We hope you share our enthusiasm and pride in our profession as Occupational Therapy practitioners. We challenge you to embrace all the exciting learning opportunities over this two-year journey. We look forward to working with you on your way to success!

Sincerely,

Cherece Smadja, COTA

Program Director

Occupational Therapy Assistant Program HPN 123

McLennan Community College 1400 College Drive

Waco, TX 76708

254-299-8154

All program faculty are licensed by the State of Texas and adhere to the current AOTA Code of Ethics

OTA Program Officials

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<https://www.aota.org/>

ECPTOTE

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OCCUPATIONAL THERAPY ASSISTANT PROGRAM INFORMATION

Program Mission

In support of the McLennan Community College Mission statement, the OTA program joins the college in the endeavor to engage and strengthen the community by educating and training competent entry-level occupational therapy assistants who will provide excellent therapy services to diverse populations in various types of healthcare and community settings. The Occupational Therapy Assistant program is dedicated to providing a high-quality, dynamic, educational curriculum to prepare highly competent occupational therapy assistants who are skilled at meeting the needs of consumers from diverse backgrounds and rapidly changing service delivery systems.

Program History

McLennan Community College, located in Waco, Texas, trains the majority of health care professionals working in McLennan County. The Health Professions Division is a vital part of McLennan's success in the community, offering programs in Associate Degree Nursing, Vocational Nursing, Medical Assistant, Health Information Technology, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, Respiratory Care, Surgical Technology, Paramedicine/EMS, and Veterinary Technology. An Occupational Therapy Assistant (OTA) program had been part of the College's long-term plan for over five years. In 2010, a local hospital approached the school to develop an Occupational Therapy Assistant program to meet the employer's needs for their rehabilitation center. Responding to this request, McLennan formed an Advisory Committee comprised of Occupational Therapy practitioners and facility administrators from the Waco area. This committee was established to help develop the program and verify the demand for OTAs beyond just the hospital's rehabilitation center.

The College conducted a survey of Occupational Therapy agencies within a six-county area. The survey results revealed a significant need for Occupational Therapy Assistants in the region. Based on these findings, the College contacted the American Occupational Therapy Association (AOTA) to express its plan to develop an Occupational Therapy Assistant program, set to launch in the spring semester of 2015. The College also reached out to the Texas Higher Education Coordinating Board (THECB) and regional colleges to inform them of this initiative. In April 2014, McLennan hired a program director. The Application for Developing Status was submitted to the Accreditation Council for Occupational Therapy Education on May 15, 2014. Candidacy status was granted in August 2014.

The McLennan Community College Occupational Therapy Assistant Program accepted its first cohort of 20 students in Spring 2015. Full Program accreditation was achieved in August 2016.

Program Purpose

The primary purpose of the Occupational Therapy Assistant Program is to prepare students to function as effective entry-level Occupational Therapy Assistants. This purpose is achieved through a combination of sequential learning activities grounded in a sound general education framework and

guided fieldwork experiences. The program aims to develop occupational therapy assistants with foundational skills in occupational therapy interventions, clinical reasoning, and interpersonal communication, necessary for the practice of science-driven, evidence-based occupational therapy.

Program Information

The Occupational Therapy Assistant program is a two-year associate degree program that begins each fall semester. Students earn an Associate of Applied Science Degree upon successful completion of the program. Students then become eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination. Graduates of the program who pass the certification examination may apply for state licensure to practice as an Occupational Therapy Assistant and thereby use the designation of OTA.

Students in the OTA program at McLennan Community College are eligible for and encouraged to join the Texas Occupational Therapy Association and the American Occupational Therapy Association, which gives students access to membership benefits.

Accreditation

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at:

American Occupational Therapy Association

7501 Wisconsin Ave., Suite 510E

Bethesda, MD 20814-6519

www.acoteonline.org

The program agrees to, within 30 days of the event, inform ACOTE of any transfer of program sponsorship or change of the institution's name; notify ACOTE of any adverse accreditation actions, such as probation or withdrawal of accreditation, that affect the sponsoring institution's status; obtain ACOTE's approval for any significant program changes before admitting students into the new or modified program; and inform ACOTE of the resignation or appointment of a new or interim program director. Additionally, the program agrees to pay all accreditation fees within 90 days of the invoice date and submit a Report of Self-Study and any other required reports within the deadlines specified by ACOTE. The program will also agree on a site visit date before the end of the previously granted accreditation period. McLennan Community College commits to demonstrating honesty and integrity in all interactions with ACOTE and to complying with the current requirements of all ACOTE policies.

Program Goals

In line with the mission of McLennan Community College and the Occupational Therapy Assistant Program, as well as the Accreditation Standards established by the Accreditation Council for Occupational Therapy Education, the McLennan Community College Occupational Therapy Assistant educational program will prepare students to:

1. Demonstrate high-level, entry-level knowledge and performance competencies of the occupational therapy assistant that reflect the philosophy of occupational therapy and that are well-grounded in the theoretical principles, technology, and standards of practice of occupational therapy.
2. Collaborate with occupational therapists in providing high-quality therapy services to diverse populations, across the life span, within a variety of practice contexts, both traditional and emerging practices, in accordance with the standards of practice and credentialing and licensing bodies.
3. Advocate and promote occupational therapy services with respect for each person's inherent dignity, occupational nature, diversity, and right to quality of life.
4. Demonstrate active, responsible therapeutic conduct in accordance with the profession's educational, legal, and ethical standards of practice.
5. Demonstrate civic engagement and professional responsibility for service to communities and populations that are underserved and would benefit from the philosophy, knowledge, and skills of occupational therapy.
6. Participate in effective service management and the development and marketing of occupational therapy services for diverse populations and settings.
7. Demonstrate effective problem-solving and clinical reasoning (critical thinking) skills as valued parts of their professional competency.
8. Assist in developing, designing, adapting, and maintaining environments that support consumers' engagement in occupation.
9. Effectively utilize professional written and oral communication in client, family, and team interactions, and meet the standards for reimbursement of services.
10. Demonstrate knowledge of national requirements for certification and state requirements for licensure to practice.
11. Actively and effectively promote the profession of occupational therapy.
12. Actively seek activities that promote personal and professional growth through lifelong learning.

Essential Functions and Technical Standards

Health Professions programs establish key functions and technical standards to ensure students have the necessary abilities to participate in, and potentially succeed in, all aspects of the programs. Students must meet technical standards for the OTA program as outlined below. If a student cannot meet all the specified standards, with or without reasonable accommodation, they may be withdrawn from the program. The following essential functions define reasonable expectations for students in the OTA Program regarding common, safe classroom and clinical tasks. OTA students must be able to apply the knowledge and skills needed to perform in various classroom, lab, and clinical settings while demonstrating the core competencies of occupational therapy intervention. These requirements are essential for admission and ongoing participation in the program.

The student must demonstrate the following abilities:

Categories of Essential Functions	Definition	Example of Technical Standard Ability (<i>but not limited to</i>)
Observation	Ability to participate actively in all demonstrations, laboratory exercises, experiential/simulation, and clinical experiences in the professional program component and to assess and comprehend the condition of all clients assigned for data collection, intervention, and contribution to discharge. Such observations and information usually require the functional use of visual, auditory, somatic, and olfactory senses.	<p>Visual:</p> <ul style="list-style-type: none">• Read print on LED display on therapeutic instruments for assessment and intervention• Visually discriminate postural, sensorimotor, musculoskeletal, and color changes• Recognize and interpret facial expressions and body language• Read paper and/or computer-generated medical records• Read instrument panels and gauges• Visually monitor clients for adverse reactions to treatment• Make and record visual observations regarding functional abilities• Assess and manipulate the environment at varying distances <p>Auditory:</p> <ul style="list-style-type: none">• Receive, assess, and interpret verbal communication from clients, families, fellow students, faculty, and other members of the health care team• Respond appropriately to call bells, emergency alarms, auditory timers, and any other patient monitor• Distinguish between normal and abnormal manual blood pressure readings <p>Tactile:</p> <ul style="list-style-type: none">• Palpate a pulse• Detect changes or abnormalities of surface texture,

Categories of Essential Functions	Definition	Example of Technical Standard Ability (<i>but not limited to</i>)
		<p>skin, and temperature</p> <ul style="list-style-type: none"> • Assess muscle tone • Discriminate via fine touch to palpate pathologic changes in soft tissue • Palpate and manipulate bony landmarks of upper and lower extremities in preparation for activity engagement and/or data collection. <p>Olfactory:</p> <ul style="list-style-type: none"> • Smell sufficiently to assess patient status (odors of infection, etc.) • Smell sufficiently to maintain a safe work environment
Communication	Ability to communicate effectively in English using verbal, non-verbal, and written formats with academic and clinical faculty, students, clients, families, and other members of the healthcare team.	<ul style="list-style-type: none"> • Sensitively and effectively elicit and assess verbal and non-verbal information while engaging in intervention with clients, families, and colleagues • Recognize, interpret, and respond to non-verbal communications • Effectively articulate verbal and written information to clients, families, staff, instructors, and fellow students, and other healthcare team members in both academic and clinic settings • Receive, write, and interpret written communication in both academic and clinic settings • Demonstrate active listening skills • Present and receive feedback in academic and clinical settings in a professional manner • Ability to give demonstrations or presentations to classmates, faculty, other health care workers, or at professional association meetings • Ability to independently prepare papers and reports • Ability to take written, computerized, and practical examinations • Ability to ask and respond to formal and informal questions with confidence at an appropriate professional level • Ability to use correct grammar and spelling as well as the appropriate level of formality
Neuromusculoskeletal and Movement Related Functions	Sufficient ability to execute the movement and skills required for safe and effective therapeutic assessment and	<ul style="list-style-type: none"> • Demonstrate stability, mobility, balance, strength, and agility to assist and safeguard clients during transfers and daily, relevant, meaningful activities/occupations • Be able to safely lift up to 50 lbs. while maintaining

Categories of Essential Functions	Definition	Example of Technical Standard Ability (<i>but not limited to</i>)
	intervention, and emergency treatment, as necessary.	<p>proper body mechanics</p> <ul style="list-style-type: none"> • Safely lift, move, adjust, transfer, or position clients and equipment using proper body mechanics • Provide emergency treatment and follow emergency protocol both in academic and clinical settings when necessary • Sit, stand, and/or walk for sufficient periods of time to actively engage in the academic, lab, and clinical activities (may be up to 8 to 10 hours per day). • Frequently bend, crawl, squat, reach, push, and pull as required for data collection and treatment intervention • Demonstrate manual dexterity and coordination necessary to manipulate equipment and perform therapeutic procedures in such therapeutic interventions as data collection, splinting, wheelchair adjustment, feeding, managing orthotics and prosthetics, etc.
Intellectual	Ability to collect, interpret, and integrate information. Ability to demonstrate clinical reasoning.	<ul style="list-style-type: none"> • Read, comprehend, and retain relevant information in textbooks, class presentations, medical records, and professional literature • Integrate, retain, and synthesize information to effectively problem-solve, make decisions, plan, organize, and follow through • Exercise sound clinical judgment and complete tasks within required time limits • Apply knowledge to both academic and clinical situations and problem solve using clinical reasoning • Utilize effective teaching and learning techniques and test-taking strategies • Exercise independent judgment and discretion in the performance of assigned responsibilities • Locate information using reference manuals and computer databases • Use appropriate mathematical concepts to determine standardized test scores and understand research statistics in literature
Behavioral and Social Attributes	Possess the emotional health and stability necessary to exercise sound clinical judgment and develop mature, sensitive, and effective relationships with clients, their families, and	<ul style="list-style-type: none"> • Manage time, energy, and flexibility within heavy academic schedules and deadlines in academic, clinic, and home environments • Demonstrate flexibility during client, environmental, or situational change • Demonstrate emotional health needed to sustain professional behavior under physical and emotional stress

Categories of Essential Functions	Definition	Example of Technical Standard Ability (<i>but not limited to</i>)
	<p>other members of the health care team.</p> <p>Possess the ability to tolerate taxing workloads and function effectively under stress, adapt to changing environments, demonstrate flexibility, and learn to function in the face of uncertainties inherent in clinical settings.</p> <p>Possess compassion, integrity, and concern for others. Demonstrate respect for academic and clinical instructors, fellow students, and other members of the health care team.</p> <p>Demonstrate professional behaviors and a strong work ethic.</p>	<ul style="list-style-type: none"> • Acknowledge and respect individual values and opinions • Demonstrate sensitivity to cultural differences within academic, clinic, and community settings • Demonstrate a concern for others, interest, and motivation. • Accept responsibility and accountability for one's own actions. • Comply with the Practice Rules and Practice Act of the Texas Board of Occupational Therapy Examiners and the American Occupational Therapy Association's Standards of Practice and the Code of Ethics.
Technical	Demonstrate computer competency	<ul style="list-style-type: none"> • Utilize Microsoft Word and PowerPoint • Utilize the College Learning Management System • Utilize the College email system • Utilize the internet
Professional Conduct and Appearance		<ul style="list-style-type: none"> • Maintain good health and self-care to present a well-groomed, neat appearance • Maintain patient confidentiality and demonstrate ethical judgment, reliability, and accountability. • Demonstrate self-respect and respect for others • Show attitudes of tolerance and honesty • Display professional attributes, including punctuality, professional demeanor, and cooperation • Adhere to institutional and program policies and procedures as documented in student handbooks • Act in a manner that demonstrates awareness that a legal and binding contract exists between the academic program and the clinical site

Philosophy and Curricular Design

Program Philosophy

The McLennan Community College Occupational Therapy Assistant program fully embraces the Philosophical Base of Occupational Therapy, as stated by the American Occupational Therapy Association (2017):

Occupations are activities that give purpose to the daily lives of individuals, families, communities, and populations, allowing them to take part in society. All people have an innate need and right to engage in meaningful occupations throughout their lives. Participating in these activities impacts their development, health, and well-being over the course of their lives. Therefore, engaging in meaningful occupations is a key factor in health and promotes adaptation.

Occupations happen within various social, physical, cultural, personal, temporal, and virtual settings. The quality of occupational performance and the experience of each activity differ based on the ever-changing relationships among factors intrinsic to the individual, the environment, the contexts where the occupation takes place, and the characteristics of the occupation itself.

The focus and goal of occupational therapy are clients' participation in meaningful activities that support their involvement in life situations. Occupational therapy practitioners view occupations as both a means and an end in therapy. That is, occupational engagement acts as a change agent and is the ultimate aim of therapy.

Occupational therapy is grounded in the belief that occupations are essential for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. Using occupation to enhance individual, family, community, and population health is at the core of occupational therapy practice, education, research, and advocacy.

Program Philosophical View of Human Occupations

The McLennan Occupational Therapy Assistant program believes that the nature of human beings is to engage in intentional, goal-oriented, engrossing, task-oriented activities throughout their daily lives. These activities give meaning, define roles, improve and sustain daily life, and enable individuals to occupy a place in society. The sum of all goal-directed use of time would describe an individual's habits, routines, roles, and, in general, the time spent in occupations.

It is also natural for humans to react and interact with various environments, both human and non-human, as they perform meaningful occupations. Successful planning, execution, and participation in occupations impact a person's health, development, and overall well-being. Achieving positive outcomes in planning, performing, and participating in meaningful occupations may require adaptive changes in some aspect of the activity or environment.

Adaptation is an ongoing internal process of change. It is a person's ability to recognize when change, modification, or refinement (adaptation) is needed to reach optimal occupational performance. The

adaptive response happens when a person's usual response does not meet the demands of an occupation, leading them to modify their behavior to achieve a successful outcome.

When an event occurs within an individual or the environment that prevents adaptation, dysfunction may result. When dysfunction occurs, intervention may be required. Occupational therapy uses occupation to promote adaptation and to prevent dysfunction.

