Arkansas State University  
College of Nursing and Health Professions  
Department of Occupational Therapy

PO Box 910  
State University (Jonesboro), AR 72467  
Phone: 870-972-3591  
Fax: 870-972-3652  

http://www.astate.edu/college/conhp/departments/occupational-therapy
# OTA Student Handbook

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>ACOTE Accreditation</td>
<td>7</td>
</tr>
<tr>
<td>Mission Statements</td>
<td>8</td>
</tr>
<tr>
<td>- Arkansas State University</td>
<td>8</td>
</tr>
<tr>
<td>- College of Nursing and Health Professions</td>
<td>8</td>
</tr>
<tr>
<td>- Department of Occupational Therapy</td>
<td>8</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>8</td>
</tr>
<tr>
<td>Philosophical Statement</td>
<td>8</td>
</tr>
<tr>
<td>Educational Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Goals of the OTA Program</td>
<td>9</td>
</tr>
<tr>
<td>Financial Information</td>
<td>10</td>
</tr>
<tr>
<td>- Tuition</td>
<td>10</td>
</tr>
<tr>
<td>- Differential Tuition</td>
<td>10</td>
</tr>
<tr>
<td>- Other Educational Expenses</td>
<td>10</td>
</tr>
<tr>
<td>Advising</td>
<td>12</td>
</tr>
<tr>
<td>- Access to Department Chair/Communication Chain</td>
<td>12</td>
</tr>
<tr>
<td>- Faculty Office Hours</td>
<td>12</td>
</tr>
<tr>
<td>- Schedule Changes</td>
<td>12</td>
</tr>
<tr>
<td>Professional Behavior Expectations</td>
<td>13</td>
</tr>
<tr>
<td>- OT Specific: A-State Professional Behavior Expectations</td>
<td>13</td>
</tr>
<tr>
<td>- Academic Integrity</td>
<td>14</td>
</tr>
<tr>
<td>- Monitoring Professional Behavior</td>
<td>15</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>16</td>
</tr>
<tr>
<td>- Progression</td>
<td>16</td>
</tr>
<tr>
<td>- Unsatisfactory Performance</td>
<td>16</td>
</tr>
<tr>
<td>- Probation</td>
<td>16</td>
</tr>
<tr>
<td>- Withdrawal</td>
<td>16</td>
</tr>
<tr>
<td>- Dismissal</td>
<td>17</td>
</tr>
<tr>
<td>- Readmission</td>
<td>17</td>
</tr>
<tr>
<td>- Remediation</td>
<td>18</td>
</tr>
<tr>
<td>- Grading Policies</td>
<td>19</td>
</tr>
<tr>
<td>- Incompletes</td>
<td>19</td>
</tr>
<tr>
<td>- Grade Reporting</td>
<td>19</td>
</tr>
<tr>
<td>- Examinations</td>
<td>19</td>
</tr>
<tr>
<td>- Missing an Examination</td>
<td>20</td>
</tr>
<tr>
<td>- Appeal of Grades, Other Decisions or Requests for Exceptions</td>
<td>20</td>
</tr>
<tr>
<td>- Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Basic Disaster Life Support</td>
<td>21</td>
</tr>
<tr>
<td>Graduation</td>
<td>21</td>
</tr>
<tr>
<td>National Board for Certification in Occupational Therapy (NBCOT)</td>
<td>21</td>
</tr>
<tr>
<td>Alumni Activities</td>
<td>21</td>
</tr>
<tr>
<td>Student Services</td>
<td>22</td>
</tr>
<tr>
<td>Expected Student Behavior</td>
<td>23</td>
</tr>
<tr>
<td>- Class Attendance</td>
<td>23</td>
</tr>
<tr>
<td>- Cell Phones and Electronic Devices</td>
<td>23</td>
</tr>
<tr>
<td>Social Media</td>
<td>23</td>
</tr>
<tr>
<td>-------------</td>
<td>----</td>
</tr>
<tr>
<td>Actions Associated with Breech of</td>
<td>24</td>
</tr>
<tr>
<td>Appropriate Classroom Behaviors (Due Process)</td>
<td></td>
</tr>
<tr>
<td>Informal or Minor Complaints</td>
<td>25</td>
</tr>
<tr>
<td>Technical abilities and skills</td>
<td>26</td>
</tr>
<tr>
<td>Specific Student Requirements</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>28</td>
</tr>
<tr>
<td>Appropriate Dress and Personal Appearance Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Other Personal Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>29</td>
</tr>
<tr>
<td>Teratogenic Substances</td>
<td>29</td>
</tr>
<tr>
<td>Practice of Procedures</td>
<td>29</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>30</td>
</tr>
<tr>
<td>Child Maltreatment Reporter Training</td>
<td>30</td>
</tr>
<tr>
<td>Physical Examination and Immunizations</td>
<td>30</td>
</tr>
<tr>
<td>Health and Liability Insurance</td>
<td>30</td>
</tr>
<tr>
<td>TB Mask Fitting</td>
<td>31</td>
</tr>
<tr>
<td>Communicable and Infectious Disease Policies</td>
<td>31</td>
</tr>
<tr>
<td>Substance Abuse Policies</td>
<td>31</td>
</tr>
<tr>
<td>Fieldwork Background Checks / Drug Screens</td>
<td>31</td>
</tr>
<tr>
<td>Student Acknowledgment and Waiver Forms</td>
<td>31</td>
</tr>
<tr>
<td>Student Field Trip Participation</td>
<td>32</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>32</td>
</tr>
<tr>
<td>Facility Protocols</td>
<td>32</td>
</tr>
<tr>
<td>Exterior Doors</td>
<td>54</td>
</tr>
<tr>
<td>Vending Area</td>
<td>33</td>
</tr>
<tr>
<td>Smoking Policy</td>
<td>33</td>
</tr>
<tr>
<td>Classrooms</td>
<td>33</td>
</tr>
<tr>
<td>Main Office</td>
<td>33</td>
</tr>
<tr>
<td>OT Conference Room</td>
<td>33</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>33</td>
</tr>
<tr>
<td>OT Laboratory Suite</td>
<td>34</td>
</tr>
<tr>
<td>Locker Rooms/Student Lounge</td>
<td>55</td>
</tr>
<tr>
<td>Laboratories</td>
<td>56</td>
</tr>
<tr>
<td>Disaster Evacuation</td>
<td>35</td>
</tr>
<tr>
<td>Inclement Weather Policy</td>
<td>35</td>
</tr>
<tr>
<td>Arkansas State University Emergency Procedures</td>
<td>35</td>
</tr>
<tr>
<td>Fieldwork Education Policies and Procedures</td>
<td>36</td>
</tr>
<tr>
<td>Cancellation and Changes to Fieldwork Sites</td>
<td>36</td>
</tr>
<tr>
<td>Costs of Fieldwork Education</td>
<td>37</td>
</tr>
<tr>
<td>Supervision of Fieldwork Education</td>
<td>37</td>
</tr>
<tr>
<td>Pre-Fieldwork Requirements</td>
<td>37</td>
</tr>
<tr>
<td>Satisfactory Progress in Fieldwork Education</td>
<td>37</td>
</tr>
<tr>
<td>Additional Information</td>
<td>38</td>
</tr>
<tr>
<td>Appendix</td>
<td>39</td>
</tr>
</tbody>
</table>
Health Information and Medical History Form  
Infection Control
Dear OTA Students:

The faculty and staff of the Arkansas State University Department of Occupational Therapy are privileged to be a part of your professional academic studies leading to a career as an occupational therapy assistant. Occupational therapy assistant education is an experience characterized by hard work and long hours. The acquisition of meaningful skills and important goals almost always require hard work and long hours. Even so, we expect that you will find your time here exciting, meaningful and intellectually rewarding. Your classmates will be lifelong friends as well as colleagues in your chosen profession, and in one year, you will join the ranks of practicing occupational therapy assistants.

The members of this faculty have a passion for teaching. We intend to assist you in the development of your academic and clinical skills. We also believe in the interpersonal and professional benefits of a cohort experience. The faculty is here to support your enjoyment of the experience and help acculturate you into the profession. It is both a personal and professional privilege to be by your side as you learn to be an occupational therapy assistant. We value all aspects of the faculty-student relationship and will do our part to honor it by providing you educational experiences that are up-to-date, state of the art and evidence-based in a professional, respectful and student-centered environment.

To reach the shared goal of your success in the OTA program, there are a variety of policies and procedures we all must adhere to and respect. These are outlined in this handbook. There is much more to know and learn about the department than what is provided here, but this book serves the foundation for your effective participation in this department and program. It is your basic resource for descriptions of our expectations and plans for you.

Again, congratulations on your admission to the OTA program. Welcome to the Arkansas State University OTA Program! We all look forward to being a part of your professional education and training.

Sincerely,

The OTA Faculty of A-State

*OTA Student Handbook*
Introduction

The purpose of the Arkansas State University OTA Student Handbook is to introduce students to the philosophy and objectives of the Department of Occupational Therapy at A-State. This document contains policies and procedures for academic and fieldwork experiences designed to enhance student learning. These policies and procedures are congruent with and in some cases in addition to those contained in other University publications such as the Arkansas State University Student Handbook and the University Undergraduate bulletin. Policies and procedures are subject to change at any time during your course of study. Students will be notified of any changes to policies and procedures. Students are accountable for acting according to these policies as well as the published University polices. Deviation from these and other published policies may be considered grounds for dismissal from the program.

Accreditation

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

You may contact ACOTE at:

Accreditation Council for Occupational Therapy Education (ACOTE®)
American Occupational Therapy Association, Inc.
4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449
(301) 652-2682   (301) 652-1417 (fax)   E-mail: accred@aota.org

OTA Student Handbook
Arkansas State University

Arkansas State University *educates* leaders, *enhances* intellectual growth, and *enriches* lives. (A-State = $e^3$

*College of Nursing and Health Professions*

The mission of the College of Nursing and Health Professions is to provide quality education to students, graduate, and health care providers in a variety of health disciplines. Recognizing its unique position in the lower Mississippi Delta region, the College provides educational programs that are designed to promote lifelong learning based on the expressed needs of its varied constituencies. The College assesses the attainment of this mission in terms of the contributions its graduates make to health care in the Delta region and beyond.

*Curriculum Design*

**Mission**

The mission of the occupational therapy assistant program is to provide quality education to students in the profession of occupational therapy assistant. The program will assess the attainment of this mission in terms of the contributions its graduates make to health care in the Delta region and beyond.