Occupational Therapy Assistant Program Assumptions about How Humans Learn

The McLennan Community College Occupational Therapy Assistant program believes that:

1. Humans are goal-directed agents who actively seek information.
2. Humans learn behaviors and attitudes in social contexts through informal learning.
3. Humans come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence what they notice about the environment and how they organize and interpret it.
4. Pre-existing knowledge and experience affect the person's ability to remember, reason, solve problems, and acquire new knowledge.
5. People construct new knowledge and understanding based on what they already know and believe.
6. Motivation is essential to learning; establishing relevance is a key element of motivation, especially for the adult learner.
7. Changes in prior knowledge or transformational learning occur as a result of significant learning experiences where there is established relevance, high motivation, integration of related concepts, and a learning environment that is safe for change. (Fink, 2003)
8. Learning information in the context in which it will be used improves retention and recall. (Bransford, 2000)
9. Useful learning includes knowing when particular information or skills are applied.
10. For deep learning (ability to use, transfer, transform, and be transformed by information), active learning is needed. (Meyers, 1993)
11. Human learning is modified and influenced by human feedback.
12. Time for reflection (metacognition) is needed to create self-awareness that can lead to improved understanding, transfer of learning, and transformation of the learner. (Moon, 2004)
13. Learning that is connected and organized around important concepts is durable and portable to other environments.
14. Learning with understanding focuses on the processes of knowing, and the learner will be motivated to generalize learning from one context to another.

15. When a person learns the basic principles of learning in a Learner-Centered environment, it can facilitate self-sustaining and lifelong learning. (Weimer, 2002)

REFERENCES

- Bransford, J.D., Brown, A.L. & Cocking, R. (Eds) (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, D.C.: National Research Council, National Academy Press.
- Fink, L.D. (2003). *Creating Significant Learning Experiences*. San Francisco, CA: Jossey-Bass.
- Meyers, C. & Jones, T.B. (1993). *Promoting Active Learning Strategies for the College Classroom*. San Francisco, CA: Jossey-Bass. Moon, J. (2004). Using Reflective Learning to Improve the Impact of Short Courses and Workshops. *The Journal of Continuing Education in Health Professions*. 24: 4-11.
- Weimer, M. (2002). *Learner-Centered Teaching*. San Francisco, CA: Jossey-Bass.

The adult learning pyramid (National Training Laboratories; Bethel, Maine) presents the idea that Participatory Teaching Methods lead to higher collaboration and learning retention, while Passive Teaching Methods result in lower retention: Passive → Lecture 5%, Reading 10%, Audio-Visual 20%, and Demonstration 30%; Participatory → Group Discussion 50%; Practice by Doing 75%; and Teaching Others 90%.

As facilitators of adult learning, the Occupational Therapy Assistant program faculty recognize the importance of active engagement in the learning process and provide participatory formats throughout Each course and the program encourage responsibility and accountability for one's own learning through graded assessments. Expectations for academic and professional behavior excellence are set at the beginning of the program. Early on, students receive direct and frequent feedback regarding their academic performance and professional conduct. As students advance through the program, the responsibility for identifying personal learning needs gradually shifts to the individual student, with guidance from faculty.

Occupational Therapy Assistant Program Curriculum Design

The McLennan Community College Occupational Therapy Assistant program's guiding principle.

"Action-Based Learning leads to Learning Based Action."

The curriculum design for the Occupational Therapy Assistant program, along with assumptions about human learning, serves as a starting point for program design, planning, implementation, and evaluation.

- The scope of the curriculum is based on the philosophy of occupational therapy as well as the guiding programmatic and institutional missions.
- Scope and content are shaped by the Texas Occupational Therapy Practice Act, as regulated by the Executive Council of Physical Therapy and Occupational Therapy Examiners and the practice

standards and guidelines of the American Occupational Therapy Association, as they pertain to the role of the Occupational Therapy Assistant.

- Content is based on current and projected needs of the profession and the role of the Occupational Therapy Assistant.
- Course sequencing is based on the assumptions of how humans learn.

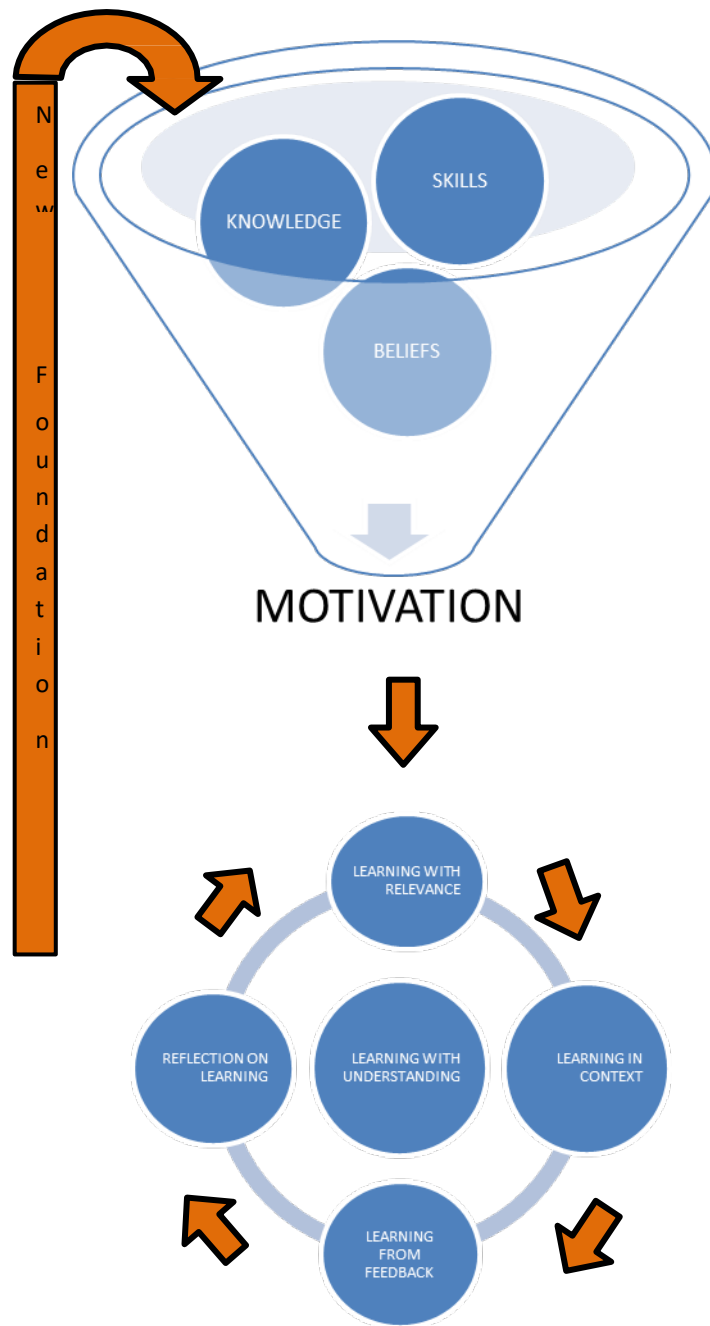
The curriculum design of the McLennan Community College Occupational Therapy Assistant Program emphasizes the uniqueness of each student and acknowledges the impact of life experiences on learning. It employs a developmental model that progresses content from simple to complex, enabling students to build on previously learned information and life experiences, which eventually leads to new understanding.

Similarly, content is presented using a lifespan approach, first focusing on “normal” occupational performance and social participation from infancy through productive aging and then by focusing on challenges to (abnormal) occupational performance and social participation due to disease, injury, or lack of opportunity. Final didactic courses act as a bridge to Level II fieldwork, exposing students to problem-based scenarios and requiring advanced problem-solving and clinical reasoning skills.

The OTA curriculum design is influenced most in every course by the following learning principles (Refer to OTA Program Assumptions about How People Learn):

1. New knowledge is based on pre-existing knowledge, skills, and beliefs.
2. Relevant, contextual, active learning in learner-centered and knowledge-centered environments leads to learning with understanding.
3. Increased Motivation leads to increased retention and recall.
4. Learning with understanding happens when the student learns to apply skills and recognizes which situations call for specific skills.
5. Transferring knowledge and skills from the classroom to the clinic, from one environment to another, requires confidence in competence, which comes from practice, feedback, and reflective learning.
6. Understanding and using this model requires reading, discussion, review, practice, and application.
7. Thinking about how humans learn will help students recognize how their patients/clients will acquire new knowledge, skills, and beliefs to increase participation in their daily occupations.

Pre-existing Knowledge, Skills, and Beliefs lead to Motivation. Learning with understanding transforms when learning is relevant and in context. Responses to meaningful feedback and reflection result in new knowledge, skills, and beliefs.



Therefore, learning in the Occupational Therapy Assistant program is designed to be progressive and cumulative, allowing students to acquire knowledge, skills, and application reasoning in a consistent manner. Through reflective learning and metacognition, which is higher-order thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning, students will recognize when they are gaining new knowledge, developing new skills, or integrating new aspects of application.

The developmental instructional process will focus on the gradual development of experience and competence in a practice domain. Methodology will:

- Begin with the student's existing conceptual knowledge and past experiences.
- Engage students with knowledge and skills directly related to professional practice with gradually increasing demands - begin global and move to specific.
- Clearly define instructional goals to make sure they are relevant for each student.
- Provide practical experiences in relevant simulated or real-life contexts to actively engage students.
- Present domain knowledge and skills with modeling, guided practice, coaching, cueing, gradually requiring articulation and reflection.
- Provide inter-disciplinary and inter-professional educational experiences.
- Promote transfer of learning by guiding the student to recognize similarities across learning/practice settings, including class, lab/simulation, home, community, or practice environments.
- Provide meaningful methods for reflection, including discussion, use of online forums, and portfolio development.

Students have access to various learning opportunities, including kinesthetic, visual, and auditory methods of instruction, as well as grading criteria for assignments that offer different options for assessing learning and demonstrating competency. Throughout the curriculum, students are encouraged to collaborate with faculty and fieldwork educators to identify their learning strengths and areas for growth, then create learning plans to improve and develop their skills.

Curricular Threads

Crossing the Lifespan, Adaptation, Workplace Skills/Professional Development/Lifelong Learning, and Occupational Therapy Practice Skills are conceptual threads that are woven throughout the curriculum.

Crossing the Lifespan

Participation in meaningful occupation is discussed throughout the curriculum as an adaptive process essential for health and well-being across the lifespan. The student is exposed to variations in the form, function, and meaning of occupations from birth through death, across diverse cultures, by observing, gathering information, and reflecting on what people do, how they do it, and the inherent meanings to the person or group. The social nature of occupational development becomes clearer through interaction with children, adolescents, adults, and the elderly, and with the life roles each age group typically encompasses.

Occupational Therapy Assistant students learn to perform selected assessments of skills and capacities across life stages, with an emphasis on analyzing occupational performance in naturally occurring environments, while always considering the transaction among person, task, environment, and all relevant contexts.

Adaptation

Occupational therapy practitioners view occupations as both a means and an end in therapy. That is, occupational engagement acts as a catalyst for change, and participation in occupations is the primary goal of therapy. Occupational therapy is founded on the belief that occupations are essential for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. Using occupation to enhance individual, family, community, and population health forms the core of occupational therapy practice, education, research, and advocacy.

Occupational Therapy practitioners believe that people have the ability to adapt throughout their lives when unexpected changes happen. Disruptions in normal progression through life stages (including, but not limited to, traumatic physical events, developmental delays, and/or psychological events) can negatively impact occupational engagement and balance. However, with the use of carefully chosen and meaningful occupations, there is potential for change and adaptation, which can help restore balance and purpose to one's life. By engaging in carefully selected and meaningful activities in various contexts, people have the ability to adapt to different life events to achieve overall health, well-being, and a good quality of life.

Workplace Skills/Professional Development/Lifelong Learning

The focus on becoming an Occupational Therapy Professional is the student's gradual acquisition of skills for client-centered practice and professionalism. The curriculum provides opportunities to clarify personal values, to establish rapport, actively listen, use the teaching/learning process, and to manage difficult emotions and behaviors. Coursework includes communication skills and group dynamics.

The nature of the occupational therapy profession requires practitioners to constantly stay updated on advances and developments in practice to refine their skills and techniques and better serve their designated population. Similarly, the Occupational Therapy Assistant program curriculum at McLennan Community College is forward-looking, covering current and emerging areas of practice. The curriculum includes concepts recognized by the profession as important for future practice. These include, but are not limited to, population health issues, aging in place, low vision, driving, home modifications, and assistive technology.

Student and faculty involvement in professional organizations is recognized as essential for staying current on trends and issues shaping the future of OT practice. Each student is expected to join the national and state occupational therapy associations as part of their development into an occupational therapy professional. Student assignments include regular use of the AOTA and TOTA websites, the American Journal of Occupational Therapy, and the OT Practice Journal.

Occupational Therapy Practice

In the first-semester "Principles of Occupational Therapy" course, students explore the history and fundamentals of Occupational Therapy practice, including the profession's ethics, values, and core beliefs. In the same class and in the following "Healthcare Management" course, students learn to

understand the social and political context of Occupational Therapy practice in the United States and how various regulations influence practice across medical, social, and educational settings.

Training and practice in techniques and skills required across a variety of settings ensures safe practice and compliance with health precautions and contraindications when working with certain populations. The student gradually develops the ability to gather and record client information and to develop intervention plans in collaboration with the person served and the occupational therapist, in accordance with the requirements of each practice setting.

Each student participates in fieldwork education throughout the curriculum, linking academic studies to the realities and demands of practice.

Through supervised fieldwork, education, and service learning in authentic settings, each student has multiple opportunities to solve practice-related problems and to develop and refine professional and interpersonal skills. Level I fieldwork integrates content from the combined semester coursework and builds on knowledge and skills honed in prior semester(s). Level II fieldwork education requires 16 weeks of direct application with different populations/practice settings. These experiences reinforce and assess the required competencies for an entry-level Occupational Therapy Assistant.

Fieldwork and Curriculum Design

The fieldwork program is designed to be integrated into the program's curriculum. Learning is a cycle that requires reinforcement of concepts through “hands-on” delivery methods.

Fieldwork sites will be carefully chosen based on their ability to address the curricular themes. Fieldwork educators actively participate in this process through advisory committee meetings, site visits, adjunct teaching, guest lectures, surveys, and electronic communication. The program also recruits former students who are familiar with the curriculum design to serve as fieldwork educators, promoting the profession through fieldwork education.

During the Level II placements, students will concurrently enroll in OTHA 2235 Healthcare Management and OTHA 2230 Workplace Skills to further support the fieldwork experience. Discussion boards allowing reflection of the learning experiences will be included.

Including Fieldwork and Prerequisites, the Occupational Therapy Assistant Curriculum can be completed in 24 months.

The McLennan Occupational Therapy Assistant curriculum is designed to meet the Texas Higher Education Coordinating Board requirements. As such, many course titles and descriptions are prescribed. Students must complete all courses outlined in the curriculum. General education requirements are an integral part of the program and provide the student with a foundation in the areas of creative arts/culture/philosophy/language, biological science, social/behavioral science, and composition.

Note on WECM:

Courses for the Occupational Therapy Assistant program are chosen from the course list created by the Texas Workforce Educational Course Manual (WECM). All programs within each discipline offer the same courses to select from, allowing each program to choose courses that best fit its curriculum design. Titles and course descriptions are consistent statewide. WECM does not replace the ACOTE guidelines for curriculum development in any way.

Textbooks

Textbook purchase is required. Textbooks are selected for classes based on educational and reference purposes. Many texts are used in multiple courses. Please consult with faculty before selling any texts.

Registration

To maintain good standing in the program, students are responsible for registering and paying for program courses each semester during the specified college registration eligibility period. These dates are published in the college course schedule online. Course schedules are subject to change without notice.

Change of Personal Information

Students must notify program faculty of any updates to their personal information during the program. Change forms are available on Etrieve and are handled by the Office of Student Records. Curriculum Requirements

Once enrolled in the program, all students must complete the course sequence outlined in the OTA degree plan. Co-requisite courses that are listed within the degree plan may be taken early (and students are advised to take these courses before program admission) but may not be taken after the semester in which they are listed. It is each student's responsibility to register for and complete all program courses as outlined in the degree plan. If a student does not successfully pass a co-requisite course with a "C" or better, it is the student's responsibility to notify the program director immediately to determine whether he/she can progress in the program. Students should not assume that co-requisite courses taken before program admission will count toward the degree plan; students must meet with the program director to obtain department approval for course substitutions and must also obtain official college approval. Failure to follow these procedures may impact a student's graduation status.

All Level II clinical courses must be completed within twelve months of finishing the didactic portion of the curriculum. Students in the Program have five academic years to complete the curriculum after they are officially enrolled in the first Program course. Exceptional circumstances will be reviewed on an individual basis.

Curriculum Outline/Degree Plan: A.A.S. Occupational Therapy Assistant

PREREQUISITES	Lecture	Lab	Hours External	Contact	Credit
<u>Fall Semester</u>					
<i>BIOL 2401</i>	<i>Anatomy and Physiology, I (within 5 years)</i>	3	3	0 96	4
<i>ENGL 1301</i>	<i>Composition I</i>	3	0	0 48	3
<i>PSYC 2301</i>	<i>General Psychology</i>	3	0	0 48	3
<i>HPRS 1206</i>	<i>Medical Terminology</i>	2	0	0 32	2
	Total Hours				12
FIRST YEAR					
<u>Fall Semester</u>					
<i>BIOL 2402</i>	<i>Anatomy & Physiology II (within 5 years)</i>	3	3	0 96	4
OTHA 1305	Principles of Occupational Therapy	3	3	0 96	3
OTHA 1341	Occupational Performance Birth - Adolescence	2	4	0 96	3
OTHA 2201	Pathophysiology in Occupational Therapy	2	0	0 32	2
<i>PSYC 2314</i>	<i>Lifespan Growth & Development</i>	3	0	0 48	3
<u>Spring Semester</u>					
OTHA 1309	Human Structure & Function in Occupational Therapy	2	4	0 96	3
OTHA 1315	Therapeutic Use of Activities I	2	4	0 96	3
OTHA 2209	Mental Health in OT	1	2	0 48	2
	<i>Language, Philosophy, Culture elective, or Creative Arts elective</i>	3	0	0 48	3
<u>Summer I</u>					
OTHA 1253	Occupational Performance for Elders	1	4	0 80	2
OTHA 2211	Abnormal Psychology in Occupational Therapy	2	0	0 96	2
OTHA 1161	Clinical I (Level I Fieldwork) Occupational Therapy Asst.	0	0	5 80	1
	Total Hours				31
SECOND YEAR					
<u>Fall Semester</u>					
OTHA 2302	Therapeutic Use of Occupation II	2	4	0 96	3
OTHA 1319	Therapeutic Interventions	2	4	0 96	3
OTHA 2231	Physical Function in Occupational Therapy	2	3	0 80	2
OTHA 1162	Clinical II (Level I Fieldwork) Occupational Therapy Asst.	0	0	6 96	1
<u>Spring Semester</u>					
OTHA 2235	Healthcare Management	1	2	0 48	2
OTHA 2266	Fieldwork Experience I: Occupational Therapy Assistant	0	0	20 320	2
Summer I OTHA 2230	Workplace Skills for Occupational Therapy	1	4	0 80	2
OTHA 2267	Fieldwork Experience II: Occupational Therapy Assistant	0	0	20 320	2
	Total Hours				17
	Grand Total				60

Italics indicate General Education courses.

Program Length

The Associate of Science Degree in Occupational Therapy Assistant at McLennan Community College includes 22 general education credits (including the pre-professional phase of the OTA curriculum) provided through the McLennan Community College general education programs and 38 professional credits earned through the Health Professions division of the college.

The general education credits earned through McLennan Community College include foundational content that is further developed and integrated into the professional curriculum and applied during fieldwork. The 38 professional credits are earned over 6 semesters.

The curriculum design for the Occupational Therapy Assistant Program, along with assumptions about human learning, provides a foundation for program development, planning, implementation, and evaluation. As mentioned earlier, a developmental model is employed that advances content from simple to complex, allowing each student to build on previously learned information and life experiences, leading to new learning. It is expected that learning in the Occupational Therapy Assistant Program is progressive and cumulative, with students acquiring knowledge, skills, and application reasoning in a predictable manner.

The content, scope, and sequence of the professional coursework support the program's mission, with an emphasis on human occupation across the lifespan, adaptation, the process of becoming an OT professional, and evidence-based OT practice.

Fieldwork education is incorporated into each part of the coursework during the professional program—two Level I clinicals and two Level II clinicals. Full-time, Level II fieldwork takes place in the last two semesters of the program. No part of Level I fieldwork replaces any of the Level II fieldwork requirements. The fieldwork program is designed to be fully integrated into the curriculum. Learning is a cycle that requires reinforcement of concepts through “hands-on” methods.

The length of the OTA Program is comparable to other health professions programs at McLennan Community College and Occupational Therapy Assistant Programs in Texas and nationwide.

Cost Approximation

Because of McLennan's low tuition and central location for commuters, the cost of attendance is quite affordable. Tuition is currently \$106 per credit (semester) hour for in-county students, \$124 per credit (semester) hour for out-of-county students, and \$181 per credit (semester) hour for out-of-state students. The estimated total tuition and fees for the entire program are approximately \$6,980 for in-county students, \$8,066 for out-of-county students, and \$11,481 for out-of-state students. Additional expenses are incurred for books (approximately

\$1,500 for OTA books, the national certification exam (approximately \$620), the state licensure fee (around \$100), and travel expenses (gas, etc.) for clinicals (costs will vary by student). [All costs are subject to change without notice.]

McLennan provides various financial aid options for students needing assistance with school and living costs and is authorized for Veterans' training.

Evaluation of Student Performance and Program Progression

Grade Reporting

The following percentage system for letter grade assignment will be utilized for reporting grades:

- A=90-100%
- B=80-89.99%
- C=75-79.99%
- D=65-74.99%
- F=below 64.99%

OTA courses require an average of 75% on written exams and a minimum of 75% on EACH skills exam to earn credit for a course. If a student fails a skills exam, they will be allowed one (1) re-take. If the student fails the skills exam a second time, they will fail the course and cannot continue in the program. Failing two skills practical across all OTHA courses in a semester will prevent progress in the program. Specific grade criteria will be explained in the syllabi provided for each OTA course at the start of each semester.

A student must receive a "C" or above for successful completion of an OTA course or co-requisite course. Any student receiving a "D" or an "F" must withdraw from the OTA program, but may reapply for admission the following year, following failure of only one OTA course, if there are no documented counseling sessions due to professional behavior issues (including such items as attendance, generic professional abilities, etc.). (See re-admission policy for complete details of this process).

Testing Procedures

All students' personal belongings, including cell phones and smart watches, must be stored during written exams. It is the student's responsibility to arrive early and secure belongings so the exam can start on time. No questions will be answered during the exam. Once the exam begins, students are not allowed to re-enter the classroom after they leave.

Evaluation Methods

Student learning outcomes will be measured by written exam (basic knowledge/comprehension and higher level/critical thinking), check-offs (technical and psychomotor skills), skills practicals (technical and psychomotor skills and higher level/critical thinking skills), group discussions and projects (basic knowledge/comprehension, higher level/critical thinking, and professional communication), student presentations (basic knowledge and professional communication), and written reports (basic knowledge/comprehension, higher level/critical thinking, and professional communication).

Program Progression

In order to successfully progress from semester to semester in the Occupational Therapy Assistant Program, the student must, at a minimum:

1. Receive a final (minimal) grade of “C” or above in any OTA or co-requisite course.
2. Successfully complete all courses as outlined in the OTA degree plan.
3. Satisfactorily meet all course objectives
4. Meet all technical standards/essential functions.
5. Meet attendance requirements.
6. Meet professional behavior requirements.
7. Register and pay for classes each semester.

Program Completion/Graduation Requirements

1. In order to graduate from the program, a student must successfully complete all OTHA, prerequisite, and co-requisite courses with a “C” or better.
2. Graduation from McLennan requires a minimum overall 2.0 grade point average in the OTA technical curriculum.
3. With successful completion of 60 credit hours in the OTA curriculum, the Associate in Applied Science degree will be awarded.

Certification and Licensure

Graduates of the program are eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are typically based on results from the NBCOT Certification Examination.

Please Note: A felony conviction, or certain misdemeanor convictions, may affect a graduate’s ability to sit for the NBCOT Certification Examination or obtain state licensure. See NBCOT and TBOTE websites for specific eligibility requirements.

https://www.nbcot.org/-/media/PDFs/Cert_Exam_Handbook.pdf

OTA PROGRAM POLICIES AND PROCEDURES

Health Policy

Students will be required to have on file with the OTA Program Director (via electronic submission through the contracted tracking service) proof of immunization against the following prior to beginning the clinical phase of the program:

- Hepatitis B
- Varicella (Chicken pox) Measles
- Mumps Rubella
- Diphtheria/tetanus

Students will also be required to have TB blood testing (or a chest X-ray) upon entry to the program. Annual TB symptom screening and seasonal flu vaccines are also required. The cost of immunizations and X-rays is the responsibility of the student.

COVID-19 Vaccines

McLennan Community College does not require students in Health Professions programs to receive COVID-19 vaccinations. However, clinical affiliates may require that students and clinical faculty be fully vaccinated against COVID-19 or obtain a college-approved exemption.

Exemptions for COVID-19 vaccinations are reviewed by the program director and Dean, Health Professions, and are granted on a case-by-case basis. Exemptions granted for participation in a McLennan Health Professions program do not guarantee that a graduate will receive an exemption from future employers.

Students are required to secure and maintain health insurance coverage and provide proof of coverage throughout the Program.

Students must have the physical and mental skills needed to meet workplace and clinical standards. Reasonable accommodations will be made for students with documented disabilities who are accepted into the program. However, it is the student's responsibility to inform the Accommodations Office that such a disability exists. The purpose of these accommodations is to help the student meet educational standards and should not be seen as lowering those standards. See the Essential Skills and Requirements section for more details.

Transfer Policy

From Another OTA Program

Any student who has previously been admitted to another OT or OTA program will be considered along with all other applicants in a pool. The applicant must submit:

- A McLennan Community College application

- An OTA program application (due June 1 each year)
- Transcripts from all other institutions attended.
- A letter of recommendation from the previous OT or OTA program director stating that the student is in good standing and would be eligible for re-admission into that program.

The student must also meet McLennan OTA program admission criteria. Again, requests for admission to the McLennan OTA program will be reviewed and scored alongside those of all other applicants.

A student who has previously enrolled in an OT or OTA Program must complete all courses for the program, even if they have succeeded in other OTHA courses. Each semester's OTHA courses are offered concurrently. Students may not take only one or select courses at any time.

The program does not accept previous work experience as a substitute for coursework.

For Non- OTA Courses

All academic courses to be transferred into the degree plan from another institution must be recommended by the program director, as well as evaluated and approved by the Registrar's office of McLennan. Any student who wishes to discuss transfer credit for the prerequisite/corequisite courses should contact the OTA program director.

Please note: McLennan Community College policy states that at least 25% of the hours in the degree plan must be completed in residency at McLennan Community College in order to be granted a degree from our institution.

Student Advisement/Conferences Policy

Once enrolled in the OTA program, academic and fieldwork advisement is conducted periodically with program faculty and scheduled at times convenient for both students and faculty. If a concern regarding student progress arises, program faculty will request that the student attend an advisement meeting to discuss available options and supportive resources/services, as appropriate.

Additionally, a student may request an academic advisement appointment with program faculty at any point to discuss his/her program progress and progress toward completion of the degree plan. The faculty member receiving the student's request will direct the student to the most appropriate person to address their concerns. Fieldwork advisement will occur on an as-needed basis between the student, fieldwork educator (clinical instructor), and the fieldwork coordinator (FWC) should questions, issues, or concerns arise during the fieldwork experience.

If it is determined that the student is at risk of failing or leaving the program, the student and all involved faculty will develop an action plan to help the student stay in the program. Solutions may include, but are not limited to tutoring, assigning a mentor, meeting with success coaches, identifying other resources to support study habits, learning-style assessments, and stress and/or time-management strategies. Student Conference Forms are used; students may add comments and sign the form. The form is then placed in the student's file. A student's signature on the conference form

does not mean agreement with the statements; it only confirms that the student has had a chance to read the form and make comments.

Attendance and Assignments Policy

Attendance is crucial for meeting course goals in both classroom and clinical settings.

Any student who is absent from class or lab due to personal physical illness, serious illness, or death of an immediate family member will be required to present documentation of the illness or death to make up any missed work. It is the student's responsibility to attain the information that is missed due to his/her absence.

Regardless of the reason for any particular absence, each one will count toward the stated limitations. (See McLennan's attendance policy. See course syllabi for additional information.) Attendance is crucial for achieving course objectives and developing skills. A student who does not arrive by the scheduled start time is considered tardy (this includes the beginning of the day, as well as after breaks and lunch). A student who misses more than 50% of a class period, whether due to late arrival or early departure will be counted as absent. **Three (3) tardies will constitute one absence.** At the instructor's discretion, the door may be locked at the beginning of class, with the late student being denied entry.

- Two (2) absences: verbal warning
- Three (3) absences: written warning
- Four (4) absences or one no call/no show: program probation
- Five (5) absences or two no-call/no-shows: withdrawal from program

Additionally, the third absence and each additional absence will result in a reduction of the final course grade by two points.

Absences from lab will also be handled in accordance with the above policy; however, hours missed from lecture and lab will not be combined to penalize the student.

Make-up work may be allowed or required at the instructor's discretion to ensure the student acquires the information and skills presented during their absence. Students must notify the instructor in advance via e-mail or phone message whenever tardiness or absence is unavoidable. **Failure to notify the instructor will result in probation in the program.**

Students should not schedule travel on any class day from the first day of the semester through the last day of finals, per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless prior written approval is given by the faculty for an excused reason (i.e., death in the family, etc.).

It is the student's responsibility to attend class having read the assigned material and to be prepared to participate in discussions and activities. This will provide a more positive learning experience for the student. It is also the student's responsibility to submit assignments on time.

Assignments are due at the start of the class day or as specified in each assignment on Brightspace. Late submissions will only be accepted if due to a documented excused absence, such as a death in the family, illness with a note from a doctor, acts of God, etc. Minor illnesses do not qualify as excused absences.

The following are not acceptable forms of assignments:

- assignments in other than “Word” or pdf format
- hard copy of assignments that were to be uploaded
- illegible assignments
- emailed assignments that were to be uploaded
- jpg. or other digital formatting
- assignments sent through text message
- handwritten assignments in other than blue or black ink
- assignments with unprofessional presentation, including being incomplete
- Assignments with extensive grammatical errors will not be graded and will receive a “zero.”
- Assignments that use identifying information of a subject/supervisor/facility (must use initials only) will receive a “zero.”

In-class assignments, including but not limited to quizzes, presentations, and lab activities, missed due to an absence, late arrival, or early departure will be assigned an automatic “zero” and cannot be made up.

Arriving to class after the morning quiz or exam has started will result in an automatic grade of “zero.”

There will be no make-up exams for written tests or skills practicals unless permission is granted by the instructor for excused absences only (e.g., death in the family, illness with a note from a doctor, acts of God, etc.). Minor illnesses do not qualify as excused absences. When make-up exams are approved, they will be scheduled at the instructor’s convenience. Absence or tardiness for a make-up exam will result in a grade of “zero.” Generally, work “re-dos” are not allowed. If the instructor, at their discretion, permits a re-do, a maximum grade of 75% will be awarded.

Time/hours missed during clinical/fieldwork placement must be made up or rescheduled at the facility's convenience.

Scholastic and Program Probation

Please see the McLennan General Catalog (available at <http://www.mclennan.edu/catalog/>) for detailed information on “Scholastic Probation and Suspension.” Within the OTA program, a student whose scholastic or professional performance is weak or unsatisfactory will meet with the individual instructor(s) and/or the OTA Program Director to discuss areas of concern, and a Student Conference Form will be completed. If the student’s scholastic or professional performance does not improve, they may be placed on program probation, and specific criteria will be established for program

continuation. If the student is unable to meet the criteria or does not improve, they will be withdrawn from the program. In all cases, the student will receive individual counseling and assistance.

Probation may be implemented for, but is not limited to, the following:

- Unsatisfactory scholastic or clinical performance
- Unsatisfactory classroom or clinical attendance and punctuality
- Inability to maintain physical and mental health necessary to function in the program
- Unethical, unprofessional behavior, and/or unsafe classroom/lab or clinical practice
- Refusal to participate in a procedure
- Unsafe or unprofessional clinical practice that compromises student, patient, or staff safety
- Behavior that compromises classroom/lab experiences or clinical affiliations
- Failure to comply with all terms outlined in the conference report

Students may have no more than two probationary periods during the program for academic and/or professional issues. Need for a third probationary period will result in removal from the program.

Withdrawing from a Course

Before withdrawing from a course or the College, the student should first speak with the course instructor. The student must also notify the OTA Program Director before withdrawing because withdrawing from certain courses may prevent the student from progressing in the program.