**Philosophy**

The occupational therapy assistant program holds the belief that all people have the right to live life to its fullest, and to engage in all occupations that meet their wants and needs. Humans are active beings whose development over time is influenced by the use of meaningful and goal-directed activities. Through the use of meaningful and goal directed activities along with humans’ innate capacity for intrinsic motivation and ability to adapt, humans are able to influence their physical, mental, and spiritual health and well-being as well as their social and physical environments.

Just as occupations are influenced by temporal and cultural contexts, so too is the profession of occupational therapy. While the profession continues to uphold its central belief in the therapeutic value of everyday occupations, the profession also embraces the need to constantly develop new knowledge and approaches that support the use of occupation to elicit maximum functional independence. This evolution of ideas, knowledge, and approaches allows the profession to remain relevant, science-driven, evidence-based, and client-centered in the constantly changing landscape of today’s society. Therefore, occupational therapy educational activities and learning experiences must be purposeful and relevant for the student. They must involve active learning and critical inquiry in a collaborative environment that promotes teamwork and respect for the individual.
Educational Goals:

Students who have successfully completed the OTA Program at Arkansas State University will be able to:

- Demonstrate **professional practice** through the use of **scientific and creative technologies** that increase accessibility for clients.
- Articulate how **occupational performance** influences health, wellness and quality of life across the lifespan and describe the **professional practices** used to support these outcomes.
- Articulate and demonstrate the scope of the occupational therapy assistant’s **professional practice** in clinical and societal environments.
- Demonstrate **professional practice** through person-first language that communicates respect of person, ability level and environment.
- Demonstrate **professional preparation** through entry-level clinical competency for the use of **scientific and creative technology** throughout the therapeutic process to support client’s **occupational performance**.
- Demonstrate **professional preparation** through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied **clinical and societal environments**.
- Demonstrate **core practice knowledge** through the safe and effective use of **scientific and creative technology**.
- Use **core practice knowledge** and clinical reasoning to consider client factors, performance skills and performance patterns during the therapeutic process to support the participation and **occupational performance** of the individual.
- Demonstrate core knowledge about **sociocultural contexts** and how they influence the occupational therapy process.
- Utilize **foundational knowledge and core practice knowledge** through the use of **scientific and creative technology** to promote the health, wellness and the **occupational performance** of the client.
- Articulate how **foundational knowledge** supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant.

**Curriculum Design Overview**

The Arkansas State (A-State) Occupational Therapy Associate (OTA) curriculum is organized by three domains and four threads with twelve educational goals that comprehensively measure students’ learning according to Bloom’s revised taxonomy (Anderson et al., 2001). The educational goals reflect the process of expansion of prerequisite foundational knowledge and skills to skilled knowledge that specifically supports the entry-level (core) occupational therapy
assistant in professional practice. Graduates from the A-State OTA program are required to demonstrate, articulate and utilize core professional knowledge to develop, create and implement client-centered therapeutic activities that facilitate occupational performance. Students will demonstrate safe and effective use of scientific and creative technology across a variety of clinical and social contexts to support accessibility and participation throughout the human lifespan. Experiential learning is emphasized throughout coursework as students learn by doing, discussing, and through the dynamic process of clinical reasoning and constructive feedback (Dewey, 1916, 1938; Hutchings, Huber, and Ciccone, 2011; Mattingly and Fleming, 1994; Rabow and Hill, 1994; Schon, 1984). Through this process, the student is ultimately able to utilize metacognitive skills to identify their own strengths and weaknesses on their journey to becoming OT practitioners, and to develop skills for lifelong learning. This multi-faceted approach to learning is organized through three domains: Occupational Performance, Scientific and Creative Technology, and Practical Experience in Clinical and Societal Contexts (operationalized as follows); and four threads as follows: Foundational Knowledge and Skills, Core Practice Knowledge, Professional Preparation, and Professional Practice.

**Three Curriculum Design Domains**

- **Occupational Performance**: Occupational performance (OP) is synonymous to the term function and operationalized as the point when the person, the environment, and the person's occupation intersect to support the tasks, activities, and roles that define that person as an individual (Baum & Law, 1997). OP is a unique outcome to OT and reflects the summation of the OT process.

- **Scientific and Creative Technology**: The use of low-tech and high-tech materials, media, and devices in order to acquire knowledge. For example, utilizing a periodical database to find research articles on a specific intervention technique (e.g., constraint-induced movement therapy). Scientific and creative technology is both a method of providing multisensory learning experiences as well as a key support for occupational therapist throughout the creation and implementation of evidenced-based practice in the ever-increasing technology driven society of the 21st century. For example, reviewing evidenced-based databases to identify evidenced information about biomedical strategies to teach individuals with multiple sclerosis an energy conservation intervention and including a Fitbit or other biomedical device to support the client in tracking her/his daily exertion, merges both scientific and creative technology to support individuals in their daily life.

- **Practical Experience in Clinical and Societal Environments**: The use of experiential learning opportunities within clinical and community settings that enhance classroom learning by providing a context for core practice knowledge and professional preparation to be applied. These experiential learning opportunities may provide insight on specific practice settings, the specific client factors of a group or population, or cultural or societal influences and issues specific to groups of people within our region. For example, based information collected by the Pew Research Center that references 2011 US Census Bureau

*OTA Student Handbook*
data, 6% of the population residing in Arkansas is of Hispanic origin, with a median age of 23. Of those who are Hispanic, 38% live in poverty (http://www.pewhispanic.org/states/state/ar/). Students will have the opportunity to explore the effect personal contextual factors such as these have on occupational performance, health literacy, and access to services.

Four Curriculum Design Threads

- **Foundational Knowledge and Skills:** Includes concepts, facts, principles, processes or procedures that provide a body of knowledge upon which to build professional and clinical skills. Foundational knowledge might be an understanding of human development or the symptoms associated with a particular condition. For example, in Human Anatomy and Physiology I (BIO 2203, 2201), students gain knowledge about body systems and structures that supports the ability to understand applied kinesiology concepts presented in Technology and Skills I (OTA 2033) related to manual muscle testing and range of motion exercises. Foundational skills include knowledge of how to perform a specific set of activities or behaviors. For example, proficiency with written communication skills attained in Composition I and II (ENG 1003, 1013) support learning effective and professional written documentation methods in Fundamentals of OT Practice (OTA 2013). Students will draw from their Foundational Knowledge and Skills as they develop understanding of concepts covered in Core Practice Knowledge.

- **Core Practice Knowledge:** Includes concepts, facts, principles, processes or procedures specific to the practice of occupational therapy that form the foundation of clinical skill development, and support the student’s development of clinical reasoning skills within the Occupational Therapy Practice Framework: Domain and Process, 3rd ed., ([Framework III], AOTA, 2014).

- **Professional Preparation:** Includes utilization and application of clinical and professional skill concepts, principles, processes or procedures in order to develop the student’s ability to interpret the meaning and relevance of practice knowledge. Learning experiences at this level incorporate simulated clinical environments and experiences within the context of a clinical or professional setting that facilitate the transition from learner to practitioner.

- **Professional Practice:** Professional practice further deepens the student’s understanding of the role and scope of the occupational therapy assistant and the field of occupational therapy at a metacognitive level, by increasing awareness of emerging areas of practice in occupational therapy, the need for client advocacy, as well as advocacy for the value of the discipline of occupational therapy in improving health and wellness for specific populations. Understanding occupational performance within the greater context of our sociocultural environment is a primary focus. Experiences in professional practice also facilitate the discovery of individual strengths, weaknesses, and aspects of professional identity formation as the student becomes an entry level clinician.
Curriculum Design: The Narrative for the Domains and Threads and Coursework

Please see the table # 2 below for the visual to this narrative description.

Domain 1: Scientific and Creative Technology
The first domain in the curriculum begins with students acquiring the necessary and foundational scientific and technological knowledge and skills needed for future practice-related courses. Prerequisite courses, such as Human Anatomy and Physiology I with Lab (BIO 2203, BIO 2201), Intro to Computer Sciences (CS 1013), and College Algebra (MATH 1023) support the development of technical assessment and intervention skills, such as applying range of motion techniques, interpreting data from an assessment, or documenting services using an electronic medical record system. This domain feeds through the introductory didactic and laboratory coursework in which occupational therapy theoretical and conceptual references are directly influential in the teaching of students. The methods of delivery for this domain of the program include a multitude of independent and group-based research projects, class discussions, guest lectures, fieldtrips, presentations, reflection logs, quizzes, games, and hands-on experiences, that employ multiple forms of technology and media and emphasize the versatility utilizing technological skills as well as creativity in environmental modifications, adaptation of activities, grading skill level through adaptation of the environment task, or occupation and how this enhances occupational performance. Students learn to utilize a variety of forms of scientific and creative technology to support the clinical use technology and skills in practical experiences to support clients in achieving optimal occupational performance. The OTA courses that address this theme are Fundamentals of Treatment (OTA 2103), Technology Skills Training (OTA 2033), and Technology Skills Training II (OTA 2093). Lab based clinical courses such as Technology Skills Training I (OTA 2033) and Technology Skills Training II (OTA 2093) emphasize the use of both low and high tech components to performing environmental modification, improving access to daily routines and activities, and creative ways to use technology in motivating and engaging the client, as well as more recent advances in technology aimed at improving client’s occupational performance skills and patterns. For example, in Technology Skills II (OTA 2093), students are introduced to a driving simulator to improve driving skills for clients with a variety of client factors.
Fieldwork Level IA (OTA 2071) and Fieldwork Level IB (OTA 2081) also incorporate technological skills by requiring the student to apply and utilize their understanding of scientific technology to become efficient and accurate in the clinical setting, such as completing effective chart reviews and various types of goal writing and documentation strategies utilizing digital documentation systems. Level II Fieldwork Experiences (OTA 2115* and 2125*) carry skills-based instruction into the clinical setting, as students work to gain specific skills based knowledge in each of their assigned clinical sites.

Domain 2: Occupational Performance
This second curricular domain creates a foundation for understanding the role that occupation plays in the health and well-being of every individual. The course Emergence of OT Science (OTA 2023) lays the foundation for the concepts that occupational performance is built upon. Concurrently, students have the opportunity to apply theoretical knowledge from the history, theory, and frames of reference they have discussed in Emergence of OT Science (OTA 2023) to
studying and implementing the Framework III (AOTA, 2014), and analyzing occupational performance through activity analysis, adaptation, and environmental modification in the Fundamentals of OT Practice course (OTA 2013). Additionally, students develop an understanding of a variety of conditions that can result in disability and limitations in occupational performance in the course Disease to Practice (OTA 2043), which provides foundational knowledge that later supports core practice. In OTA in Behavioral Health (OTA 2103), Adult Practice for the OTA (OTA 2053**), and Pediatrics for the OTA (OTA 2063), students are able to apply concepts of occupational performance to a variety of client populations. The methods of delivery for this curricular domain are similar to that of the first curricular domain and are addressed through independent and group-based research projects, fieldtrips and laboratory experiences; in research papers, class discussions, and guest lectures; and learning by clinical reasoning and feedback through presentations, reflection logs, quizzes, games, and lab practical experiences.

This domain begins to overlap the third domain Practical experiences in Clinical and Societal Contexts through the fall and spring semesters in order to provide essential experiences that further solidify concepts around occupational performance. For example, in Behavioral Health for the OTA (OTA 2103), students are assigned to ride public transportation and go through the application process to obtain food stamps, in order to gain an understanding of elements such as stigma, literacy, environmental barriers, and their impact on occupational performance. Students receive exposure to the practice of addressing occupational performance during Level IA and Level IB Fieldwork courses (OTA 2071 and 2081) with specific emphasis in Level IB Fieldwork on applying ethical principles to concepts of occupational performance. A variety of delivery methods will be used to give students these essential experiences, such as practice of these skills in simulated laboratory environment, expert clinician-led training and practical experience in an actual clinical environment, and mentoring of students by faculty and clinicians in their area of expertise.

As students progress through the spring semester, the delivery of content increasingly focuses on case-based application of occupational performance concepts, applying information regarding the influence of client factors and context, and the ability to clearly affect occupational performance outcomes through various treatment approaches. In the application phase, students practice obtaining an occupational profile, administering commonly used formal and informal assessments, implementing commonly used therapeutic intervention techniques, and documenting the therapeutic process for various client populations. By the end of the spring semester coursework, students have received multiple group and individual experiences and are ready to receive professional feedback about their clinical reasoning skills in the Level IIA and Level IIB fieldwork courses (OTA 2115* and 2125*).

**Domain 3: Practical Experience in Clinical and Societal Settings**
The third and last curricular domain is the culmination of coursework in occupational performance and scientific and creative technology, in which the dimension of knowledge deepens, with the ability to apply core practice and foundational knowledge in a meaningful and relevant context. This domain involves a mixture of clinical fieldwork level I and II experiences. These fieldwork experiences are assigned to meet the current and emerging community needs, as well as classroom-based instruction for further development. Level I fieldwork experiences are
integrated into the curriculum and occur simultaneously with the population being addressed. In the first semester, for instance, students take OTA in Behavioral Health (OTA 2103), which is a combined lecture and lab course that utilizes discussion, practical group therapy exercises and activities, and presentations, to prepare students for clinical practice in psychosocial settings. At the same time students have their Level IA fieldwork experience where they are able observe clients who are experiencing mental health challenges within the context of a mental health practice setting. This dovetailed approach provides experiential learning to the Behavioral Health coursework. Likewise, in the second semester students take Adult Practice for the OTA (OTA 2053** and Pediatrics for the OTA (OTA 2063) courses which prepare them for clinical practice in the adult physical disability and pediatric practice settings. Concurrently students have their Level IB fieldwork experience (OTA 2081) which consists of students going to either a pediatric or adult setting for one week. During each level I fieldwork experience students will have the opportunity to practice inter-professional communication skills, apply ethical principles to real therapeutic situations, and observe the patient-practitioner interaction. Upon returning from the Level I fieldwork experiences, students will be engaged in activities that lend to processing the events of the week and relating them to concepts such as improving the occupational performance of the clients they observed, examining the therapeutic relationship between provider and client, and receiving feedback on clinical documentation, as well as professional behaviors.

Both level II fieldwork experiences are placed at the end of the curriculum as an experiential culmination to the prior knowledge, technological skills and practice skills students gained from prior courses. These experiences consist of more hands-on, competency-based learning experiences. Students grow in both their mastery of knowledge and skills they will use in practice as entry-level clinicians, and in professional behaviors that are required to be effective in the entry level clinician role. In addition to working with and getting feedback from other occupational therapy practitioners, students will also have an opportunity to process experiences they have during fieldwork with peers and program faculty via the online Blackboard discussion portion of the course. This expands on the student’s ability to utilize technology to express clinical reasoning in a written format, explore application of OT process to specific groups or populations, receive peer feedback on therapeutic skills and behaviors, and engage in relevant discussions as they prepare to take the certification exam.

Curriculum Threads

The occupational therapy assistant program has organized its curriculum around four threads which run throughout the curriculum and utilize the concepts from Bloom’s revised taxonomy (Anderson et al., 2001) to gradually increase in depth and complexity of skill, as well as level of application in clinical settings. These threads are: Foundational Knowledge and Skills, Core Practice Knowledge, Professional Preparation, and Professional Practice. Students progress from obtaining knowledge about the body and mind, human pathology, occupational therapy history, theory, and OT domain and process, to effectively utilizing this knowledge in lab based and clinical settings, and finally, to being able to incorporate understanding of professional and clinical skills into a real clinic setting.

OTA Student Handbook
Thread 1: Foundational Knowledge and Skills
Students will cover concepts related to understanding the human being, both in terms of body systems, structures and functions, but also in terms of pathology, social and cognitive factors, and performance of occupations, through the prerequisite biology and psychology coursework (see table below). Foundational Knowledge and Skills continue to be taught through Disease to Practice (OTA 2023), in which students apply their understanding of body function and structure to identifying the impact of pathology on the human body and mind. This provides a firm knowledge base for understanding the Framework III (AOTA, 2014) in terms of processes and procedures for considering client factors, which are introduced through Emergence of OT Science (OTA 2043) and Fundamentals of OT Practice (OTA 2013). As core practice knowledge is introduced in Emergence of OT Science with guiding principles of occupational therapy practice and frames of reference, discussion of the process and application of frames to client cases will be introduced in Fundamentals for OT Practice, progressing through activity analysis to understanding environmental and contextual impact on occupational performance. Students will rely on their foundational knowledge of the human body and mind, as well as skills associated with abstract thinking and written communication, in order to successfully move from identification, to understanding, and then to application and utilization of the process and concepts in the Framework III (AOTA, 2014). A similar process occurs in Technology Skills I (OTA 2033), in which students utilize their understanding of human body structure and function, abstract thinking, math calculation skills, written communication skills, and problem solving skills to master specific clinical skills and techniques related to assessment and intervention in physical dysfunction, such as manual muscle testing, range of motion, and transfers. The courses have been designed to take advantage of instructional methods that promote multisensory interaction with and learning of course content through modeling, case based analysis, laboratory experiences, and role playing and simulation.

Thread 2: Core Practice Knowledge
This thread emerges in the curriculum with understanding of occupational therapy theory, history and process and how it informs the intervention process in Emergence of OT Science (OTA 2023) and is carried throughout the first semester curriculum, both in terms of conceptual knowledge and skills-based procedures and processes. Occupation becomes a cornerstone of understanding the human spirit, as students are exposed to a multitude of case-based, observation based, and informative guest lectures from those who have experienced the benefits of occupational therapy. In the first semester, Disease to Practice (OTA 2043) builds on Foundational Knowledge of the human body and by developing an understanding of the effects of pathology on the body and mind in terms of occupational performance. This knowledge continues to deepen in complexity as technology skills based courses introduce the basic principles of adaptation, modification and mobility in an applied, practical format. Core Practice skills continue to develop through population and lifespan focused coursework that further develop understanding of the basic principles and processes related to practice as they pertain to population specific health issues, practice settings, and reimbursement models. Students learn through Behavioral Health for the OTA, Pediatrics for the OTA, and Adult Practice for the OTA, the impact of development, of sociocultural factors, and psychosocial factors on occupational performance, as well as associated assessments and interventions. Learning through practical experiences is a key component for nearly all of the courses in the curriculum, however, towards the end of the fall semester and into
the spring semester, assessment becomes more focused on the student’s ability to apply and utilize the knowledge they have in new, creative or complex ways. In the spring semester, culminating projects that require application of knowledge from the beginning of the curriculum become more frequent. Additionally, lab based courses during the spring semester, such as Pediatrics for the OTA (OTA 2063) and Tech Skills Training II (OTA 2093) regularly incorporate real clients into the classroom and lab practical experience, in order to enhance the meaning and relevance of didactic curriculum, which further embeds the third and fourth curricular threads into the learning process.

**Thread 3: Professional Preparation**

This thread is evident in the beginning of fall semester related specifically to developing professional behaviors. Fieldwork Level IA (OTA 2071), which is focused on developing a professional identity by becoming more self-aware. A concerted effort is made to engage the student in a process of self-discovery that brings them from more concrete knowledge of behavior to a metacognitive stage in which they begin to actively self-monitor their own professional behavior. The concepts of therapeutic use of self are subsequently introduced, with delivery of instruction centered on activities designed to create a sense of self awareness in the therapeutic environment that builds into mindful empathy, and important skill in interpersonal reasoning (Taylor, 2008), along with opportunities to reflect, discuss, and build personal goals around performance. As the Level IA Fieldwork experience is focused on psychosocial settings, the emphasis on self-discovery and reflection propels the student into a deeper understanding of the power of the therapeutic relationship in terms of occupational performance.

Clinical skill development moves into professional preparation during the late fall and early spring semesters with increased focus on identifying gaps in knowledge, utilizing research to guide clinical practice, and developing improved ability to give and receive feedback with peers. Several assignments during the spring Pediatrics for the OTA (OTA 2063), course focus on developing dependability, teamwork and cooperation skills through group assignments in which the peers provide rating information on their team members’ performance that becomes included in their overall assignment grade. Lab based practical experiences are also an important part of professional preparation. This process begins with guided case-based learning through whole class instruction, to incorporating case-based, problem based learning assignments completed in a group setting during the beginning of the fall semester, then progressing to individual case-based presentations on intervention in Fundamentals for the OTA (OTA 2013) and Behavioral Health (OTA 2103) at the end of the fall semester. The practical experience curriculum culminates into a full thirty minute individual practical treatment session at the end of the Adult Practice for the OTA course (OTA 2053**), just prior to their first Level II Fieldwork experience.