Students may initiate a withdrawal through the Office of Admissions/Registrar. A student who ceases to attend classes but does not officially withdraw from classes may receive a grade of "F." (See Class Attendance Policy and College Grading System – General Catalog.)

Students should carefully review the official academic calendar and pay special attention to the last date during the semester/term when they drop a course and receive a "W." After that date, they may receive an "F" if they are not passing the course. There is a date late in the semester after which no course may be dropped by a student without receiving a letter grade.

Re-Admission to the OTA Program Policy

Any student who is unsuccessful in an academic or clinical course (grade below 75%) is no longer able to progress in the OTA program. If the student was unsuccessful in only one course and has no documented counseling for professional behavior issues (e.g., attendance, general professional abilities), the student may apply for readmission to the OTA program at any time. If readmitted to the OTA program (not guaranteed), the student must complete all program courses, regardless of prior successful completion. Readmission is granted only once. If the student was unsuccessful in two or more courses (or one course plus one or more documented professional behavior counseling sessions), the student is no longer eligible to apply for readmission to the OTA program.

A student who voluntarily withdraws from the program for personal reasons is able to request reinstatement if the student has 80% or better in all OTA classes, both completed and in progress, at the time of withdrawal, and has no documented counseling due to professional behavior issues.

Reinstatement is granted on a case-by-case basis and only if space is available in the program.

Request for reinstatement procedure:

1. Students must submit in writing to the OTA Program Director their intent to be reinstated into the program. The written request must include, at a minimum, the steps the student has taken to ensure their success in the program if reinstatement is granted.
2. The OTA Program Director will take the student's written request to the health professions admissions committee for consideration. Each request will be handled on a case-by-case basis.
3. The student will then receive a letter from the admissions committee stating if the student was granted reinstatement, along with any requirements/remediation deemed necessary by the admissions committee.
 - a. If reinstatement is granted, the student will have to prove competency in OTA courses already completed by the end of the semester in which the student is reinstated to continue in the program. This may include passing written and skills exams (with a minimum grade of 75% for each) as determined by the OTA faculty and admissions committee.
 - b. It is the responsibility of the student to prepare for and schedule competency testing with the instructor and/or program director. Students who are readmitted to the OTA program after successfully completing a clinical course may or may not have to prove competency in previously completed OTA courses, per the discretion of the OTA Program Director.
 - c. Potential remediation recommendations could include re-taking courses previously completed, auditing courses previously completed, acquiring more observation hours in an OTA clinical setting, independent student research, and/or meeting with success coaches. (This list is an example and is not all-inclusive.
4. The Health Professions Admissions Committee will make the final decision regarding readmission applications based on space availability, previous student record, and potential for academic and clinical success, if applicable.

Communication Policy

External communication with students outside the classroom mainly occurs via email. Each student must provide a McLennan email address and ensure any change to that address, through the course of the year, is submitted in writing. All email communication between faculty and students will be conducted through McLennan's student email system only; faculty will not respond to emails from personal accounts. Faculty will strive to reply within 48 hours during regular business hours. It is the student's responsibility to check and respond to emails promptly.

Please note: Faculty will also not respond to email communications that are not written in an appropriate business professional style, including correct spelling and grammar.

Classroom and Lab Safety Policy

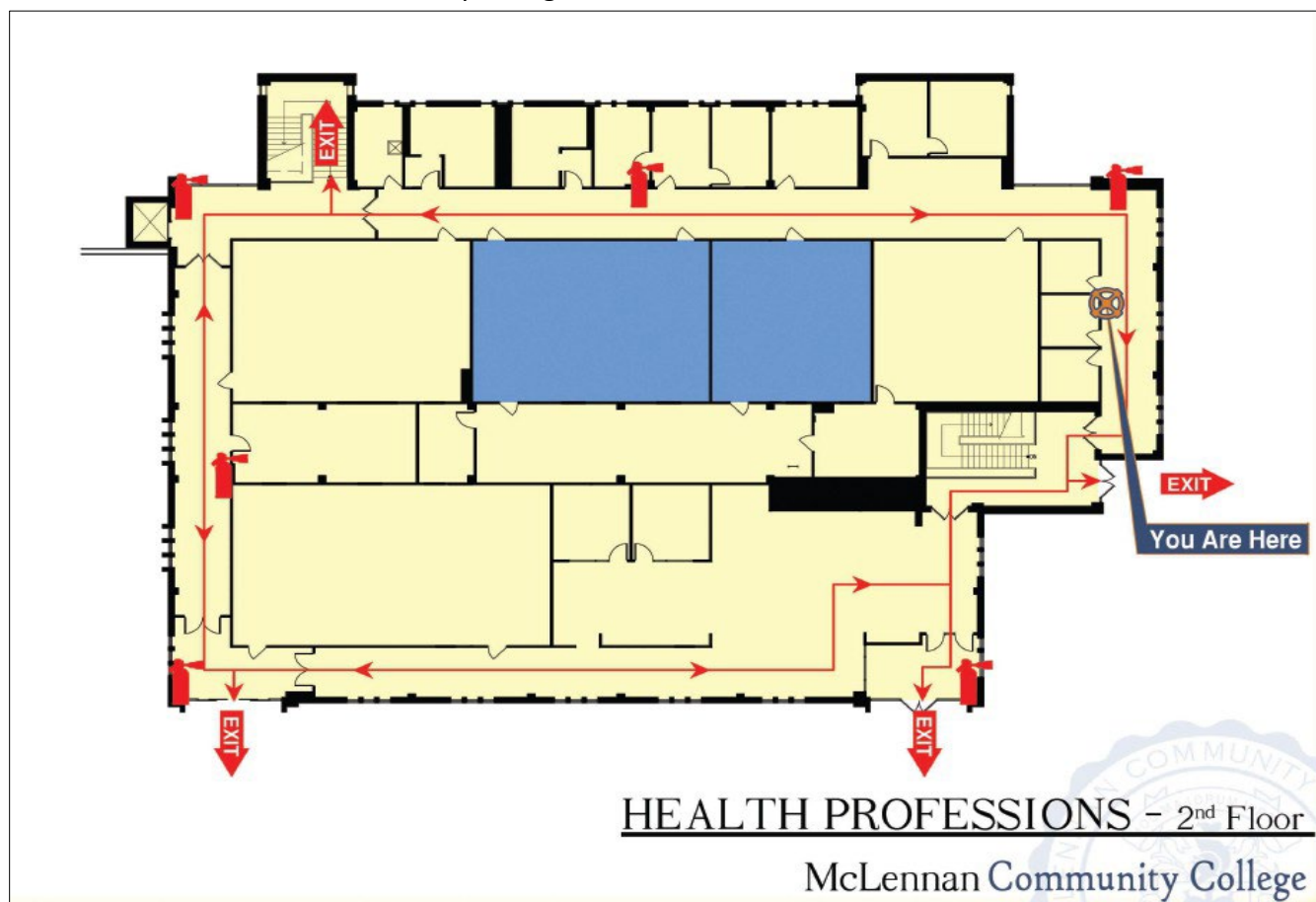
McLennan's safety policies for weather, fire, and other emergencies will be reviewed with students at the beginning of each semester. A copy of McLennan's emergency plan can be found on the McLennan website.

http://www.mclennan.edu/crisis-management/docs/Emergency_Operation_Field_Guide.pdf

Students are encouraged to register for MCC myAlert. MCC myAlert is an emergency notification service that allows McLennan Community College to quickly share health and safety information via email and text message. By signing up for MCC myAlert, students ensure that MCC can promptly send safety-related updates, no matter their location.

Evacuation

Below is a floor plan of the Health Professions building, second floor with exits labeled. The majority of the OTA classroom and lab work will take place in room HP 228. If evacuation is required, use the nearest accessible exit and meet in parking lot H across the street.



Inclement Weather

In the event of inclement weather, check for school closings on myAlert and/or the College website. Do not attempt to come to class in anticipation of, or during, ice storms, tornado warnings, or severe thunderstorms.

Equipment and Supplies

Basic OTA classroom and lab safety rules are posted in the lab and classroom areas. Safety guidelines for using equipment and supplies are provided as needed to meet learning goals. It is essential that students follow these standards to keep the environment safe in both the classroom and lab. Students should only practice techniques demonstrated in lecture and/or lab. If students want to use lab equipment outside of regular or open lab hours, they must arrange with an OTA faculty member to ensure supervision.

Students are responsible for maintaining safe and clean classroom and lab environments. This includes, but is not limited to, returning all equipment and supplies to their designated spaces, returning classroom desks and chairs appropriately, wiping down lab mats/classroom desks as necessary, reporting any unsafe or damaged equipment to the instructor immediately, efficiently utilizing resources and supplies, respectfully utilizing all college property, and assisting in the maintenance of an environment conducive for learning.

Students are to notify the instructor immediately of any safety hazards identified. This includes, but is not limited to frayed electrical cords, loose nuts or connectors, cracked or broken equipment, missing parts, expired perishables, or water leaks.

Infection Prevention

Students are expected to follow good hygiene practices, including regular handwashing. Each lab has a sink area for compliance. Additionally, gel hand sanitizer is available in the lab. Students must pass the hand hygiene lab skills practical in the first semester.

Students are expected to follow standard precautions relative to body fluids, including the appropriate use of personal protective equipment. Students must pass the standard precautions/personal protective equipment lab skills practical in the first semester.

All equipment is to be wiped down with germicidal wipes between uses.

General Classroom/Lab Policy

Open Labs

The OTA program offers students opportunities to study and practice outside scheduled classroom and laboratory times. These times are scheduled upon request each semester, depending on the availability of qualified staff. Qualified personnel must be accessible to answer questions and provide assistance. Efforts are made to schedule times when most students can benefit from this opportunity.

Students need to coordinate with OTA faculty for open-lab sessions. They have access to evaluations and treatment methods during scheduled class and lab times, open labs as directed by faculty, and open labs requested by students.

Human Subjects – Non-Research

Each student will be asked to allow faculty and other students to apply commonly accepted occupational therapy techniques to his/her body during role-playing scenarios and/or lab experiences. All students will be instructed in proper techniques to protect a patient's modesty and dignity. All techniques will be applied with faculty supervision. Only currently enrolled students may participate in laboratory activities.

Confidentiality of Exams and Assignments

All exams are the property of the program and will not be released to the students. All exams and designated assignments will be kept in confidential files in the Program Director's or the Faculty's offices. Students may access exams and other assignments as needed for review through any program faculty member during designated office hours. Review must occur within the site designated by the faculty member. During any exam reviews, an instructor's presence is required. All grades are confidential and should not be shared or discussed with peers. All grade questions should be discussed with the instructor or Program Director.

While reviewing the exams, students may take notes on the topics covered. They may also consult faculty about the material or study methods to learn the information. Students are not permitted to make direct copies or take photos of the exam questions in any way. Failure to follow this policy may lead to disciplinary action, which could include dismissal from the program. Any exam removed from departmental files will result in a grade of "0." Violations may lead to disciplinary measures, including potential withdrawal from the program due to scholastic dishonesty.

Technology Devices

Personal Computer/Electronics Use:

Computer use is expected throughout the Program. The MCC library has computers available after class hours if needed. Access to library search engines is required and will be a part of the student's required class participation.

Students are not to use laptop computers, smartphones, iWatches/smartwatches, or other electronic devices in the classroom unless instructed by the instructor. These devices are to remain stowed during class.

Students are not to post any classroom materials on any internet or social media site without the express written consent of the faculty.

A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the

opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed before the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make it up.

Video & Tape Recordings:

Students may only record or video class activities and instructors with the instructor's permission, and in no circumstances are allowed to post recordings on any website or social network. The recording may be used only by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

Beepers, cell phones, texts, and personal calls are not allowed. Students must not receive or make phone calls or texts during class. Smartwatches and cell phones should be turned off or set to vibrate before entering the classroom and kept in a backpack during class. At the instructor's discretion, students may be asked to leave their phones and electronic devices in a box during class.

Additional Items:

- Verbal, non-verbal, and written communications are to be polite and respectful at all times.
- Food is not allowed in class.
- Children are not allowed in class.
- Sleeping is not allowed in class.
- Drinks with screw-on lids are permitted if the student leaves the lid in place.
- Smoking, vaping, using tobacco, using simulated tobacco, or similar products are not allowed in class or on campus.
- Alcohol and drugs are not allowed in the classroom, and students should not attend class under the influence of them nor with the smell of any of them.

Any of the above will lead to being asked to leave the classroom, receive a minimum absence for the day, and could also result in a write-up, probation, or dismissal from the program, depending on how much the policy has been ignored.

Appearance and Grooming

As a student and future professional, personal health must be maintained to ensure no risk to self, peers, or patients. Personal cleanliness and hygiene are essential for acceptable interpersonal interactions, including those involving health care personnel. The OTA faculty will counsel students in these areas when necessary. These guidelines apply to campus classrooms and labs as well as clinical settings.

1. acceptable Jewelry: wedding bands/rings; watch; small chain necklace; small stud earrings (no more than two per ear). Jewelry that is NOT acceptable: rings other than those listed above; bracelets; bulky necklaces; dangle or loop earrings; pierced earrings worn anywhere other than the ear, i.e., facial, nose, tongue, etc.; piercings are not allowed.
2. Hair must be clean and off the shoulders. Only simple hair accessories are permitted. Students with long hairstyles must be able to tie their hair back or pin it up so it does not fall loosely over their shoulders and face.
3. Fingernails must be clean and filed smoothly. The fingernails must not extend beyond the fingertips. Only single- colored nail polish is acceptable.
4. Personal hygiene should include daily bathing as well as the use of deodorants and mouthwashes as needed. No fragrances or perfumes are to be worn. Offensive body odors will not be tolerated, including the lingering smell of tobacco on clothing, hands, or breath.
5. Moustaches /beards must be neatly trimmed.
6. Classroom attire is business casual. Clean, neat shirts, pants, or skirts, jeans, scrubs, or Capri pants are acceptable. Knee-length shorts are the only acceptable type of shorts permitted. Pants and jeans must cover the hips and buttocks completely, including when bending. Shirts and blouses must completely cover the chest and midriff, including when bending. Shoes must be closed-toe, sturdy, non-skid, and provide stability.
7. Hats and head coverings are permitted when worn for religious, cultural, or medical reasons. Head coverings must not obscure the face in a manner that interferes with communication, identification, or instructional engagement. Head coverings displaying offensive language, symbols, or imagery are not permitted. Faculty retain discretion to address head coverings only when they disrupt the learning environment or violate institutional conduct standards. Students must be prepared to dress as required for certain laboratory experiences. Laboratory attire will consist of shorts and a plain t-shirt for men and shorts, a plain t-shirt, and a sports bra/halter top or 2-piece swimsuit top for women. Shorts must have an elastic waistband (i.e., gym shorts). Shorts should not be excessively short and must be loose enough to allow for palpation of the hip musculature. Sports bras/ halter tops, or swimsuit tops must have back closures to allow palpation of the vertebrae, shoulder girdle, and associated structures.
8. OTA Program scrubs will be worn in the CDC labs, Simulation Building labs, and at other times as directed by the course instructor.
9. Clinic attire will be the OTA Program scrubs and shoes that are closed-toe, sturdy, and with non-skid soles unless otherwise directed by the clinical site.
10. MCC CLINICAL NAME TAGS MUST BE WORN AT ALL TIMES IN THE CLINICAL SETTING
11. Tattoos must be covered.

If a student attends class in unacceptable dress, he/she may be asked to return home to change into appropriate attire before being admitted to class. This will result in an absence being counted.

Student Records

All student records must be kept in accordance with the College policies. After the storage period ends, the original documents are destroyed following College policies. Students may review these secure records by scheduling an appointment with the Program Director.

It is the responsibility of the student to maintain his/her own copies of any record submitted to the OTA program, which includes, but is not limited to, transcripts, immunization records, CPR certification, etc. The OTA department will not make copies of these documents.

Academic Dishonesty

The Center for Academic Integrity describes academic integrity as “a commitment, even when facing adversity, to five core values: honesty, trust, fairness, respect, and responsibility. These values guide principles of behavior that help academic communities turn ideals into actions.” Individual faculty members set their own class policies and behavioral expectations for students. Students who violate academic integrity should anticipate serious consequences. For more information about student rights, responsibilities, and the definitions of academic integrity, please refer to the General Conduct Policy in the Highlander Guide.