**Thread 4: Professional Practice**

Opportunities to observe professional practice are initiated in the fall semester with lab based experiences, observations and Level I fieldwork in the psychosocial setting. Each level I Fieldwork experience was integrated with its corresponding didactic course in order to allow students the opportunity to observe how the courses’ content can be applied to clinical practice settings, to provide a contextual framework for the skills and processes they learn. The placement of Level I
fieldwork experiences also serves to provide students with real examples to reinforce their learning of course content. During the fall semester, the psychosocial Level I fieldwork experience (OTA 2071) occurs in the same semester with Behavioral Health for the OTA (OTA 2103). Experiences from fieldwork allow for rich dialogue and processing of therapeutic techniques applied in mental health populations during class time. Similarly, the Level I fieldwork experience in spring semester (OTA 2081) can either be with an adult or pediatric placement, allowing for students to share experiences relevant to their coursework and apply knowledge from their lab based courses, Pediatrics for the OTA (OTA 2063), Adult Practice for the OTA (OTA 2053**), and Technology Skills Training II (OTA 2093) in a real clinic setting. Both level II fieldwork experiences (OTA 2115* and 2125*) have been placed at the end of the curriculum to give students “hands-on” learning experience in a real clinical environment once they have mastered the content of core knowledge and are ready to apply their experiences within a clinical or societal context, with the goal of demonstrating entry level competency in lab based experiences prior to embarking on Level II Fieldwork.

As students move into the beginning of the spring semester, they begin to receive more assessment and feedback pertaining to demonstration of clinical reasoning that promotes occupational performance for the client within a context, with feedback focused on the student’s ability to integrate information and apply elements of a wide variety of knowledge and use of technology into the treatment setting to promote the client’s occupational performance. Fieldwork IB (OTA 2081) coursework continues to develop the student’s professional behaviors, with a focus on delivering feedback on the student’s ability to apply ethical principles to the clinical reasoning and decision making process, incorporating focused self-reflection and self-evaluation, feedback from the instructor, and from the fieldwork educator during clinical experiences. The end of the Level IB course culminates in a self-assessment with a professional development plan and a mock job interview in which students will receive professional feedback from an HR representative as well as feedback from their instructor in order to enhance the self-reflection experience and promote metacognitive learning surrounding both clinical and professional skills. Finally, during Level IIA and IIB fieldwork experiences (OTA 2114 and 2124), students begin to receive intense and regular feedback from their fieldwork educator, as well as feedback from their instructor and soon to be colleagues in terms of application of concepts to real treatment sessions, self-reflection, and communication skills in a written format using technology.

Curriculum Design: Educational Goals and the Measurement of Learning:

The below table (table 1.) relates the educational goals with the curriculum design. For each of the curricular threads, an additional depth of knowledge is required in order to gain mastery. In Bloom’s revised taxonomy (Anderson et al., 2001), depth of learning is measured by the individual’s ability to recall, demonstrate understanding, manipulate concepts for problem solving (apply) and generalize the use of information to a variety of contexts, with the greatest levels of understanding reflected in the individual who can assess, create and analyze information while acknowledging their own knowledge gaps (metacognition). Our process for assessing knowledge follows a similar progression, beginning with recall of information presented in didactic form that
outlines basic concepts, principles and bodies of knowledge, such as in Emergence of OT Science (OTA 2043), and Disease to Practice (OTA 2023). As students become more adept at utilizing the concepts presented in an applied, case-based or discussion format, increasingly applied methods are utilized to assess their mastery of the content. Exams include applied questioning, reporting of clinical information based on a set of facts parameters or given a specific treatment setting, and presentations. Additionally, lab practical based skills courses immerse the student in the applied learning experience by simultaneously providing didactic information with break-out sessions to apply the concept or procedure, and then assessing knowledge and competency.

By spring semester, students are expected to understand, identify and generalize concepts and they are required to effectively apply this information. Learning assessment methods may employ characteristics of decisional priorities, for example selecting an evidenced-based method to support a particular outcome, and to articulate their clinical reasoning process. Additionally, learning assessments become a form of continual learning designed to reinforce the unique role the OTA plays on the healthcare team as students are required to creatively develop effective therapeutic techniques and strategies while utilizing meaningful and client centered occupations. Evaluation methods move to case-based paradigms where students independently perform the analysis of case information and then select the materials and goal areas they feel are most important to the client. By the end of the spring semester coursework, students will have demonstrated not only proficiency of clinical skill, but the ability to identify their own strengths and weaknesses and the initiative to seek out ways to correct their own knowledge gaps.
<table>
<thead>
<tr>
<th>Curriculum Design: Educational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Practice</strong></td>
</tr>
<tr>
<td>Demonstrate professional practice</td>
</tr>
<tr>
<td>through the advocacy for and use of</td>
</tr>
<tr>
<td>scientific and creative technologies</td>
</tr>
<tr>
<td>that increase accessibility for clients.</td>
</tr>
<tr>
<td>Demonstrate professional practice</td>
</tr>
<tr>
<td>through person-first language that communicates respect of person, ability level and environment.</td>
</tr>
</tbody>
</table>

| Professional Preparation             |
| Demonstrate professional preparation through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client’s occupational performance. | Demonstrate professional preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments. |

| OTA Core Practice Knowledge         |
| Demonstrate core practice knowledge through the safe and effective use of scientific and creative technology. | Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual. | Demonstrate core knowledge about the influence of sociocultural contexts on the occupational therapy process. |

<p>| Foundational Knowledge and Skills   |
| Utilize foundational knowledge and core practice knowledge through the use of scientific and creative technology to promote the health, wellness and occupational performance of the client. | Articulate how foundational knowledge supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant. |</p>
<table>
<thead>
<tr>
<th>Prerequisite Coursework</th>
<th>Domain</th>
<th>Thread</th>
<th>Educational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy and Physiology I</td>
<td>Scientific and Creative Technology</td>
<td>Foundational Knowledge and Skills in:</td>
<td>Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.</td>
</tr>
<tr>
<td>BIO 2203</td>
<td></td>
<td>Body systems and structures</td>
<td></td>
</tr>
<tr>
<td>3 SH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Anatomy and Physiology I Lab</td>
<td>Scientific and Creative Technology</td>
<td>Foundational Knowledge and Skills in:</td>
<td>Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.</td>
</tr>
<tr>
<td>BIO 2201</td>
<td></td>
<td>Body systems and structures</td>
<td></td>
</tr>
<tr>
<td>1 SH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>Occupational Performance</td>
<td>Foundational Knowledge and Skills in:</td>
<td>Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.</td>
</tr>
<tr>
<td>PSY 2013</td>
<td></td>
<td>cognitive and psychosocial factors</td>
<td></td>
</tr>
<tr>
<td>3 SH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>Occupational Performance</td>
<td>Foundational Knowledge and Skills in:</td>
<td>Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant.</td>
</tr>
<tr>
<td>PSY 4533 OR</td>
<td></td>
<td>Pathology related to cognitive, social and psychological factors, psychosocial</td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 3453</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 SH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One, Fall</td>
<td>Domain</td>
<td>Thread</td>
<td>Educational Goals</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>OTA 2013</td>
<td>Occupational Performance</td>
<td>Foundational Knowledge and Skills</td>
<td>Articulate how foundational knowledge supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant.</td>
</tr>
<tr>
<td>Fundamentals of Treatment</td>
<td></td>
<td>Core Practice Knowledge</td>
<td></td>
</tr>
<tr>
<td>3 SH</td>
<td>Scientific and Creative Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Utilize foundational knowledge and core practice knowledge through the use of scientific and creative technology to promote the development of the human.</td>
</tr>
</tbody>
</table>

| College Algebra         | Scientific and Creative Technology | Foundational Knowledge and Skills in:  
Abstract thinking, problem solving | Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant. |
| MATH 1023               | 3 SH                                |                                 |                                                                                                                                                  |

| Composition I           | Scientific and Creative Technology | Foundational Knowledge and Skills in:  
Written communication skills | Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant. |
| ENG 1003 AND            | Composition II                    |                                 |                                                                                                                                                  |
| ENG 1013                | 6 SH                                |                                 |                                                                                                                                                  |

| Introduction to Computers| Scientific and Creative Technology | Foundational Knowledge and Skills in:  
Efficiency with digital media | Articulate how foundational knowledge supports the unique scope of the occupational therapy assistant. |
<p>| CS 1013                 | 3 SH                                |                                 |                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Area of Study</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 2023</td>
<td>Emergence of OT Science</td>
<td>Occupational Performance Core Practice Knowledge</td>
<td>Articulate how foundational knowledge supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant. Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</td>
</tr>
<tr>
<td>OTA 2033</td>
<td>Technology Skills Training I</td>
<td>Scientific and Creative Technology Core Practice Knowledge</td>
<td>Demonstrate core practice knowledge through the safe and effective use of scientific and creative technology. Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and occupational performance of the individual.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Occupational Performance</td>
<td>Foundational Knowledge and Skills</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>OTA 2403</td>
<td>From Disease to Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTA 2103</td>
<td>OTA in Behavioral Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Articulate how **foundational knowledge** supports the historical and theoretical development of occupational therapy services and the unique scope of the occupational therapy assistant.

Use **core practice knowledge** and clinical reasoning to create therapeutic activities that support the participation and **occupational performance** of the individual.

Demonstrate core knowledge about the influence of **sociocultural contexts** on the occupational therapy process.

Use **core practice knowledge** and clinical reasoning to create therapeutic activities that support the participation and **occupational performance** of the individual.

Demonstrate **professional preparation** through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied **clinical and societal environments**.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Domain</th>
<th>Thread</th>
<th>Educational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 2071</td>
<td>Fieldwork Education IA</td>
<td>1 SH</td>
<td>Practical Experiences in Clinical and Societal Contexts</td>
<td><strong>Core Practice Knowledge</strong> and Professional Preparation through entry-level competency for the planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments. <strong>Demonstrate core practice knowledge</strong> through the safe and effective use of scientific and creative technology. <strong>Demonstrate core knowledge about the influence of sociocultural contexts on the occupational therapy process.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Scientific and creative Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Total 16 SH**

<table>
<thead>
<tr>
<th>Semester Two, Spring</th>
<th>Domain</th>
<th>Thread</th>
<th>Educational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Skills Training II</td>
<td>Scientific and Creative Technology</td>
<td>Core Practice Knowledge</td>
<td><strong>Demonstrate core practice knowledge</strong> through the safe and effective use of scientific and creative technology.</td>
</tr>
<tr>
<td>OTA 2093</td>
<td>3 SH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Adult Practice for the OTA | Scientific and Creative Use of Technology | Core Practice Knowledge and Professional Preparation | <strong>Demonstrate professional preparation</strong> through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client’s occupational performance. |
|OTA 2053** | Occupational Performance | |
| 3 SH | | |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Core Practice Knowledge</th>
<th>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and <strong>occupational performance</strong> of the individual.</th>
<th>Demonstrate core knowledge about the influence of <strong>sociocultural contexts</strong> on the occupational therapy process.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pediatrics for the OTA</strong></td>
<td>Scientific and Creative use of Technology</td>
<td>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and <strong>occupational performance</strong> of the individual.</td>
<td>Demonstrate core knowledge about the influence of <strong>sociocultural contexts</strong> on the occupational therapy process.</td>
</tr>
<tr>
<td><strong>OTA 2063</strong></td>
<td>Occupational Performance</td>
<td>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and <strong>occupational performance</strong> of the individual.</td>
<td>Demonstrate core knowledge about the influence of <strong>sociocultural contexts</strong> on the occupational therapy process.</td>
</tr>
<tr>
<td><strong>Fieldwork IB</strong></td>
<td>Practical Experiences in Clinical and Societal contexts</td>
<td>Use core practice knowledge and clinical reasoning to create therapeutic activities that support the participation and <strong>occupational performance</strong> of the individual.</td>
<td>Demonstrate core knowledge about the influence of <strong>sociocultural contexts</strong> on the occupational therapy process.</td>
</tr>
</tbody>
</table>

*OTA Student Handbook*
| Fieldwork IIA | Practical Experiences in Clinical and Societal Contexts | Professional Preparation | Demonstrate professional preparation through entry-level competency for the use of **scientific and creative technology** throughout the therapeutic process to support client’s **occupational performance**.

Demonstrate professional preparation through entry-level competency for the use of **scientific and creative technologies** that increase accessibility for clients.

Articulate how **occupational performance** influences health, wellness and quality of life across the lifespan and |
the professional practices used to support these outcomes.

Articulate and demonstrate the scope of the occupational therapy assistant’s professional practice for clinical and societal environments.

Demonstrate professional practice through person-first language that communicates respect of person, ability level and environment.

Total 15 SH

Semester Three, Summer

Fieldwork IIB
OTA 2125*
5 SH

Practical Experiences in Clinical and Societal Contexts

Professional Preparation
Professional Practice

Demonstrate professional preparation through entry-level competency for the use of scientific and creative technology throughout the therapeutic process to support client’s occupational performance.

Demonstrate professional preparation through entry-level competency for the
planning, implementation, documentation and advocacy of occupational therapy services across varied clinical and societal environments.

Demonstrate professional practice through the advocacy and use of scientific and creative technologies that increase accessibility for clients.

Articulate how occupational performance influences health, wellness and quality of life across the lifespan and the professional practices used to support these outcomes.

Articulate and demonstrate the scope of the occupational therapy assistant’s professional practice for clinical and societal environments.

Demonstrate professional practice through person-first language that communicates
Currently listed as OTA 2114 and OTA 2124, with OTA 2131 listed as a separate course; pending approval to absorb content from OTA 2131 into OTA 2114 and OTA 2124, creating OTA 2115 and OTA 2125 by Spring 2017.

Currently listed as OTA 2053 Gerontology for the OTA; pending approval to rename this course as OTA 2053 Adult Practice for the OTA by Spring 2017.

References


OTA Student Handbook
FINANCIAL INFORMATION

Tuition

This information is designed to assist you in planning for your financial needs while obtaining Occupational Therapy education. Because our program requires full time attendance, it may be difficult to find time for employment while you are in school. Students should have plans for adequate finances prior to entering the program. The information is subject to change and is meant to give you a general idea of the overall program costs. Tuition and fees can be estimated by going to http://www2.astate.edu/toolkit/tuition/ or by visiting the OT website http://www.astate.edu/college/conhp/departments/occupational-therapy/

Other Educational Expenses

The following is a list of estimated expenses associated with the program. Actual cost may vary.

1. BOOKS: The cost of books is estimated at $2,500 annually.

2. UNIFORMS, NAME TAGS: Two name tags are purchased for approximately $10 each. Fieldwork sites may require uniforms and cost will vary. Students are required to purchase at least one A-State OT Program uniform shirt for Fieldwork, for approximately $20.

3. LOCKER: Lockers are provided free of charge to students on a first come, first served basis. Students must supply their own lock. The cost for lock removal is $25 (if keys are lost or combination forgotten).

4. PROFESSIONAL LIABILITY INSURANCE: Malpractice insurance is required for fieldwork educational experiences. The cost is approximately $50 per year.

5. ORGANIZATIONAL MEMBERSHIPS: American Occupational Therapy Association membership is strongly encouraged at an approximate cost of $75 per year. Additionally, students are encouraged to participate in the A-State Student Occupational Therapy Association ($20/year).

6. HEALTH INSURANCE: The University offers each student the opportunity to purchase an accident and hospitalization insurance policy as part of a group consisting of Arkansas State University students and students enrolled in other universities across the state. Membership in the group is voluntary. Application forms are available through the website located at http://www.astate.edu/a/student-health-center/index.dot. Health insurance is required during fieldwork educational experiences.
7. PHYSICAL EXAMINATION AND IMMUNIZATIONS: Fieldwork education agreements require specific immunizations and an annual physical examination. Costs for these procedures vary and are available through the Arkansas State University Student Health Center. Price information is available at http://www.astate.edu/a/student-health-center/index.dot. TB mask fitting has been $20. Immunizations may also be obtained through the Craighead County Health Department.

8. CPR CERTIFICATION: The cost varies depending on the location and sponsor (American Heart Association or Red Cross) of CPR courses. The usual expense is approximately $35 per year. The CPR certification must be for Healthcare Provider status.

9. BACKGROUND CHECKS / DRUG SCREEN: The costs for background/drug screen checks are variable.

10. FIELDWORK EDUCATION: You are responsible for living expenses, transportation, and tuition while on all fieldwork education experiences. The fee for the fieldwork education assessment tool varies. Additional information will be provided by your Academic Fieldwork Coordinator.

11. OTHER EXPENSES: Other costs associated with the program may include but, are not limited to: composite class photograph ($75), Additional uniform shirts ($20 each), graduation fees ($85), SOTA Membership ($10), and SOTA Banquet ($25). Students will also have the option of attending an NBCOT Exam Prep Course prior to graduation ($200 including materials).

LAST UPDATED 8/9/16
Advising

All students admitted to the Occupational Therapy Assistant Program are assigned an individual OT faculty advisor. Students in the College of Nursing and Health Professions are subject to mandatory advising. In order to register for classes, the student must meet with their advisor unless directed to do otherwise.

Students are to schedule appointments with advisors or classroom instructors for answers to their questions rather than get advice from other students. Experience has proven that student generated advice, although given with the best of intentions, is often in error. Occupational therapy faculty post office hours on their doors during which times they are available for drop in advising; however, pre-arranged appointments are encouraged to ensure adequate time and preparation to respond to student questions/need.

Access to Department Chair/Communication Chain

Any student may make an appointment with the Department Chair at any time to discuss any issue; however, students are encouraged to address problematic issues first with their advisor or appropriate course instructor and/or student colleague. If the issue cannot be resolved in this manner, the student is to schedule a meeting with the Program Director. The Program Director may assist in resolving the issue by acting as a mediator or discussing the issue with the parties involved separately. If the issue continues to be unresolved, the student may schedule a meeting with the Chair. Meetings with the Chair are most appropriate when satisfaction is not reached through other means. Meetings with the Chair for purposes other than problem resolution are encouraged at any time!

The Chair schedules routine meetings with class representatives, each class and the entire department; however, additional meetings may be called as needed on the recommendation of faculty, staff and/or students.

Faculty Office Hours

Occupational Therapy faculty will have office hours listed on their course syllabi and posted by faculty office doors. Students are encouraged to schedule meetings in advance with faculty via email.

Schedule Changes

When it is necessary to change the schedule, the student will be given as much notice as possible. When schedule changes occur, it is expected the student will comply with the changes and handle the situation with appropriate professional demeanor. Students should not schedule non-academic activities Monday through Friday 8:00-5:00.

OTA Student Handbook
TECHNICAL ABILITIES AND SKILLS

The OTA Program at A-State is committed to enabling students with disabilities to complete the course of study of our program by means of reasonable accommodations consistent with the Americans with Disabilities Act (ADA). Upon admission, a student who discloses a properly confirmed disability will receive reasonable accommodations, but must be able to perform the essential functions of the curriculum and meet the standards for the Occupational Therapy Assistant Program with those accommodations. Students seeking accommodations may contact Disability Services (http://www.astate.edu/a/disability/).

These technical standards articulate the expectations and requisite abilities considered essential for occupational therapy assistant students to become primary providers of occupational therapy services. All students admitted into this program should be able to demonstrate these abilities at the time of admission and at all times during matriculation with or without reasonable accommodations. The major function of an Occupational Therapy Assistant (OTA) with registered certification is to provide occupational therapy services including assisting the Occupational Therapist in gathering data for evaluation, intervention planning, implementation of OT treatment plans, and collaboration with the OTR in the review of progress, discharge planning, and related documentation and communication.

The following technical standards describe the essential eligibility requirements for participation and progression in the occupational therapy assistant curriculum. Standards cover observation skills, behavioral and social skills, communication, psychomotor skills, and cognitive skills. It is the expectation of the Arkansas State Department of Occupational Therapy that students engage at all times in client-centered, occupation-based services in a safe, professional and compassionate manner. These skills are necessary for successful transition into the clinical world of the occupational therapy assistant:

Observation Skills

1. Students must be able to achieve the required competencies in the classroom setting from a variety of educational experiences in both basic arts and sciences and clinical settings.
2. Students must accurately observe human performance, discriminating between a safe and an unsafe environment and between therapeutic and non-therapeutic behavior and contexts.
3. Students must perceive, assimilate, and integrate information.
4. Students must demonstrate adequate functional use of visual, tactile, auditory, and other sensory and perceptual modalities to enable such observations and information acquisition.