McLennan’s OTA program strictly prohibits academic dishonesty of any kind. Students are expected to avoid dishonest actions, including any behavior aimed at misrepresenting their academic performance. Examples of academic dishonesty include cheating or collaborating on written exams; possessing current or past test materials without the instructor’s written permission; plagiarism; working with others against assignment or skill guidelines; sharing exam-related information with students who have not completed skills practicals; and intentionally helping another student cheat. Violations will be addressed by the instructor. If suspicion arises without evidence, the matter will be discussed with the student, and a verbal warning may be issued. If clear evidence of a violation exists, the instructor may impose sanctions ranging from a written warning to expulsion from the course with a failing grade.

Violations of this policy will be brought to the student's attention by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student, and a verbal warning will be issued if warranted. If there is clear evidence of a violation, the instructor may impose a sanction ranging from a written warning to course failure. Failure of any course for any reason will result in the student being unable to continue in the OTA program.

If the student is not satisfied with the resolution, they should contact the OTA Program Director to discuss the issue. If it cannot be resolved at that level, the student may then reach out to the Dean of Health Professions. If the matter remains unresolved after this step, the student can initiate a formal grievance process. Policies and procedures for filing a complaint are available here:

<https://www.mclennan.edu/about/student-complaints.html>

Plagiarism

The following guidelines, established by McLennan Community College, help students avoid plagiarism and are provided below for easy access.

McLennan Community College Guidelines for Avoiding Plagiarism

Plagiarism is the intentional or unintentional use of someone else's work without proper documentation. Whenever writers want to include another person's ideas, key terms, or copied text in their own papers or presentations, they must always use that borrowed information accurately and ethically.

Documentation, an agreed-upon method of providing credit for others' work, is necessary to avoid plagiarism. Plagiarism is a serious offense in college-level writing, for it is intellectually dishonest, robbing authors of their property.

All documentation styles include internal citations, a works cited list, and quotation marks around copied text.

To consider: As we would never borrow one of our neighbors' possessions without asking permission, we should never use someone's words or ideas without permission. Correctly documenting someone else's material permits us to use words and ideas not belonging to us legally.

It should be obvious that buying papers, using someone else's papers, and similar activities are plagiarism at its worst.

Each instructor will determine penalties for plagiarized work.

Document when:

- You use someone's ideas from any traditional or web source
- You copy sentences and phrases from a source
- You copy a key term from a source
- You use information from an interview or survey
- You copy pictures, charts, and diagrams from sources
- You use information you did not originate

Use of Plagiarism Detection Service

Brightspace Turnitin Integration

1. McLennan Community College faculty members may adopt the plagiarism detection services offered by Brightspace Turnitin, but they are not required to do so.
2. Faculty members choosing to adopt this plagiarism detection service offered by the Service shall:
 - a. Treat all students equally
 - b. Require submission of either all student papers or no student papers, for any particular assignment

- c. Inform students which assignments will require submission to the Service
3. In the event a student commits an act of plagiarism, faculty members will report the incident through the Guardian reporting platform. This action is recommended without regard to other consequences a faculty member may choose to employ.
4. The General Conduct Policy defines academic dishonesty as plagiarism, cheating, collusion, falsifying records, misrepresenting facts, and any act designed to give unfair academic advantage to the person. More information is found within the policy:
<https://www.mclennan.edu/employees/procedure-manual/docs/F/FLB-I.pdf>

In addition, in this class, students are subject to the minimum following discipline:

- **First Offense:** failing grade on the assignment
- **Second Offense:** failing grade in the course

The student may be withdrawn from the Program based on the severity of the offense.

Student Ethics

Students in the OTA program are expected to:

1. Use their own knowledge and skill to complete examinations without referring to others' answers, class notes, or other references unless specifically permitted by the instructor.
2. Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote, or copy other persons' works without giving proper recognition, as stated in a standard manual on style.
3. Comply with all testing procedures/protocols as outlined by the instructor and/or testing center.
4. Respect the opinions of the instructor and other learners. They shall not insult, slur, or degrade instructors, other health professionals, or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.)
5. Respect the limited resources of textbooks, library books, reprints, and journals. They shall not mutilate, deface, damage, or withhold resources for their own use.
6. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment.
7. Assist in keeping class and laboratory rooms clean and tidy. They must leave these rooms free of dirt, mess, or disarray after each assignment.
8. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. They shall not expect to receive equal consideration in grading unless such arrangements are made.

9. Complete all assignments. The student shall not expect to pass a course until all assignments have been submitted. A grade of zero will be given for late assignments.
10. Observe all safety procedures when working with patients and equipment, whether in class, clinic, or patient's home. They shall not endanger the safety and welfare of patients, other students, or faculty and staff.
11. Observe all policies and procedures established by the Division of Health Professions, Occupational Therapy Assistant Program, and all fieldwork facilities. Students shall not exempt themselves without specific permission from a faculty member or Fieldwork Educator.
12. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts, and any other patient identifiers). They shall not repeat information outside of the classroom, clinic, or facility in which any part of the patient's name appears except initials. Shall abide by the HIPAA policies set forth by the OTA Program and any Fieldwork Facility.
13. Work in cooperation with and respect for other health care team members. Student shall not interfere with or obstruct the rendering of the services provided by other health care members.
14. Protect the property and property rights of the facility, clinic, and patient. They shall not remove or borrow property without permission and shall not damage or misuse property while in the facility, clinic, or home.
15. Respect other students' projects. They shall not handle, steal, alter, deface, or otherwise harm another student's project, especially in a manner that might cause the project to receive a lower grade by the instructor.
16. Use sound judgment regarding the safety of self and others during all class-related activities.
17. Take responsibility for your learning by seeking out assistance and learning opportunities.
18. Accept and make the necessary behavioral changes based on constructive feedback.
19. Demonstrate initiative, preparedness, and dependability.
20. Demonstrate positive interpersonal skills, including but not limited to cooperation, flexibility, tact, and empathy.
21. Demonstrate respect for human diversity during all program activities.

Adapted From: APPENDIX L/ Student Ethics, University of Oklahoma Health Sciences Center, College of Health, Dept. of Occupational Therapy

Generic Abilities & Professional Behaviors:

Students are expected to maintain professional classroom decorum, including respect for other students and the instructor, prompt and regular attendance, and an attitude that takes full advantage of the educational opportunity. Likewise, all communications with the instructor are to be professional.

(E-mails that are discourteous, use improper grammar, and/or simulate a text message will not be responded to.)

Students in the Occupational Therapy Assistant program voluntarily apply and enroll in a professional degree program. Such programs inherently aim to develop students' professional behaviors alongside basic entry-level skills. The OTA Program uses the Generic Abilities form as the evaluation tool. Students are continually assessed throughout the program through classroom and lab activities, clinical work, and interactions with peers, faculty, and instructors.

If a student is found lacking in any area of the generic abilities, the faculty member will call the student in, complete the form, and review any deficiencies. The faculty member, and, if deemed necessary, the program director, will then discuss with the student a plan of action to support the student's development in areas deemed deficient.

Any student who continues to exhibit the same deficiencies and shows no improvement in professional behavior across three (3) separate episodes may be dismissed from the program for lack of progress in professional behavior.

It will also be at the faculty member's discretion to take two (2) points from the student's final grade for each documented episode related to unprofessional behavior.

A short description of the Generic Abilities follows, and specific forms for assessment are included in each course syllabus.

Generic Abilities

Generic abilities are attributes, characteristics, or behaviors that are not explicitly part of the knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified in a study conducted at the University of Wisconsin-Madison in 1991-1992. The ten abilities and definitions developed are:

	Generic Ability	Definition
1	Commitment to learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2	Interpersonal skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community, and to deal effectively with cultural and ethnic diversity issues.
3	Communication skills	The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.
4	Effective use of time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5	Use of constructive feedback	The ability to identify sources of and seek out feedback, and to effectively use and provide feedback for improving personal interaction.

6	Problem-solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7	Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8	Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9	Critical thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10	Stress management	The ability to identify sources of stress and to develop effective coping behaviors.

May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability-based assessment in physical therapy educate; *Journal of Physical Therapy Education* 1995; 91: 3-6.

Complaint/Grievance Procedure

Faculty will provide academic and clinical counseling throughout the program, as necessary. Concerns regarding academic and/or clinical advising or instruction should be first addressed to the faculty member in question within five (5) working days from the time of occurrence. If the student believes a problem remains unresolved, they should present the issue to the program director. If no resolution is reached at this level, in accordance with the McLennan Student Grievance Procedure, the student may discuss the issue with the Dean of Health Professions. If resolution is still not reached, then the Vice President of Instruction and Student Engagement is contacted. If the complaint is not resolved informally, the complainant may initiate formal complaint procedures.

<https://www.mclennan.edu/about/student-complaints.html>

Timeline for Program Complaints/Grievances

Maximum time in days	Action
5	Student advises the faculty of the issue in an informal meeting.
14	Faculty meets with the student to provide written feedback and strategies for resolution.
30	Student meets with the program director if feedback and strategies do not resolve the grievance.
45	If the issue has not been resolved, the student should address the grievance to the Dean of Health Professions

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THE CLINICAL EDUCATION PROCESS

This section of the Handbook describes those policies and procedures that govern the clinical portion of the OTA educational program. Non-compliance with regulations or failure to execute the responsibilities in this section will jeopardize the student's standing in the program.

The clinical education program is comprehensive. It provides students with exposure to different health care settings to help them fully grasp the profession's scope and the community's health care needs.

The clinical education program is an integral part of the academic program and:

1. Exposes the student to clinical practice at various stages of his/her academic experience
2. Provides the student with an opportunity to integrate acquired classroom knowledge with clinical practice in a supervised setting
3. Fosters an environment for the student to develop effective communication skills with patients/clients and other occupational therapy practitioners and health care professionals
4. Serves as a mechanism for feedback that allows the Occupational Therapy Assistant faculty to review the effectiveness of the academic program

Responsibilities

Responsibilities of the OTA Program Faculty

One member of the Occupational Therapy Assistant faculty is primarily responsible for coordinating the program's clinical component and is referred to as the Fieldwork Coordinator (FWC). This coordinator works directly with academic instructors, fieldwork educators (clinical instructors), and students to provide learning experiences that develop the students' clinical competence.

The FWC is responsible for the following:

1. Act as coordinator of the clinical component of the program
2. Maintain up-to-date affiliation agreements with all clinical sites by reviewing agreements on an annual basis
3. Actively seek potential clinical sites and determine suitability based on program and ACOTE guidelines for clinical facilities
4. Maintain open lines of communication and interaction with clinical coordinators and clinical instructors
5. Coordinate and schedule individual clinical experiences for the students and communicate this information to the clinics
6. Familiarize clinical instructors and students with the Fieldwork Performance Evaluation

7. Perform on-site or telephone visits regularly for each student during each clinical affiliation to assess progression and address any concerns of the student and/or the clinical instructor
8. Organize and/or arrange in-services and/or credentialing opportunities for clinical instructors
9. Develop problem-solving strategies as necessary to include:
 - a. Early identification of a problem
 - b. Exploration of possible solutions

Responsibilities of Level II Fieldwork Clinical Instructors

One occupational therapist or occupational therapy assistant at each facility is responsible for coordinating the learning experiences of students assigned to that facility.

To serve as a Fieldwork Educator for Level II fieldwork students, the following requirements must be met:

- Occupational therapists must hold at least a baccalaureate degree from an accredited program of Occupational Therapy, hold a current and active Texas license, and have a minimum of one year of clinical experience.
- Occupational therapy assistants must hold at least an Associate of Applied Science degree from an accredited program for Occupational Therapy Assistant, hold a current and active Texas license, have a minimum of one year of clinical experience, and be practicing under the supervision of an occupational therapist as required by law.

Fieldwork educators are responsible for the following:

1. Become familiar with the student assessment tool utilized in the clinical setting.
2. Provide proper supervision for the student.
3. Perform ongoing assessment of student performance, competency, and safety in clinical practice and arrange periodic conferences with the student to provide feedback on how he/she is performing.
4. Encourage the student to evaluate his/her own performance.
5. Provide a written assessment of student performance to the OTA faculty, completing the appropriate forms.
6. Develop problem-solving strategies as necessary, including:
 - a. Early identification of and communication of any problems with student performance
 - b. Determine effective solution(s) to problems.
 - c. Determine the need for additional information or assistance from the AFWC to solve problems.
 - d. Overall determination that problem(s) cannot be solved in the available time or with available resources.

Responsibilities of The Student

Each student is responsible for providing input to the OTA faculty and the clinical instructors to help provide learning experiences that will most benefit him/her. Students are responsible for the following:

1. Become familiar with the assessment tool utilized in the clinical setting.
2. Provide input to the FWC before clinical affiliation assignments are finalized.
3. Actively pursue learning opportunities to enhance skills and competencies in the clinical setting.
4. Provide self-assessment of his/her performance, including strengths and areas that need improvement.
5. Identify problems early and communicate the problem to clinical instructors and/or FWC.
6. Complete a clinical evaluation form at the end of each affiliation.

Students are expected to display initiative in treating patients, assisting therapists with treatments, cleaning patient treatment areas, seeking information from therapists and/or available textbooks, and discussing the affiliation with the clinical instructor.

Note: A Student Is required to have passed all prior OTA coursework to qualify for placement on clinical affiliation.

Critical Safety Skills

Demonstrating mastery of specific critical safety skills during clinical rotations is necessary in order to pass each clinical affiliation. Demonstrated competency in critical safety skills indicates that a student implements interventions per the plan of care in a manner that minimizes risk to the patient, self, and others. Examples of essential critical safety skills include, but are not limited to:

- Ability to follow and appropriately carry out the Plan of Care established by the OT.
- Safe implementation of the Plan of Care based upon patient diagnosis, status, and response to intervention without placing the patient in jeopardy of harm or injury.
- Demonstration of knowledge regarding contraindication and precautions for specific patient diagnosis relative to the occupational therapy interventions within the Plan of Care (i.e., following hip precautions when implementing interventions for a patient after a total hip replacement; etc.).
- Ability to correctly identify physiological measures (BP, HR, blood glucose levels, etc.) outside the parameters that allow for safe therapeutic intervention and provide proper response and notification of the OT/MD/nurse.
- Ensures safety of self and others by using proper hand washing technique, following standard precautions, and donning/doffing personal protective equipment without contaminating materials, patient, or self to prevent spread of infection.

- Uses acceptable techniques for safe handling of patients with proper body mechanics, guarding, and level of assistance, and employs standard safety precautions such as locking a wheelchair before transferring a patient, appropriate use of a gait belt with transfers, washing hands before and after each patient contact, recognizing environmental hazards of safe mobility, transfers, or other therapeutic intervention.
- Establishes and maintains a safe working environment (i.e., monitoring of lines and tubes and other medical equipment, checks occupational therapy equipment and assistive devices for maintenance and/or disrepair, and eliminates workplace hazards).
- Requests assistance when necessary (i.e., from the fieldwork educator, utilizes and monitors support personnel).
- Ability to recognize patient responses during therapeutic intervention that may indicate a life-threatening condition (shortness of breath, chest pain, sudden dizziness, sudden dysarthria, change in mental status, etc.) and provide proper response and notification to OT/MD/nurse.
- Demonstrates knowledge of facility safety policies and procedures.

Clinical Regulations and Guidelines

The fieldwork educator will continually assess the student's safety competency and notify the AFWC of any issues or concerns regarding the student's ability to practice safely. If safety concerns are not resolved within an acceptable timeframe, the student will be removed from the clinical site and will not be allowed to progress in the program.

BLS Certification

Students must have documentation of current American Heart Association Healthcare Provider Basic Life Support certification (infant, child, and adult) on file with the FWC and the Program Director before beginning the clinical phase of the program. The BLS certification **MUST** remain current throughout the Program. Students with expired certification will not be permitted to treat patients and will be removed from clinical affiliation until re-certification is obtained. The student is responsible for making up all time missed in the clinical. At a minimum, this may delay the student's graduation; at a maximum, the student may not be permitted to progress in the program.

Immunizations

Students must have documentation of current immunizations and/or titers demonstrating immunity. All students must complete the Hepatitis B series. Immunizations and/or titers are at the student's expense. Failure to comply (and keep current) may result in dismissal from the Program.