Communication Skills

1. Effective communication is critical for students to build relationships with faculty, fellow graduate students, coworkers, clients, and their significant others in the student’s various roles of learner, colleague, consultant, and leader.

OTA Student Handbook
2. Students must be able to gather, comprehend, utilize, and disseminate information effectively, efficiently, and according to professional standards in English.
3. Communication should be comprehensible by patients, professionals, and the general public.
4. Students must be able to communicate effectively and sensitively with patients and colleagues, including students from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport and communicate with others.
5. Students must demonstrate the ability to observe, recognize and understand non-verbal behavior.
6. Students must participate in group and face-to-face discussions/presentations in a clear, organized, and professional manner.

**Intellectual/Conceptual Skills**

1. Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, clinical and fieldwork settings.
2. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data.
3. Students must develop and exhibit a sense of Professional ethics, and also recognize and apply pertinent legal and ethical standards.
4. Students must be able to combine separate pieces of information or specific answers to problems to come up with logical explanations for why seemingly unrelated events occur or are utilized together.
5. Students must use ingenuity and imagination in solving novel, ill-defined problems in complex, real-world settings.
6. Students must have the ability to use computers for searching, recording, storing, and retrieving information.
7. Students must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomic structures.

**Psychomotor Function**

1. Students must possess the motor functions needed to manipulate tools or handle clients in a variety of settings, under a variety of conditions.
2. Students must demonstrate the physical strength and coordination to safely handle and move clients; perform medical procedures, or direct clients in various practice settings according to the needs of their discipline.
3. Students must perform physical activities that require considerable use of arms and legs and moving one’s whole body, such as climbing, lifting, getting up and down from the floor, balancing, walking, bending, stooping and handling of material and people. Standing and sitting for long periods of time are also necessary. This includes being able to apply physical restraints, and to lift, push and pull at least 50 pounds for routine transfers from varying surfaces, and be able to manually adjust equipment found in the occupational therapy clinical setting.
4. Students must possess adequate fine motor skills to be able to manipulate small objects,
manage scissors, fabricate splints, and utilize tools/activities.

5. Students must tolerate being in close physical proximity and in physical contact with others.

Behavioral & Social Skills

1. Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students, health care workers, clients and their significant others that inspire trust and respect and exceptional therapeutic use of self.
2. Students must be able to tolerate the physical, mental, and emotional academic and clinical workloads and to function effectively under stress.
3. Students will be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical and academic setting.
4. Students must demonstrate the ability to self-reflect and understand why they respond/think/feel in the way that they do and then self-correct, if necessary. Openness and responsive to feedback is considered essential for success.
5. Students will safely perceive and navigate varied environments and communities.
6. Students will safely perceive and navigate varied environments and communities.
7. Students must exhibit the ability and commitment to work collaboratively and professionally with students and groups in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias and in a harmonious manner.
8. Students must support and promote the activities of peers and health care professionals by sharing knowledge, eliciting input, and acting with empathy toward others.
9. Students must demonstrate compassion; integrity, concern for others, interpersonal skills; interest and motivation are all personal qualities that are critical.

Professional Responsibilities

1. Students must exhibit the ability to meet the challenges of any academic, medical or clinical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems.
2. Students have the responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
3. Students must have the ability to perform problem-solving tasks in a timely manner and prioritize and organize multiple workload needs, completing required work within the specified due dates.
4. Students will take initiative to direct their own learning as evidenced by the ability to prepare in advance, utilize resources before asking for help and independently explore additional information. Students must be able to take responsibility for their actions and outcomes.
5. Students need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of other students and their own abilities and reasoning skills via giving and receiving feedback, as well as looking for ways to improve.
6. Students must adhere to policies of the university, their program, and clinical sites. This
includes matters ranging from professional dress and behavior, to attending to their program’s academic schedule.

**Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the treatment context.**
The use of a trained intermediary is not acceptable, in that a candidate’s judgment must be mediated by someone else’s power of observation and selection. Students must sign the technical standards form (Appendix) when accepting their slot into the OTA program.

(From: Technical Standards/Essential Functions. AOTA Education Section. AASIG, September 1998. University of Tennesse Health Science Center [https://www.uthsc.edu/allied/ot/tech_standards.php](https://www.uthsc.edu/allied/ot/tech_standards.php) and Technical Standards for Occupational Therapy, Louisiana State University Health Sciences Center, School of Allied Health Professions Department Of Occupational Therapy, [https://alliedhealth.lsuhsc.edu/ot/docs/OTTechnicalStandards.pdf](https://alliedhealth.lsuhsc.edu/ot/docs/OTTechnicalStandards.pdf))

**EXPECTED STUDENT BEHAVIOR**

**Class Attendance**

Students are expected to attend all scheduled classes and will be excused only for those instances cited previously (see Assignments): “unusual circumstances occur such as an emergency or illness severe enough to temporarily disable a student.” Specific requirements are stated in individual course syllabi. In addition, absences caused by illness or emergency, even though excused, may have a negative effect on a student’s grade. Excessive absences, even though excused, may make it impossible for a student to progress further in the program. Such cases will be dealt with by the Department Chair.

Procedures for notifying faculty of **Absence** or **Tardy**:

1) Students will notify the departmental secretary and faculty members affected prior to class if they expect to be absent or tardy.

2) It is expected that students will be able to provide documentation to substantiate absences or tardiness due to illnesses or emergencies.

3) Students have the right to petition faculty for an excused absence or tardy prior to or after the fact, however, if a student fails to notify the department of the absence or tardy prior to class, the event will remain unexcused unless faculty determine the lack of contact was justifiable and/or unavoidable.

4) It is the responsibility of the student to contact each faculty member about missed assignments and to follow up in a timely manner.

5) Students should not send a message about an absence or tardy via another classmate.
Class Participation

Participation in class discussions, learning activities and lab sessions is required. Specific expectations with respect to classroom participation is to the discretion of the faculty member responsible for the course. Participation may be a graded component to the course, and the grading for such participation is to the discretion of the faculty member responsible for the course. Specific expectations for class participation are specified in the respective course syllabus.

Cell Phones and Electronic Devices

Cell phones and other electronic devices (includes telephone accessories) may not be visible or audible in the classroom unless with expressed permission from the course instructor for specific class learning activities. PDAs’/cell phones may be used as a student resource, essentially as a textbook or calculator, at the discretion of the faculty member. If your phone rings during class, you will be asked to leave and not return. Family emergency calls can be routed through the departmental office. Using devices to cheat on tests and papers is a violation of the Honor Code.

Cell phones are not allowed in the fieldwork setting. Use of any Personal Digital Assistants (PDAs) to store/enter any type of patient information is a violation of the Healthcare Information Portability Accessibility Act of 1996 (HIPAA). PDAs’/cell phones may be used as a student resource, essentially as a textbook or calculator, at the discretion of the fieldwork educator. Any use of a cell phone, smart device or PDA during fieldwork work hours, outside of uses expressly permitted by the fieldwork educator, is grounds for dismissal from the fieldwork site and may potentially impact the student’s ability to matriculate. Such issues will be communicated to the AFWC immediately. The AFWC and Fieldwork Educator will determine the appropriate course of action to address this situation. Taking of photographs in the fieldwork settings is strictly prohibited.

Violation of any of these policies may lead to dismissal from the program. Students are expected to conduct themselves in a manner which promotes a collegial learning environment. Behaviors and attitudes which disrupt the learning environment will not be tolerated.

(adopted Fall 2010 CNHP Executive Council)

Social Media

Students must adhere to the following social media guidelines including electronic communication (blogs, internet chat rooms, online bulletin boards, and social networking Facebook, MySpace, Twitter, YouTube, LinkedIn, and Flickr)

1. Individuals may not share confidential information in violation of HIPAA or FERPA related to electronic communication systems. This includes sharing photos or partial information even when names of patients, students, or faculty are not used.
2. Individuals assume personal liability for information they post on electronic communication systems, including but not limited to personal commentary, photographs, and videos.

3. Individuals should exercise appropriate discretion in sharing information, with the knowledge that such communications may be observed by faculty, students, and potential employers.

4. Individuals should not post defamatory information about others, activities or procedures at Arkansas State University or other institutions through which they rotate.

5. Individuals should not misrepresent their qualifications.

6. If potentially inappropriate material has been posted on an electronic communication system, the person who discovered the material should discuss this with the individual, the Program Director, and/or the Academic Progression Committee as necessary.

**Actions Associated with Breech of Appropriate Classroom Behaviors (Due Process)**

During the course of the tenure of the students’ association with the professional program, in the event of an unexcused absence, unexcused tardy, breach of the CNHP cell/phone electronic devices policy, or other breaches of acceptable professional behaviors, the following steps will be taken:

- 1st event, the student will meet with the instructor and a warning is given. A record of the warning is placed in the Student Academic File (Appendix P). The instructor will notify the Faculty Advisor of the incident.
- 2nd event, the student’s case will be referred to the Academic Progression & Remediation Committee; the committee will determine a remediation plan and/or other recommendations in consultation with the student, faculty advisor and other parties as determined to be appropriate.
- 3rd Event, student may be removed from the Program at the discretion of the Program Director, Department Chair and the faculty.

**Informal or Minor Complaints**

From time to time complaints may arise that are not formal grievances. Formal grievances and the processes associated with filing grievances are covered in the Arkansas State University Student Handbook. Informal complaints will be handled in a process that seeks to produce resolutions which are equitable for all involved, maintain the academic integrity of the program, and result in improved relations and operations relative to the program. Informal complaints will be filed in the Department Chair’s office. For informal or minor complaints, the following process shall be used.

1. Student who has a complaint regarding another student(s):
   a. Student should first attempt to settle the matter with the other student(s) in a prompt and professional manner.
b. If satisfactory resolution of the issue cannot be achieved, the issue should be brought to the attention of the faculty advisor or another faculty member who will attempt to help resolve the issue.

c. If satisfactory resolution of the issue cannot be achieved, further intervention by the chain of command will be utilized to try to resolve the issue. If no resolution is possible, the student may need to utilize the formal grievance system.