Background Checks

Each student must complete a background check before entering the program (at the student's expense) and again before starting the second year (at the program's expense). An additional criminal history check is required before participating in lab experiences at the McLennan Child Development

Center. Some facilities also require criminal history checks before clinical placement. A failed background check may lead to dismissal from the program.

Drug Screens

Drug screens are required before beginning both the first year (at the student's expense) and the second year of the Program (at the Program's expense). Students may also be tested for cause. A failed drug screen will result in dismissal from the Program.

Clinical Assignments

Assignments for each affiliation will be made approximately one month prior to that affiliation. The student must contact the facility before the start of the affiliation to ensure they are prepared for the first day of clinicals. The OTA program will not grant assurances that students will be placed in specific sites. Transportation arrangements, lodging, required attire, and other costs are the student's responsibility.

Student placements are reserved months in advance and take place in facilities that have a written and signed affiliation agreement in place. The Fieldwork Coordinator assigns all eligible students to specific facilities for each clinical affiliation. It is very difficult to find alternative student placements once assignments have been made. Because of the difficulty and lead time required to schedule fieldwork placements, the program cannot assume liability for the timely rescheduling of placements canceled by the student or the fieldwork site. However, the program recognizes and accepts its ethical obligation in those situations where the facility or program has canceled a scheduled placement or when extenuating circumstances have precluded the student's participation in the experience. The OTA Program Director shall determine whether circumstances are extenuating for purposes of clinical rescheduling. **Students who choose not to take the assigned fieldwork site will be asked to withdraw from the program.**

Students must not try to contact clinical facilities to discuss placement opportunities or attempt to change placements with other students once an assignment has been given. Clinical agreements with facilities require program faculty to initiate contact with fieldwork sites. If a student knows of a facility not on the program list, they should give the Fieldwork Coordinator the relevant information and ask for contact to be made. Fieldwork sites must meet the OTA Program standards and be willing to establish a legal educational agreement with McLennan.

Any student who cannot perform the expected duties during the clinical affiliation due to a physical condition or other reasons must report this to the FWC before reporting to the clinical site or during the clinical affiliation if issues arise at that time. The FWC and the Program Director will discuss the issue(s) with the student to decide whether the student can continue the affiliation or needs to reschedule clinical time, depending on the resolution of the issue(s). If a student cannot participate at the scheduled time of an affiliation, they will be assigned to another affiliation site, subject to availability, at the FWC's discretion.

Clinical Placement Policy

Placement aims to expose students to a broad range of occupational therapy practices to help develop core skills necessary for an entry-level, licensed OTA. Each student's clinical placements will involve clients with psychosocial, pediatric, and physical disabilities. Due to placement challenges and the limited number of clinical sites in the Waco area, students will need to travel for at least one clinical rotation. Travel is defined as more than one (1) hour from the immediate Waco area. This rule is in place to ensure all students are placed at a clinical site and can complete their scheduled rotations on time.

The clinical schedule is determined by the facility in collaboration with the Fieldwork Coordinator. Students should be prepared to work the same schedule as their clinical instructor, including weekends and holidays. **Students may not rearrange their schedules without the prior consent of their clinical instructor and the Fieldwork Coordinator.**

Students will not be assigned to facilities where they are currently employed or have a binding employment agreement unless the placement is in a different department with a different supervisor. Students can provide input on their placement before assignments are finalized; however, the final decision is made by the FWC.

No portion of Level I fieldwork is substituted for any part of the Level II fieldwork requirements. Students are required to complete two Level II fieldwork experiences (OTHA 2266 and OTHA 2267). Each of these experiences requires 8 weeks full-time (or 16 weeks part-time).

Level II fieldwork can be completed in a minimum of one setting if it is reflective of more than one practice area (such as acute care, skilled nursing, and outpatient) in which the student may participate. Level II fieldwork will be completed in a maximum of three different settings. Most students will complete Level II fieldwork in two settings.

Clinical Attendance

Because clinical time is highly important for the student, all missed clinical hours due to absence must be made up at a mutually convenient time for the clinic, approved by the clinical instructor, fieldwork coordinator, and the student. More than two absences may indicate that the student does not plan to participate sufficiently to increase their chances of success. For two or more absences, the student must discuss the situation with the FWC. Whenever a student is absent from the clinical site, they must notify both the facility and the FWC. Typically, the student is responsible for making up all missed clinical time, which can delay graduation and, in some cases, prevent program progression due to absenteeism.

Patient Care

Students must meet the workforce standard of providing care to all patients assigned to them by the clinical instructor.

Clinical Dress Policy

Students are required to wear a photo ID nametag that identifies the individual as a McLennan student OTA. Some facilities may require photo IDs provided by the facility. The nametag should be worn at all times (upper body on the left; clearly visible) while the student is on clinical assignment but may not be worn at any time other than assigned clinical affiliations.

Students should wear the OTA Program scrubs unless instructed otherwise by the facility. Shoes must be solid-colored, leather athletic shoes, and socks or hose are required. Long hair must be pulled back, and jewelry should be kept minimal. Blue jeans, shorts, T-shirts, sandals, V-neck blouses, ruffles, bright colors, and similar attire are not permitted. Some facilities might require a lab coat, which students will need to purchase. Students are responsible for contacting the facility before their affiliation to learn dress and uniform requirements. Body piercings (except for stud earrings; maximum of two per ear) must be removed, and tattoos should be covered during clinic hours. The clinical instructor has the authority to deny attendance if the student's clothing is deemed inappropriate.

Cell Phone Policy

Cell phones or other personal communication devices must be turned off and put away during clinical hours. They may be used only during designated breaks as allowed by the facility.

Schedule of Student Affiliations

Students begin their clinical training during their first summer semester in the OTA program. The schedule for each affiliation is as follows, but is subject to change:

First Summer Session	8 hours/week for 10 weeks
Second Fall Semester	6 hours/week for 16 weeks
Second Spring Semester	40 hours/ week for 8 weeks
Second Summer Semester	32 hours/week for 10 weeks

Liability Insurance

McLennan Community College provides limited student liability insurance during clinical affiliations. Student coverage is effective only during scheduled clinical hours. The student is not covered for employment outside of scheduled clinical time.

Accidental Injury and/or Health Coverage

Neither the clinical facility nor the College assumes responsibility for any injury that occurs during clinical hours. The student must maintain private health insurance and must report any personal injury to the clinical instructor immediately.

Evaluation of Student Performance During Clinical Affiliations

Level I fieldwork experiences are assessed using the AOTA Level I Competency Evaluation for OT and OTA Students, along with other assignments required by the course. This evaluation tool provides an

objective measure of the student's skills demonstrated at the fieldwork site. The evaluation is completed by the fieldwork educator, who may or may not be an occupational therapy practitioner. Qualified fieldwork educators may include, but are not limited to, social workers, nurses, physical therapists, psychologists, recreational therapists, teachers, and physician assistants, as defined by ACOTE.

The evaluation/assessment tool used by the McLennan Community College OTA program for Level II Fieldwork is the AOTA Fieldwork Performance Evaluation, completed by the OT Practitioner serving as the Fieldwork Educator.

1. Defines for students and fieldwork educators the skills that all students are expected to master before graduation.
2. Measures progress in the student's ability to perform.
3. Provides a uniform mechanism for rating students from different schools at clinical affiliation sites.
4. Allow students to assess their own performance and to compare their self-assessment with those of their clinical instructors.
5. At mid-term, provide a summary of the individual student's current strengths and weaknesses, thus helping the student and clinical instructor plan any needed additional experiences.
6. Provides a mechanism to identify strengths and weaknesses in the academic portion of the curriculum.

Clinical Grading for Level II Fieldwork

Clinical-grade compilation is based on skill attainment using the FWPE. McLennan faculty retain the final responsibility for assigning the final clinical grade.

Level II fieldwork courses are graded on a credit/no credit basis. To successfully pass Level II FW experiences, students must:

1. Meet passing criteria on the AOTA Fieldwork Performance Evaluation
 - a. Obtain a minimum final score of 70 points, and
 - b. Obtain a rating of 3 (or above) for all Safety and Ethics items at final
 - i. Failure to obtain a rating of 3 (or above) in this area will result in failure of the affiliation
2. Meet all course objectives as outlined in the course syllabus,
3. Satisfactorily complete all course assignments, and
4. Adhere to all policies and procedures as outlined in the student handbook.

If a student receives an incomplete or no credit for a clinical course and wishes to return to the program, and if they are eligible to do so, the student, along with the other requirements for a reinstatement request (see section in handbook on reinstatement), will be required to pass a skills assessment exam—both written and practical—scoring at least 75% before resuming clinical work. This exam will be administered at a time designated by the program director.

Clinical Forms

The OTA program utilizes several forms throughout the clinical education process. The purpose and use of each form are outlined below.

Student Personal Data Sheet

The purpose of this form is to provide the initial contact between the student and the clinical site. Students are instructed to complete the form and submit it to the clinic 3-4 weeks before the start of the affiliation. The form includes a summary of previous clinical experiences, the student's expectations for this affiliation, and a self-assessment of strengths and weaknesses. A photograph may be attached to the upper right-hand corner.

Clinical Orientation Form

The purpose of this form is to give the clinical instructor a checklist or outline of items to cover on the first day of the student's affiliation. This form is only a guideline, and the student does not need to return it to the FWC at the end of the affiliation.

Student Evaluation of Clinical Educational Experiences

This form is to be completed by the student at the end of his/her affiliation to assess the overall clinical experience. This form should be completed before the final evaluation and discussed with the clinical instructor during the evaluation.

Assessment of OTA Program Form

This form was created to provide fieldwork educators with greater input into the development of the Occupational Therapy Assistant curriculum.

Professional Conduct in the Clinical Setting

The behavior of the OTA student should foster the patient's trust. Only a consistently professional attitude can achieve this. One should aim to treat patients with kindness and courtesy and protect the patient's privacy. The following list is a basic guideline for professional conduct in the clinic.

1. Always introduce yourself; wear a nametag at all times (placed visibly on the upper body)
2. Knock before entering any room
3. Do not congregate in semi-public areas, such as patient reception areas. Patients awaiting therapy services do not understand the presence of idle (apparent) therapists and assistants.

4. Never discuss a patient's history or information in patient charts or reports (unless instructed to do so by the supervising OT or OTA) with a patient or the patient's family or friends. Patient charts and all other records should be kept out of reach of unauthorized persons, including the patients.
5. Do not discuss matters about work in elevators, corridors, or any other public areas.
6. No conversation should take place within a patient's hearing that is not DIRECTLY related to that patient's care and INTENDED for the patient to hear.
7. Smoking, including electronic cigarettes, eating, or drinking, is prohibited except in designated areas.
8. Gratuities of any kind are prohibited.
9. Gum chewing is prohibited.
10. Personal involvement between a student and a patient being treated by that student is prohibited, including social media contact.
11. Personal involvement with fellow staff members should be limited to "off-duty" hours and conducted with discretion. Professionalism in the clinic must be maintained at all times.
12. Loaning of personal items to patients and/or running errands for patients is not recommended.
13. Be prepared to accept constructive feedback gracefully.
14. In the clinic, the clinical instructor should be kept informed of your activities and location at all times.

Social Media Policy

It is strongly recommended that students avoid posting information about patients or clinical activities on social media platforms such as Facebook and Twitter. Sharing such information could violate HIPAA regulations, potentially leading to dismissal from the program and legal consequences, including fines or imprisonment.

Subject to Change Policy

The curriculum, degree plan, policies, regulations, procedures, and fees for this program are subject to change without notice if necessary to ensure compliance with State and Federal laws and rules of the program's accrediting agency.

The College and the program reserve the right to change curricula, rules, fees, and other requirements, of whatever kind, affecting students in any way. The provisions of this document do not constitute a contract, express or implied, between any applicant, student, faculty, or staff member and McLennan Community College or this program.

MCC HEALTH PROFESSIONS DIVISION POLICIES

McLennan Community College Health Professions Division Policies & Procedures Professional Behavior

Subject: Professional Behaviors Effective date: March 22, 2023

Responsibility: Faculty, Program Directors, Clinical Coordinators

Purpose:

To define standards & expectations of professional behavior necessary for success in Health Professions programs, disciplines, and the workforce, as well as provide a mechanism for reporting and addressing deficits in professional behavior.

Policy:

Students enrolled in Health Professions (HP) programs at McLennan Community College are expected to maintain a professional decorum in the classroom, clinical, lab, and simulation setting that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity.

Students in McLennan Health Professions programs have willingly applied for and entered professional degree programs that prepare them for the workforce and licensure or certification. Implicit in professional degree programs is the need to develop professional behaviors and entry-level competencies.

Professional behaviors include, but are not limited to, commitment to learning, interpersonal skills, communication skills, effective time and resource use, constructive feedback, problem-solving, professionalism, responsibility, critical thinking, and stress management.

Each HP program will evaluate students continually throughout the program in the classroom, lab activities, clinical activities, and interactions with fellow students, faculty, and instructors. If a student is found to be lacking in any area of professional behavior, program faculty will use discipline-specific tools and forms to review and assess deficiencies, and to develop a plan of action with constructive feedback, with the intent to improve professionalism and performance in all settings. Professional performance improvement is a collaborative effort between the student and the faculty. Students are expected to actively participate in the improvement process when deficits are identified.

Deficits in professional behaviors include, but are not limited to:

- Lack of integrity and honesty in the classroom, clinical, lab, and simulation setting (e.g., cheating, falsifying documentation, deliberate plagiarism, practicing outside of defined scope).
- Failure to demonstrate professional demeanor or concern for self, peer, faculty, or patient safety (e.g., use of offensive language & gestures, self-harm, deliberate inappropriate use of equipment, being under the influence of alcohol or drugs in the classroom, clinical, lab, or simulation setting)

- Unmet professional responsibility (e.g., poor attendance, tardiness, disruptive, distracting or insensitive behavior in the classroom, lab, clinical, or simulation setting; unpreparedness or refusal to participate in skills demonstrations or tasks in the classroom, clinical, lab, or simulation center, whether in individual or in group settings; failing to show for scheduled meetings without notification (no call/no show)).
- Exhibiting disruptive behavior, incivility (e. g., inappropriate gestures, cursing, verbal or non-verbal intimidation, belittling or demeaning language, making statements attacking peers, faculty, or staff, the use of social media, chat rooms, or other venues to gossip, belittle, provoke fear, or stir emotions of or about peers, faculty, staff, or college leadership, etc.)
- Lack of effort toward self-improvement & adaptability (e.g., resistance or defensive attitude toward constructive feedback, failing to complete assigned improvement plans [outside of coursework], or follow up as instructed with meetings, assignments, check-ins, emails, phone calls, or forms [regardless of course assignments])
- Lack of respect for cultural diversity (e.g., disrespecting others regarding age, culture, race, religion, ethnic origin, gender, sexual orientation)

Any student who persists with the same deficiencies without positive actions to stop or measurably improve, or multiple repeated deficits in professional behavior over 3 different episodes, may be removed from the program based upon lack of progress in professional behavior. Failure to actively participate in any performance improvement plan (academic/classroom, clinical, skills, simulation) will indicate a lack of interest in professional behavior improvement and will result in the escalation of the consequences of this policy to removal from the program. This policy is in effect throughout enrollment in any HP program, across all courses, program-related activities, and clinical work, as professional behavior extends across all aspects of the program.

Procedure:

Complaints regarding a breach of professional behavior may be initiated by Health Professions students, faculty, or staff. External partners who wish to file a complaint should use the “Outside of Due Process” procedure.

HP Programs should follow discipline-specific policy to address deficits in professional behaviors. Written documentation and a plan of action should be in place for a breach of professional behavior. Initial complaints should be submitted immediately to the program director, with written documentation. All subsequent complaints are to be sent to the program director and copied to any other members of the college discipline and leadership teams as instructed.

SPECIAL CIRCUMSTANCES:

As depicted in the Health Professions Professional Behaviors Policy and the General Conduct policy for MCC, certain behaviors are completely unacceptable and will escalate the violation process to third-level consequences, which require failure of the course in which the violation occurred. These violations include but are not limited to bullying/cyberbullying, terroristic threats, physical harm to another student, faculty, or self, and engaging in activities that constitute cheating or deliberate plagiarism on quizzes, assignments, exams, or other assigned activities.