2. Student has complaint regarding a faculty member:
   a. The student should make an appointment to meet with the faculty member and discuss the matter in a courteous manner. The student is expected to have a prepared presentation of the issue in question.
   b. The faculty member will hear the student complaint and consider its merit in an open-minded fashion.
   c. The faculty member and student will seek to resolve the issue together.
      1. Should it become impossible for the faculty member and student to resolve the issue, an appointment will be made to discuss the matter with the Program Director.
      2. The Program Director will attempt to mediate the problem. He/she will facilitate a resolution that follows the policies and procedures of the program, while protecting the rights and concerns of both parties.
      3. If the Program Director’s mediation efforts do not lead to resolution, the Program Director will consult the Department Chair and the Department Chair will become involved in the mediation.
      4. If no resolution is possible with involvement from the Department Chair, the Department Chair will refer the issue to the Dean of CNHP, who will become involved in the mediation.
      5. If no resolution is possible, the grievance system will be used.

3. Process of filing a complaint with ACOTE.
   a. Students that are unable to resolve a complaint using the departmental or college grievance process may file a complaint with ACOTE through their website (www.ACOTEonline.org)

PROFESSIONAL BEHAVIOR EXPECTATIONS

The Professional Behaviors Expectations are the fundamental behavioral expectations of all students and faculty in the Arkansas State University OT Department. In addition, the A-State College of Nursing and Health Professions Honor Code (Appendix M) outlines specific expectations of academic honesty and the American Occupational Therapy Association (AOTA) Code of Ethics outlines ethical practice standards for Occupational Therapy practitioners.
OT Specific: Arkansas State University Professional Behavior Expectations

The Arkansas State University Professional Behavior Expectations have been adopted by the Arkansas State University Department of Occupational Therapy faculty as an essential component of the program, and are considered necessary for successful fulfillment of the requirements of the program. The Arkansas State University Professional Behavior Expectations define the professional behaviors expected of Arkansas State University Occupational Therapy Assistant graduates. The Arkansas State University Professional Behavior Expectations are in 3 broad categories: demonstration of leadership, enhancement of intellectual growth, and enrichment in lives of others. Overall, these categories cover essentials such as critical thinking, problem solving, commitment to learning, communication, effective use of time and resources, use of constructive feedback, stress management, responsibility and professionalism.

Appropriate levels of behavior are expected in all courses and required for successful completion of each component of the curriculum. To facilitate the development of competency in professional behavior expectations, the instructors will provide, when necessary, opportunities to practice, and provide formal and informal feedback to the student throughout the semester. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students as well as for responding to faculty recommendations for remedial action related to the OT specific professional behaviors in any given course.

<table>
<thead>
<tr>
<th>A-State PROFESSIONAL BEHAVIOR EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of Leadership</td>
</tr>
<tr>
<td>Punctual</td>
</tr>
<tr>
<td>Appropriate Attire</td>
</tr>
<tr>
<td>Good Hygiene</td>
</tr>
<tr>
<td>Confident</td>
</tr>
<tr>
<td>Manages Professional Frustration</td>
</tr>
<tr>
<td>Organized, Reliable</td>
</tr>
<tr>
<td>Cooperative and Considerate</td>
</tr>
<tr>
<td>Able to follow instructions</td>
</tr>
</tbody>
</table>

OTA Student Handbook
Utilize proper channels of communication | Manages workload with multiple time sensitive demands | Written communication is professional, effective, and concise

Responsive to Social Cues | Able to provide others with constructive feedback

Utilizes Time Effectively | Advocates when appropriate

Manages personal/professional obligations

Follows safety, confidentiality, ethical and HIPAA regulations

Uses technology appropriately including email

---

**Academic Integrity**

The University policies relating to academic integrity, notably plagiarism and cheating are detailed in the Arkansas State University Student Handbook. Students must familiarize themselves with these policies since violation can result in dismissal from the program as well as expulsion from the University. Students are also encouraged to be aware of and practice adhering to the College of Nursing and Health Professions Honor Code, AOTA Code of Ethics, the Arkansas State Medical Practices Act and Regulations, [http://www.armedicalboard.org/professionals/pdf/MPA.pdf](http://www.armedicalboard.org/professionals/pdf/MPA.pdf) and the OT Specific Professional Behaviors. Progression and retention in the Occupational Therapy Assistant Program is also dependent upon the adherence to these standards and abilities.

Additional ethical principles related to behavior in fieldwork settings are set forth in the fieldwork policies and procedures in this Handbook.

**Monitoring Professional Behavior**

It is the responsibility of all students and faculty to monitor their own professional behaviors as well as that of departmental colleagues. Students who observe unprofessional behavior or academic dishonesty on the part of student colleagues in the Occupational Therapy Assistant Program should do the following:

1. Notify the instructor or faculty member.
2. The instructor or faculty member will complete the Student Conference Record (Appendix P) if necessary.
3. The completed form will be submitted to the appropriate advisor, program director, or departmental chair. Every attempt will be made to ensure confidentiality.
4. Upon receipt of a completed form, the faculty member will schedule an interview with each respondent.

5. The faculty member will place the form in the student’s program file. In evaluating the nature of an individual student’s problem, the faculty member will evaluate the number of forms submitted on a student, the nature of the submitted reports.

6. The faculty member will inform the student of the reported problem and meet with the student. The student will have the right to refute the observations/assertions.

7. The faculty member will synthesize all relevant information and report to the Program Director and Department Chair to solicit input regarding the appropriate steps for providing assistance to the involved student.

8. The faculty member will prepare a final report and define the steps to be taken to resolve the problem. A meeting will be held with the involved student to summarize the report and provide an opportunity for assistance. Both the student and faculty member will sign the report. If the student does not agree with the report or the remedial step he/she may begin filing formal grievances as set forth by the University Handbook.

9. Student may also be referred to services on or off campus such as counseling, medical care, and or academic assistance among others if determined appropriate by the faculty.

10. The Academic Advisor will monitor progress and provide the Program Director, Department Chair and core faculty with relevant information regarding the student’s progress.

ACADEMIC STANDARDS

Progression

In addition to academic standards outlined by Arkansas State University, the Department of Occupational Therapy has specific academic policies and procedures. To progress in the professional curriculum, students must:

1. maintain a 3.0 cumulative GPA in all Occupational Therapy Assistant Program courses,
2. receive grades of C or better in all professional courses,
3. maintain academic integrity and professional behavior in classroom, laboratory, any fieldwork sites visited, and in the community,
4. maintain the standards of affiliating fieldwork facilities, and
5. exhibit affective behaviors consistent with the Professional Behavior Expectations and AOTA Code of Ethics.
6. Demonstrate the ability to perform technical abilities and skills required by the OTA Program

Unsatisfactory Performance

Occupational Therapy is a fieldwork profession. It is vital to public safety that department faculty are assured that students progressing to their fieldwork experiences, and those entering

OTA Student Handbook
the profession, have the skills necessary to practice in a safe, legal and ethical manner consistent with contemporary practice. For this reason, the faculty of the OTA Program have established formal academic standards of performance by which a faculty member’s concerns regarding a student’s professional behavior and/or academic performance may be reviewed. Students with unsatisfactory academic, fieldwork or affective performance will be referred to the student’s faculty advisor (see Remediation). The student and faculty advisor will complete a learning contract for remediation purposes and notify the Program Director and Department Chair of the plan. Dismissal from the program is a major decision and will only be made when other attempts at resolving the problems have failed.

**Probation**

A student on probation may not hold an assistantship and is not eligible for graduation. Students may also be placed on probation for non-compliance with the OT Department professional and behavioral expectations (See Professional Behaviors, AOTA Code of Ethics, and College of Nursing and Health Professions Honor Code).

**Withdrawal**

Students may choose to withdraw from the program to avoid a failing grade. Students must withdraw from the program by the published university deadline. For more information, students should refer to Arkansas State University Handbook. Students may reapply to the program and be considered on a competitive basis.

Students that withdraw from the program for extenuating circumstances (e.g., death of a spouse/child, pregnancy, medical conditions) may submit a written request to the faculty advisor and Program Director to be placed in the next student cohort.

**Dismissal**

A student may be dismissed from the Occupational Therapy Assistant Program if in the judgment of the core Program Faculty any of the following conditions exist:

1. failure to comply with academic standards
2. failure to exhibit behaviors outlined in the following: College of Nursing and Health Professions Honor Code, AOTA Code of Ethics and the Arkansas State University Professional Behavior Expectations, Required technical skills and abilities of the program
3. fieldwork performance that jeopardizes safety of patients.
4. physical or emotional condition that affects one’s fieldwork or academic performance.
5. failure to conform to the legal standards of the Occupational Therapy profession as stated in the Arkansas Occupational Therapy Practice Act available at [http://www.armedicalboard.org/professionals/pdf/MPA.pdf](http://www.armedicalboard.org/professionals/pdf/MPA.pdf)
6. excessive absences (See attendance policy) or tardiness.
Readmission

Removal of a student from the OTA Program usually occurs for one of the following reasons:

1. Dismissal: Student fails to meet affective, cognitive, or psychomotor professional behavior standards of the program. (see Professional Behaviors and Required Technical Skills and Abilities of the program)

2. Withdrawal: Student withdraws in good standing for significant personal reasons (major injury or illness, death of an immediate family member, pregnancy / labor delivery). Students with these issues or the potential for these issues should realistically consider the likelihood of these events interfering with their progress through the program prior to starting the program.

Students dismissed from the program will be allowed to reapply to the Occupational Therapy Assistant program. These students will be required to meet with the Program Faculty prior to reapplying. These students must provide evidence to the faculty that appropriate remediation of the deficits for which they were dismissed has occurred. Approval of the Program Director will be required in order for the dismissed student to be allowed to submit an application for readmission. For dismissed students, readmission to the Occupational Therapy Assistant Program is on a competitive basis with all others in the applicant pool at that time. Should these students be readmitted to the OTA Program, they will be required to demonstrate competency for re-entry into that semester. These students should be aware that financial aid may not be available for previously completed courses. Students dismissed a second time for cognitive, psychomotor, affective or professional behavior deficits will not be allowed to reapply to the Arkansas State University OTA Program.

Students who withdraw in good standing will be dealt with according to their specific circumstances. These students may petition for readmission in the next year. These students will be required to meet with the Program Director and provide evidence that the problem(s) that resulted in their withdrawal have been successfully resolved. Approval of the faculty will be required for these students to return to the program. These students will not have to go through the competitive admissions process again provided that they return to the program in the year immediately after the year in which they withdrew. Students who wait longer than this will be required to complete the competitive admissions process. Readmitted students will be required to demonstrate, to the satisfaction of the program faculty, mastery of previously learned information, skills and abilities. Failure to accomplish this will require the student to demonstrate competency for re-entry into that semester. These students should be aware that financial aid may not be available for previously completed courses.