Health Professions Division Criminal Background Check

Introduction

The Joint Commission requires verification of competency of all individuals who have direct contact with patients or employees; this includes students doing clinical rotations in the facility. Competency extends beyond technical skills to an individual's criminal history.

Purpose:

This policy is designed to protect the community of health care consumers from services provided by students who have documented illegal and unethical behaviors. These requirements also allow the Health Professions division to be in compliance with clinical affiliation agreements.

In compliance with HB 1508, students are advised that a criminal background could prevent licensure by the State of Texas. Students are further advised to consult with the program director or faculty member for guidance. Students also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Policy:

Successful completion of a criminal background check is required for admission and continuation in all Health Professions Programs. Students will be given specific directions from the program about how to obtain the background check.

Background checks may be honored for the duration of the student's enrollment in the clinical program if the participating student has not had a break in the enrollment of a Health Professions class. A break in enrollment is defined as nonattendance of one full semester or more. The above information must be verifiable through the college/school, and an attestation will be provided to the clinical agency. Individual programs may require more frequent background checks to meet clinical requirements.

Nursing Programs:

All students admitted, re-admitted, or transferred into the Associate Degree (ADN) or Vocational Nursing (VN) program must have a cleared criminal background check from the Texas Board of Nursing by 5:00 pm on the Friday preceding the first day of class. Students are required to pay for the costs. Before admission, students will be instructed on the procedure to follow for obtaining a criminal background check. The fingerprint process will initiate a criminal background check, with results being sent to the Texas Board of Nursing and will be kept on file at the Texas Board of Nursing for future licensure. The blue clearance background card or the letter stating the person is cleared, which is received from the Texas Board of Nursing, must be submitted to the ADN or VN admissions office by 5:00 pm on the Friday preceding the first day of class. The information received

from the criminal background check will determine eligibility for full acceptance status into the nursing program. All students must have a clearance of a criminal background check from the Texas Board of Nursing before full admission status is granted. Students must be aware that results of the criminal background check history may bar them from full acceptance status into the nursing program (see examples on www.bon.state.tx.us and www.bon.state.tx.us/disciplinaryaction/discp-guide.html). Students must report any and all arrests or convictions while enrolled in the program. If a student exits the program for any one long semester before reentering, the criminal background check process and drug screening must be repeated. Students will not be allowed to reenter if they do not have a cleared criminal background check and negative drug screen within the designated timeframe.

Any student admitted on the contingency of a cleared background check and who is not cleared by the Texas Board of Nursing by 5:00pm on the Friday preceding the first day of class will have guaranteed admission only to the next admission class if the following criteria are met:

1. another application (no fee required) to the nursing program along with a letter of intent is submitted by the admission deadline date to join the next nursing class
2. clearance is obtained by the first day of the next nursing class in which student is applying for
3. all other admission criteria are met, including a negative drug screen within 30 days of the first day of the class.

Disqualifying Histories

The following histories will disqualify an individual from consideration for admission because the student would not be eligible for clinical placement: (this includes, but is not limited to):

- Murder
- Capital murder
- Manslaughter
- Criminally negligent homicide
- Hate crimes
- Unlawful restraint
- Kidnapping
- Aggravated kidnapping
- Continuous sexual abuse of a young child or children
- Indecent exposure
- Indecency with a child
- Improper relationship between educator and student
- Improper photography or visual recording
- Sexual assault

- Aggravated assault
- Aggravated sexual assault
- Intentional, knowing, or reckless injury to child, elderly individual, or disabled individual
- Intentional, knowing, or reckless abandonment or endangerment of child
- Deadly conduct
- Terroristic threat
- Aiding suicide
- Prohibited sexual conduct (incest)
- Agreement to abduct child from custody
- Violation of certain order in family violence case
- Violation of protective order preventing hate crime
- Sale or purchase of child
- Arson
- Robbery
- Aggravated robbery
- Burglary
- Online solicitation of minor
- Money laundering
- Fraud
- Identity theft
- Cruelty to animals
- Compelling prostitution
- Causing sexual performance by a child
- Possession or promotion of child pornography
- Any other offense for which registration as a sex offender is required
- Moral turpitude

The following histories will disqualify an individual from consideration for admission if the conviction occurred within the last five (5) full calendar years*:

- Assault punishable as a Class A misdemeanor or felony.
- Drug-related issues
- Theft
- Misapplication of fiduciary property or property of a financial institution punishable as a Class A misdemeanor or felony
- Securing execution of a document by deception is punishable as a Class A misdemeanor or felony (document tampering)
- False identification as a peace officer
- Disorderly conduct

*Any terms of probation or pretrial diversion programs must be completed prior to admission to a health professions program.

The following histories will disqualify an individual from consideration for admission if the conviction occurred within the last 12 months*:

- Driving while intoxicated (DWI or DUI)
- Theft by check
- Public intoxication
- Minor in possession

*Any terms of probation or pretrial diversion programs must be complete prior to admission to a health professions program.

For students accepted to a clinical program with access to a licensing/registry body review process:

If an individual does not meet one or more of the aforementioned standards, she/he may pursue a declaratory order process with her/his licensing/registry body. If the licensing/registry body approves the individual to take the licensing/credentialing exam, the individual may be able participate in the clinical rotation, depending on the affiliation agreement.

Disclaimers

- **Successful completion of a criminal background check for a Health Professions Program does not ensure eligibility for licensure or future employment.**
- **Individual Health Professions programs may require more frequent or multiple background checks in order to meet clinical requirements.**
- **Clinical agencies can establish more stringent standards, if they so desire, to meet regulatory requirements for their facility.**
- **Clinical agencies can conduct additional background checks at their discretion.**
- **If a student is found to be ineligible for clinical placement any time during the program, the student is unable to meet clinical learning objectives and will be withdrawn pending resolution of the situation.**

Costs for Background Checks

All costs for criminal background checks are the responsibility of the student entering or enrolled in a Health Professions program at McLennan Community College. Students will use the testing agency designated by the College. The student will be responsible for scheduling his or her own time at the agency and will be required to follow all procedures required by that agency for accurate testing.

Screening Requirements

Successful completion of a criminal background check is required for admission and continuation in all Health Professions programs at McLennan Community College. Admission to a Health Professions program is considered conditional until the results of the criminal background check are approved by the program director. Students will be given specific instructions from the program about obtaining the background check.

Drug screens and criminal background checks must also be completed within the thirty (30) days prior to a student's initial entry into the clinical assignment portion of his or her respective health science program. For some programs, clinical assignments begin immediately when classes begin for the semester. For other programs, clinical assignments are scheduled for later in the program. Verification of a negative drug screen and a satisfactory criminal background check must be received prior to the first clinical day in the student's program. The results may be acceptable for all clinical rotations during the student's enrollment in the program unless there is a break during that student's enrollment. A break in enrollment (leaving the program) is defined as nonattendance for a portion of a semester or more. Attendance must be verifiable through the College.

Students who are not disqualified should not assume that their criminal background check shows no criminal activity. The student should report any convictions to the appropriate licensing or registry boards at least three months prior to the examination date.

Each student must report within three business days to the Program Director and the Dean of Health Professions any arrests and/or criminal charges or convictions filed subsequent to the completion of the criminal background check. Failure to report will make the student subject to administrative withdrawal from the program.

Any student who changes programs or stays out of a Health Professions program at McLennan Community College for 12 months will be required to submit a new criminal background check and drug screen upon re-entry to the Health Professions Division.

The Health Professions division will provide an attestation of the background check and drug screen to clinical affiliates prior to each rotation. Clinical facilities may submit a written request for additional information regarding background checks and drug screens for students and faculty participating in clinical rotations.

Disclosure

Students are required to disclose any prior criminal record by accurately answering the following question on the application for admission to the Health Professions program:

Have you ever been convicted of a crime other than a minor traffic violation? (Circle one) YES NO

Please note that **Driving Under the Influence (DUI)** and **Driving Under Suspension (DUS)** are NOT considered minor traffic violations. Failure to disclose may result in withdrawal from the program of study.

Records of Criminal Background Checks

Criminal background checks and drug screens are reviewed securely through the provider's website. Any printed records of criminal background checks will be kept in a secured file in the office of the program director of that student's Health Professions program. It will be accessible only to the program director, the program clinical coordinator, the Dean of Health Professions, any of the College Vice Presidents, the President of the College, the college attorneys, and any college judicial panel which may be created to review a student's case.

Health Professions Division Criminal Background Check

I have read and understand the Health Professions Division Criminal Background Check policy. I understand that I must abide by this policy throughout my enrollment in any Health Professions Program at McLennan Community College.

Student Signature

Date

Student's Printed Name

Student ID Number

Health Professions Division Drug Screen Policy

Purpose: The Joint Commission requires verification of competency of all individuals who have direct contact with patients or employees; this includes students participating in clinical rotations in the facility. Competency extends beyond technical skills to include screening for drug use.

Policy:

Drug screens must be completed within thirty (30) days before a student's initial entry into the clinical assignment portion of their respective Health Professions program. For some programs, clinical assignments begin immediately when classes begin for the semester. For other programs, clinical assignments are scheduled for later in the program. Verification of a negative drug screen must be received before the first clinical day in the student's program. The results will be acceptable for all clinical rotations during the student's enrollment in the program unless there is a break during that student's enrollment. A break in enrollment (leaving the program) is defined as nonattendance for a portion of a semester or more. Attendance must be verifiable through the College.

Individual programs may require more frequent screening to meet clinical affiliation requirements.

The Substance Abuse Panel 12 (SAP 12) tests for:

Amphetamines
Barbiturate
Benzodiazepines
Cannabinoids Cocaine
MDMA [Urine Testing]
Methadone Methaqualone
Opiates Oxycodone
Phencyclidine
Propoxyphene

Costs for Drug Screening

Cost of the drug screen will be the responsibility of any students entering a Health Professions Program at McLennan Community College. Students will use the testing agency designated by the College. The student will be responsible for scheduling his or her own testing time at the agency and will be required to follow all procedures required by that agency for accurate testing. The student will be responsible for ensuring that the results of all testing are sent by the agency directly to the director of the Health Professions program in which they are admitted or enrolled.

Disqualifications from Clinical Affiliation Participation

A student will not be allowed to participate in clinical affiliations if he or she is found to have a positive drug screen on the Substance Abuse Panel 12 (SAP 12). If the student feels that the positive result is in error, he or she will be able to request a Medical Review through the testing agency and pay an additional fee for that service. The testing agency will have its Medical Review Officer assess the

screen and follow through with an appropriate investigation. The student will be responsible for the cost of the medical review. A student will not be allowed to participate in clinical activity (removed from program) in any MCC Health Professions program for a minimum of twelve (12) months following a verified positive drug screen. The student will then be required to undergo an additional drug screen, which must be negative, before a clinical assignment, per the stated policy above.

"For Cause" Screening (Zero Tolerance)

At any time during **classroom, lab, or clinical** portions of a health science program, if the student is suspected of being under the influence of drugs or alcohol, the program faculty or clinical facility personnel may require the student to be tested for drugs and/or alcohol. If the clinical facility has the capability of doing the screen on-site, the facility may use that service. If a student must be dismissed from the clinical facility during a clinical assignment to undergo testing and/or for inappropriate behavior due to possible drug or alcohol influence, the student will be responsible for providing contact information for someone to provide transportation for the student to be taken away from the site and, as necessary, to the college-designated testing agency. Failure by the student to comply with these policies is grounds for dismissal from the Health Professions program in which the student is enrolled. A positive drug or alcohol test is also grounds for dismissal from the program in which the student is enrolled.

CBD Statement

Using CBD products with 0.3 percent or higher levels of THC may cause a positive result for marijuana metabolites on the clinical drug screen. Students who test positive for marijuana metabolites are not eligible for clinical placement and may not progress in the program.

Health Professions Division: Impaired Student Policy & Procedure

Purpose:

The Joint Commission requires verification of competency for all individuals who have direct contact with patients or employees, including students participating in clinical rotations at the facility. Competency extends beyond technical skills to include screening for drug use. Students attending clinical while under the influence of any substance affecting their ability to respond in a reasonable and acceptable manner is considered inappropriate behavior, unsafe practice, and grounds for removal from the clinical environment.

Faculty who suspect any student of attending clinical while under the influence of any substance affecting the student's ability should abide by the following procedure:

1. If the clinical environment is on the McLennan Community College campus:
 - a. Faculty or designated professional is required to stay with the student throughout the following process.

- b. If the student needs a medical evaluation, the student will be referred to the Emergency Department of a local hospital, and a responsible party will be notified of their visit to the emergency room and asked to pick them up following the exam.
 - c. Have another healthcare professional witness student behavior.
 - d. The student should not be allowed to void before urine specimen collection.
 - e. Student may not return to the clinical experience for the remainder of the scheduled clinical day.
 - f. Notify Campus Police at 8911 or (254) 299-8911 of the current situation.
 - g. Notify A&D Testing at (254)399-8378 to provide an on-site screening.
 - i. A&D Testing will perform a Rapid Screen and Alcohol Breath Analyzer
 - ii. If the Rapid Screen is positive, A&D Testing will then confirm the results with a lab 12-panel drug screen.
 - iii. A&D Testing will send the MCC Health Professions Division an invoice for the services performed.
 - h. For positive results
 - i. The student will be advised to contact the Clinical Coordinator and Program Director by the next business day to schedule an appointment for review of the occurrence.
 - ii. The student will call the responsible party to pick them up immediately from the clinical environment. Note: Students will be advised that they may not drive themselves.
 - iii. Clinical hours missed will count as an absence.
 - iv. Students will not be allowed to participate in clinical affiliations for 12 months following a verified positive drug screen. The student must follow the program's readmission procedures. Students are not guaranteed re-entry into the program.
 - i. For negative results
 - i. The student will call the responsible party to pick them up immediately from the clinical environment. Note: Students will be advised that they may not drive themselves.
 - ii. Clinical hours missed will count as an absence.
 - iii. The student will be counseled by the clinical coordinator and program director regarding impaired behavior and subsequent occurrences.
 - j. Notify Clinical Coordinator of occurrence.
2. If the clinical environment is not on the McLennan Community College campus
- a. Faculty or designated professional is required to stay with the student throughout the following process.
 - b. If the student needs a medical evaluation, the student will be referred to the Emergency Department. A responsible party will be notified of their visit to the emergency room and asked to pick them up following the exam.
 - c. Have another healthcare professional witness student behavior.

- d. Student should not be allowed to void before specimen collection.
- e. Notify the facility's security department regarding the student.
- f. Notify A&D Testing at (254)399-8378 (Waco) or (254) 773-2880 (Temple) to provide an on-site screening.
 - i. A&D Testing will perform a Rapid Screen and Alcohol Breath Analyzer
 - ii. If the Rapid Screen is positive, A&D Testing will then confirm the results with a lab 12-panel drug screen.
 - iii. A&D Testing will send an invoice to the MCC Health Professions Division for the services performed.
- g. For positive results
 - i. The student will be advised to contact the Clinical Coordinator and Program Director by the next business day to schedule an appointment for review of the occurrence.
 - ii. The student will call the responsible party to pick them up immediately from the clinical environment. Note: Students will be advised that they may not drive themselves.
 - iii. Clinical hours missed will count as an absence.
 - iv. Students will not be allowed to participate in clinical affiliations for 12 months following a verified positive drug screen. The student must follow the program's readmission procedures. Students are not guaranteed re-entry into the program.
- h. For negative results
 - i. The student will call the responsible party to pick them up immediately from the clinical environment. Note: Students will be advised that they may not drive themselves.
 - ii. Clinical hours missed will count as an absence.
 - iii. The clinical coordinator and program director will counsel the student regarding impaired behavior and subsequent occurrences.
- i. Notify Clinical Coordinator of occurrence.

Complaints Outside Due Process

Purpose:

To address complaints that fall outside of due process, such as those submitted by clinical personnel, patients, or other stakeholders.

Policy

The program director of each Health Professions program will be responsible for handling complaints that fall outside of due process. In the event that the program director is not available or if it is inappropriate for the program director to address the complaint (e.g. the complaint involves the program director), the complaint will be forwarded to the Dean of Health Professions or the Vice President of Instruction & Student Engagement.

1. Complaints should be submitted in writing to the program director.
 - a. The program director should respond to the complainant within 10 business days of receiving the complaint. When appropriate, the program director may consult with other offices and personnel to address the complaint.
 - b. If the program director is unable to resolve the complaint, the person(s) may contact the Dean of Health Professions or Vice President of Instruction.
 - c. Complaints will be handled in an expeditious manner.
 - d. Complaints may be filed without fear of retribution or retaliation.
 - e. Documentation regarding the complaint, any actions taken, and resolution will be maintained securely for five (5) years.

MCLENNAN COMMUNITY COLLEGE MISSION

Our mission is to educate our students, improving their lives and enriching our community.

Core Values

All choices, decisions, and actions of McLennan Community College and the individuals associated with it arise from, and are consistent with, the following core values:

1. **People matter** - We will be honest, humble, respectful, and gracious to our students and to each other. We best serve our students, colleagues, and community when we work as a team.
2. **Inclusiveness matters** - We will seek to appreciate and understand our students and each other, actively seeking different viewpoints. We will work to create a civil, welcoming environment where our diverse community of students and employees learn, teach, and work together.
3. **Integrity matters** - We will work with the highest level of integrity, taking responsibility for all of our actions. We will tell the truth and seek to be fair in our decision-making and actions.
4. **Communication matters** - We will be open, collegial, and courageous in our communications with students and with our colleagues. We will listen before we speak. We will communicate decisions and the reasons for them.
5. **Excellence matters** - We will strive for excellence in all that we do. We will actively plan for the future, seeking new and innovative ways to accomplish our mission.

Equal Educational Opportunity

McLennan provides equal educational opportunity for all qualified students and does not discriminate based on race, color, religion, national origin, gender, disability, age, veteran's status, genetic information, sexual orientation, gender identity, or any other unlawful factors in its educational programs, activities, or employment, as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, and the Age Discrimination Act of 1978.

The following person is designated to handle inquiries regarding nondiscrimination policies:

Missy Kittner, Title IX Coordinator, 1400 College Drive, 254-299-8514 mkittner@mclennan.edu
titleIX@mclennan.edu

Title IX

McLennan Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Missy Kittner, Title IX Coordinator, 1400 College Drive, 254-299-8514 mkittner@mclennan.edu , titleix@mclennan.edu A lack of English language skills will not be a barrier to admission to and participation in career and technical education programs.

Title IX of the Education Amendments of 1972 is a Federal civil rights law that prohibits discrimination on the basis of sex in educational programs and activities that receive Federal funds. Examples of discrimination prohibited under Title IX include discrimination on the basis of sex can including gender discrimination, pregnant and parenting discrimination, sexual harassment, or sexual violence, such as rape, dating violence, domestic violence, stalking, sexual assault, sexual battery, and sexual coercion. In accordance with the requirements of the Title IX Education Amendments of 1972 MCC's designated Title IX Coordinator, Missy Kittner, shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

In accordance with the requirements of the Americans with Disabilities Act (ADA), and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a) and Section 504 of the Federal Rehabilitation Act of 1973, McLennan's designated ADA coordinators shall be responsible for coordinating the College's efforts to comply with and carry out its responsibilities under ADA.

Accommodations Coordinator, Katie Vise

254-299-8122

Titles I and II - Employment and Facilities

, Mark Harmsen, Vice President, Finance & Administration

254-299-8649

Title II - Education & Section 504 of the Federal Rehabilitation Act of 1973

Katie Vise, Accommodations Coordinator 254-299-8122 Accommodations are made available to students with documented needs. These include, but are not limited to, physical, mental, learning, vision, hearing, or temporary disabilities. If you are interested in applying for Accommodations (Disability Services), please contact Katie Vise at disabilities@mclennan.edu or 254-299-8122. Student Support Services

OTA program faculty are committed to student success. McLennan Student Services offers a variety of supportive resources and programs to help students achieve their educational goals. If at any point throughout the program a faculty member identifies a potential barrier to student success, she/he will provide the student with a referral as appropriate. Students are also welcome and encouraged to seek out support independently when necessary. Available services include, but are not limited to:

- academic advising
- counseling
- student accessibility services and assistive technology
- international student services
- support programs (Success Coaches, Support & Empowerment Program, Men of Color Initiative, TRIO)
- testing and assessment services

A summary of services and more information can be found at: <http://www.mclennan.edu/campus-resource-guide/Introduction>

APPENDICES

Appendix A: Student Personal Data Sheet



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PERSONAL DATA SHEET

FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name _____

Permanent Home Address _____

Phone number: _____ Email Address: _____

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

EDUCATION INFORMATION

1. Expected degree: OTA Associate of Applied Science

2. Anticipated graduation month/year: _____

3. Prior degrees obtained: _____

4. Foreign languages read: _____ spoken: _____

5. Attach a copy of the current CPR card. Expiration Date: _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company _____

Group # _____ Subscriber # _____

PREVIOUS WORK/VOLUNTEER EXPERIENCE

PERSONAL PROFILE

1. Strengths: _____

2. Areas of growth: _____

3. Special skills or interests: _____

4. Describe your preferred learning style: _____

5. Describe your preferred style of supervision:
 - () Close supervision early in the affiliation
 - () Feel comfortable with minimal supervision early in affiliation
 - () Close supervision in weaker areas
 - () Allowed independent performance in areas of strength
 - () Given suggestions/feedback once each clinic day
 - () Weekly review of performance/goals

Comments: _____

6. (Optional) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes ☐ No ☐ If yes, are there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience. ____

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
Level I Exp.			
Level II Exp.			

ADDITIONAL COMMENTS: _____

Adapted from: AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC) Amended and Approved by FWIC 11/99 and COE 12/99 fieldwork\miscell\persdatasheet.1299

Appendix B: Clinical Orientation Form



OCCUPATIONAL THERAPY ASSISTANT PROGRAM CLINICAL ORIENTATION FORM

This form is intended to facilitate the student's first day of each affiliation. It is recommended that the following items be addressed for orientation to the facility.

1. Introduction to Clinical Fieldwork Coordinator
2. Introduction to Fieldwork Site Coordinator, if applicable
3. Tour of department and facility
4. Introduction to staff members
5. Description of a "typical" day at the facility, including types of patients
6. Review of department procedures, such as:
 - a. Transporting patients
 - b. Accessing/reviewing the medical record
 - c. Documentation
 - d. Specific safety items such as fire, patient emergency, infection prevention, fall prevention, etc.
7. Review of the facility's objectives for clinical education
8. Review of the student's goals and objectives for this affiliation
9. Instructions regarding expectations for:
 - a. Arrival time
 - b. Departure time
 - c. Lunch and break times
 - d. Students' use of free time
10. Discussion of any assignments/expectations for the affiliation, such as a project or presentation

For Level I Fieldwork, the student is primarily an observer of patient/client care, although they are expected to begin to interact verbally with clients and practitioners. The Level I student is not expected to perform treatments and skills or to document care unless mutually agreed upon by the student and instructor.

For Level II Fieldwork, the student should be an observer only as long as the fieldwork educator deems necessary. The student should be allowed to perform various patient treatments and skills. Discussion and demonstration of interventions with which the student is unfamiliar should be ongoing throughout the affiliation. Students are expected to display initiative in treating patients and in seeking information from available sources, as well as discussing the affiliation with the fieldwork educator.

Appendix C: Student Evaluation of Fieldwork Experience Form



OCCUPATIONAL THERAPY ASSISTANT PROGRAM STUDENT EVALUATION OF FIELDWORK EXPERIENCE (SEFWE)

Fieldwork Site: _____

Address: _____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

Order of Placement: ☐ First ☐ Second ☐ Third ☐ Fourth

Student work schedule:

Hours required: _____ per week, ☐ Weekends required ☐ Evenings required

☐ Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report on:

(date)

Student's Signature

FW Educator's Signature

Student's Name (*Please Print*)

FW Educator's Name and credentials (*Please Print*)

FW Educator's years of experience: _____

ORIENTATION—WEEK 1

Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

Topic	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			
Agency/Department policies and procedures			
Documentation procedures			
Safety and Emergency Procedures			

CLIENT PROFILE

Check age groups worked with:

Age	
0–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
65+ years old	

List most commonly seen occupational performance issues in this setting:

Occupational Performance Issues

Describe the typical population: _____

AOTA SEFWE Task Force, 2016

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills, and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices, and techniques. These are provided to the client, with no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				

Education: provides knowledge & enhances understanding about occupation, health, and well-being to the client to develop helpful behaviors, habits, and routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: _____

III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others—specify		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): _____

DOCUMENTATION AND CASE LOAD

Documentation Format: ☐ Narrative ☐ SOAP ☐ Checklist ☐ Other _____

☐ Hand-written documentation ☐ Electronic

If electronic, name format & program: _____

Time frame & frequency of documentation: _____

Ending student caseload expectation: _____ #of clients per week or day

Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

What was the primary model of supervision used? (check one)

- ☐ One fieldwork educator: one student
- ☐ One fieldwork educator: group of students
- ☐ two fieldwork educators: one student
- ☐ one fieldwork educator: two students, distant supervision (primarily off-site)
- ☐ three or more fieldwork educators: one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency): _____

General comments on supervision: _____

AOTA SEFWE Task Force, 2016

SUMMARY of FIELDWORK EXPERIENCE

	1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree				
	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement? _____

What advice do you have for future students who wish to prepare for this placement? Study the following evaluations: _____

Study the following intervention methods: _____

Read up on the following in advance: _____

Overall, what changes would you recommend in this Level II fieldwork experience? _____

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center. _____

Would you recommend this fieldwork site to other students? Yes or No _____

Why or why not? _____

AOTA SEFWE Task Force, 2016

INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator's efforts in each area.

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge students					
Identified resources to promote student development					
Presented clear explanations					
Facilitated students' clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate students' growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments: _____

Appendix D: Clinical Instructor Assessment of Program



OCCUPATIONAL THERAPY ASSISTANT PROGRAM FIELDWORK EDUCATOR ASSESSMENT OF PROGRAM

In an effort to keep the Occupational Therapy Assistant Program curriculum relevant and current, the OTA Program faculty requests that you take a few minutes and provide us with feedback. We appreciate your assistance and encourage you to make comments that would benefit the program, its students, and future employers.

Please rate the following items regarding academic preparation based on your experience with McLennan OTA Program students during the past year.

	High				Low	N/A
	5	4	3	2	1	
Knowledge of anatomy and kinesiology						
Knowledge of pathophysiology						
Knowledge of lifespan human development						
Knowledge of the OT Domain and Process						
Standardized testing/data collection						
Activity analysis						
Preparatory methods						
Purposeful activities						
Occupation-based activities						
Assistive/adaptive equipment						
Critical thinking/problem solving						
Documentation						
Care coordination/case management						
Verbal communication						
Professional behavior						
Ethics and legal practice						
Safety and infection prevention						

Suggestions/comments (including content that should be taught that is not or that needs updated):

Name and Facility of Person Completing: _____

Thank You!

Appendix E: Student Acknowledgement Forms



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

READ THE FOLLOWING STATEMENTS BEFORE SIGNING:

As a student in the OTA program, I am aware that I:

- May be photographed or filmed as a part of class, lab, or clinical activities.
- Will be expected to participate as a “patient” during class or lab activities and/or lab exams. Precautions and contraindications for the procedure will be discussed before such participation. Any student has the right to decline participating as a patient with prior notification to the instructor; however, this may result in an absence.
- Will be responsible for uniform, travel, meals, and other expenses related to clinical courses.
- Will be working with patients during clinical courses and may be exposed to illness, blood, and other bodily fluids.
- Will be responsible for all financial expenses incurred for medical care received during the program, including those resulting from an accident/injury sustained while participating in class, lab, and/or clinicals.
- Will be required to undergo drug screens, criminal background checks, obtain BLS certification, and required immunizations at my own expense, to participate in clinical affiliations.
- Will be required to secure and maintain health insurance and to provide proof of such coverage.
- I am expected to communicate with faculty via the College email system.

I understand that my successful completion of this program depends on regular and punctual attendance to class and clinicals, maintaining a professional and productive attitude, maintaining infection prevention techniques within the clinical setting, complying with all clinical site policies, OTA/Health Professions policies, HIPAA, OSHA and The Joint Commission standards; maintaining a 75 or higher in each course; passing each lab practical; and completing all skills competencies with a satisfactory or better.

I have received (posted online) the Occupational Therapy Assistant Program Student Handbook, and it has been discussed with me. I agree that I have read and understand the information found in this handbook. I agree to abide by all rules, policies, and procedures contained herein and understand that failure to do so may result in program withdrawal. I am also aware that this handbook is intended as a guide, and policies and procedures described herein may be changed without notice.

This form must be signed and returned to the OTA Program Director on or before the first day of class.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number

Appendix F: Criminal Background Check and Drug Screen Policies



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

I have read and understand both the Health Professions Division Criminal Background Check policy and the Drug Screen policy. I understand that I must abide by these policies throughout my enrollment in any Health Professions Program at McLennan Community College.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number

Appendix G: Grading Policy Acknowledgment Form



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

I have read and understand the McLennan Community College Occupational Therapy Program Grading Policy detailing minimum passing grade requirements for each course in the OTA program, as well as minimum passing grades for skills practical examinations, in order to continue to progress in the program. I understand and agree to abide by this policy throughout my enrollment while in the OTA program McLennan Community College.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number

Appendix H: Heath Policy Acknowledgment Form



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

I have read and understand the McLennan Community College Occupational Therapy Program Health Policy detailing the required immunizations required for clinical placement, BLS certification, and required health insurance coverage in order to attend clinical education experiences. I understand that it is my responsibility to obtain the above-mentioned items. I understand and agree to abide by this policy throughout my enrollment while in the OTA program at McLennan Community College.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number

Appendix I: Clinical Placement Acknowledgment Form



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

I have read and understand the McLennan Community College Occupational Therapy Program Clinical Education Process in the student handbook, detailing how clinical site placement occurs, requirements of a travel (1 hour outside of Waco) rotation, full-time hours required during clinical education, immunizations, BLS, and health insurance required, as well as the professional conduct required. I understand and agree to abide by this policy throughout my enrollment while in the OTA program at McLennan Community College.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number

Appendix J: Professional Behaviors Acknowledgment Form



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

I have read and understand the McLennan Community College Occupational Therapy Program Handbook dealing with the Professional Behavior requirements of students enrolled in the program, and that failure to meet these requirements may result in dismissal from the OTA program. I understand and agree to abide by this policy throughout my enrollment while in the OTA program at McLennan Community College.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number

Appendix K: Student Informed Consent



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

During the education process for students in the OTA program, the students will be required to practice occupational therapy techniques on classmates and/or faculty members. It is the nature of the profession that skills be acquired by practicing on healthy individuals before an attempt is made to become skilled with patient populations. Therefore, the following must occur:

1. Each student must wear lab clothing that allows practice on and observation of the parts of the body on which techniques will be applied.
2. Each student must play the roles of patient, assistant, and grader so that every student has the opportunity to gain the skills necessary to perform safe and effective occupational therapy techniques.
3. Each student must touch, observe, and interact with classmates and/or faculty members while playing the above roles.
4. Each student must conduct himself/herself in a respectful and considerate manner while touching, observing, and interacting with classmates and/or faculty members.

I understand that I will be asked to participate in laboratory and classroom activities as described above and understand that participation is required for student learning. Therefore, I willingly agree to participate fully. In addition, I hereby assume all risks in connection with and fully release McLennan Community College, its agencies and/or employees from any injury, damage, embarrassment, or emotional discomfort that may result from participating in the Occupational Therapy Assistant Program.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number

Appendix L: Lab Guidelines and Safety Policy Agreement



MCLENNAN COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The OTA lab allows students supervised practice time under the direction and supervision of a licensed occupational therapist or occupational therapy assistant. Lab may include regularly scheduled class time, supplemental lab hours, and/or open lab time. The licensed professionals are here to facilitate your learning process, but ultimately, the responsibility for learning the skills is yours. Use of the OTA lab at McLennan Community College is a privilege that comes with certain expectations.

Listed in the student handbook are the guidelines and exceptions for using the OTA lab. I agree to follow these guidelines and policies. I understand that failure to adhere to them may result in my inability to participate in and/or attend lab. Students asked to leave the lab will receive an absence for that class.

After you have read these guidelines and policies, sign below to indicate your understanding and agreement to comply.

Student Signature

Date

Student's Printed Name

Student's MCC ID Number