The faculty members realize that no policy can adequately address every possible situation and circumstance that might arise. The guiding principle in all dealings with students will be an attempt to achieve a solution that is as beneficial as possible to both the student and the program and that maintains the integrity of the program. Should a case deviate significantly from the ones described in this policy, the faculty members and the Director of the Occupational Therapy Assistant Program will rely on their experience and judgment, and if necessary the experience
and judgment of others according to the chain of command, in order to reach an appropriate solution.

**Remediation**

**Students not on probation**

1. Any time a student has a class average below 75% or fails an examination in any class, the student will meet with the course instructor. The course instructor will inform the Program Director and Department Chair (Appendix P- Student Conference Record).

2. Continued poor performance (course average below 75%) will result in referral of the case to the Department faculty advisor and Program Director. The course instructor, faculty advisor and Program Director will make a recommendation on subsequent remediation efforts.

3. The student will meet with the course instructor(s), advisor and Program Director to implement the remediation effort (Appendix P- Student Conference Plan).

4. If the student fails to meet the requirements outline in the remediation plan, the student may be removed from the program.

**Students on probation**

1. During the first week of the new semester, the student will meet with his or her faculty advisor to develop a learning contract.

2. Any time a student has a class average below 80% or fails an examination in any class, the student will meet with the course instructor. The course instructor will inform the Program Director (Appendix P- Student Conference Record).

3. Continued poor performance (course average below 80%) will result in referral of the case to the Program Director and Department Chair. The course instructor, faculty advisor and Program Director will make a recommendation on subsequent remediation efforts.

4. The student will meet with the course instructor(s), advisor and Program Director to implement the remediation effort (Appendix P- Student Conference Plan).

5. If the student fails to meet the requirements outline in the remediation plan, the student may be removed from the program.

**Grading Policies**

Grading policies are determined for each course by the responsible faculty member in accordance with University and program standards. Respective course syllabi identify the exact grading requirement for the given course. Students must read each course syllabus carefully to ensure understanding of course requirements. The University utilizes a reflective teaching philosophy, which permits the faculty member to make adjustments to the syllabus as the semester progresses, if it benefits student learning. In such cases, students will be made aware of any changes that impact grading verbally and in writing, and a dated revised copy of the course syllabus will be provided to the student.

*OTA Student Handbook*
Grades for all OTA Program courses will be according to the following scale:

90-100 = A  
80-89  = B  
75-79  = C  
70-74  = D  
69 or less = F

The OTA Program is a lock-step program. Students must maintain a grade of C or better in each class in order to progress to the next courses in the sequence.

**Incompletes**

An "I" grade will prevent a student from progressing to the next semester or term unless alternative arrangements are approved by the program. This policy supersedes the general University policy for incomplete grades.

**Grade Reporting**

Grades are not given out over the phone, by e-mail, or by the clerical staff. University policies for issuing course grades will be followed unless otherwise specified by the professor in the class syllabus.

**Examinations**

All examinations will remain within the control of the instructor during development, administration, scoring, and use during the term in which the exam is given.

**Missing an Examination**

All examinations are to be taken as scheduled. In order to have an excused absence from the exam, the student must notify the course faculty member before the examination is to be given and make arrangements to make up the exam with the faculty member. If prior arrangements are not made, the student may forfeit the right to earn a grade for that examination. The faculty member is not obligated to provide late or make-up examinations for unexcused absences; however, individual judgment by faculty members will prevail.

**Appeal of Grades, Other Decisions or Requests for Exceptions**

If a student feels that he or she has been treated unfairly in the matter of grades, or any other decision that affects the student's academic rights as described in the Arkansas State University Student Handbook, he or she may invoke the Student Academic Grievance Procedure outlined in **OTA Student Handbook**
that publication. This same procedure may be used to request waivers or variance from published University or program policies, rules and regulations.

In all cases, students should first discuss their concerns with the faculty member involved. If the matter is not resolved at that level students should request a meeting with the Program Director and/or Department Chair, followed by the Dean of the College until the matter is resolved or another avenue of appeal is identified.

Assignments

Each faculty member establishes assignments and the deadlines for their completion. Deadlines may be contained in a course syllabus or communicated orally in class when appropriate. The faculty may alter deadlines when conditions warrant such a change. Students are expected to comply with deadlines unless unusual circumstances occur such as an emergency or illness severe enough to temporarily disable a student. In these cases, students should make every effort to notify the faculty member involved. Most faculty will assess a penalty for assignments, papers, projects, etc. that are submitted after the stated deadline. If this is the case the penalty will be stated in the course syllabus or communicated in class. If a crisis arises in a student's life such as the above-stated emergency or illness, a faculty member may be willing to allow a grace period. Most faculty members will not agree to provide this grace period after a deadline has already passed.

Students are expected to make photocopies or electronic copies of ALL written assignments completed to provide a backup mechanism for a "lost paper" contingency. Losing a paper will not be considered a valid reason for granting an extension by most faculty members.

Students are expected to participate in all assignments stipulated in course syllabi. Exceptions may be made under unusual circumstances if the faculty involved agrees that an exception should be made. An example of an exception of this type would be not requiring a student to submit to a certain laboratory class procedure if the student has a condition which contraindicates the particular procedure. Such conditions could include open or healing lesions, other types of temporary injuries, pregnancy, etc.

Basic Disaster Life Support

Students are expected to complete the Basic Disaster Life Support course prior to graduation. This course is offered through Blackboard and is taken during the second semester of the OTA program. Failure to complete this online course will preclude a student from graduating. Cost of this course is approximately $50 including materials.

Child Maltreatment Reporter Training

All students must complete the child maltreatment reporter training prior to graduation. This is a state mandated requirement for degree programs at institutions of higher education for professions that are required to be child maltreatment mandated reporter. This training will be

OTA Student Handbook
completed in OTA 2063 Pediatrics for the OTA. Failure to complete this online course will preclude a student from graduating.

Graduation

Complete graduation requirements and the procedure to be followed are fully explained in the Arkansas State University undergraduate bulletin. The student is ultimately responsible to assure all forms have been completed, all fees for graduation have been paid, and all policies have been met regarding graduation. The faculty advisor and departmental staff will assist the student in the process. Students will meet regularly with their faculty advisor to review the graduation check sheet and to ensure they are making expected progress towards graduation requirements.

National Board for Certification in Occupational Therapy (NBCOT)

After graduation, students seeking licensure must take the National Board for Certification in Occupational Therapy (NBCOT) OTA national board exam. Students will only be allowed to sit for the licensure examination after the cohort graduates and an official final transcript with the degree conferred can be provided to NBCOT. Students should refer to the NBCOT website (http://www.nbcot.org/) and download the NBCOT Handbook for specific exam procedures.

Alumni Activities

Alumni provide valuable information to the Department of Occupational Therapy about the effectiveness of our program. Graduates should provide the program with current address and current employment status immediately after graduation and as changes occur. Graduates of the program are strongly encouraged to complete and return to the University any follow-up surveys or questionnaires sent to alumni to support the continued improvement of our Occupational Therapy Assistant Program.

Student Services

Assistance is available to all Arkansas State University students. Specific information can be located in the Arkansas State University Student Handbook and online at http://www2.astate.edu/disability/.

Disability Services:

It is the student’s responsibility to register with Arkansas State University’s office of disability services. Any specific disabilities concerns should be directed to:

Arkansas State University Disability Services
Student Union
State University, AR 72467-0360
(870) 972-3964
(870) 972-3965 TDD

Reasonable accommodations will be made for students that register with disability services.
Financial Aid:
Information regarding financial aid may be obtained from the financial aid office (http://www.astate.edu/finaid/).

Student Health Center:
Arkansas State University’s Student Health Center (SHC) and pharmacy is available to all A-State students. Students can be treated for illnesses, injuries, immunizations and general physical exams. For more information refer to http://www.astate.edu/a/student-health-center/index.dot).

Counseling:
The University Student Counseling Center (http://www.astate.edu/student-affairs/counseling/) provides confidential counseling services and crises intervention to the student who may be experiencing psychological, behavior, and learning difficulties.

Advising Center:
The Wilson Center for Academic Advising and Learning Assistance (http://www2.astate.edu/a/university-college/wilson-advising/) provides writing laboratory and study skills assistance for students. Advisors are committed to helping students explore a variety of study techniques to help improve their academic outcomes. Additionally, Student Support Services (http://www.astate.edu/college/university-college/student-support-services/index.dot) are available for eligible Arkansas State University students. Services include peer and professional tutoring, advising and counseling services, mentoring, career planning and cultural activities.

SPECIFIC STUDENT REQUIREMENTS

Equipment

Students are required to purchase several items of equipment for use during their academic career and after graduation. These items can be purchased separately at local medical suppliers or a local vendor. It is the responsibility of the student to acquire the needed supplies. Specifically, at this time each student is minimally required to have:

1. Name Tag (through Arkansas State University Student Services)
2. 6” and 12” clear plastic goniometers
3. Stethoscope
4. Athletic Shoes with non-marking soles

Additional Optional Items:
5. Cotton gait belt with metal clasp
6. Weighted tape measure
7. Scrubs
Appropriate Dress and Personal Appearance Requirements

Lab attire
Appropriate dress is required for all laboratories. In most cases laboratory attire is specified in the course syllabus. Many of the procedures we practice require access to skin and visualization of muscles and muscle groups in all parts of the body and appropriate attire is required accordingly. Part of what we learn to do is to provide this access while preserving the modesty and dignity of the patient. When the student is the patient, this same principle applies.

When not serving as the patient or subject, shorts, shirts and shoes should be worn. Low heeled, rubber-soled shoes must be worn at all times except when on a treatment table (plinth), mat table or floor mat. Students should wear socks to all lab sessions in the event they need to remove their shoes to be active on a mat surface. Students going outside of the lab area should dress appropriately for the public.

When outside speakers are brought in or special events are scheduled it is expected that students will dress appropriately for the occasion. Students attending OT sponsored events are expected to wear either fieldwork lab coats, Arkansas State University shirts or other attire as approved by the coordinating member of the faculty.

Jewelry is generally prohibited for health and safety reasons. No bracelets, necklaces, earrings other than small posts for pierced ears or rings other than bands should be worn in labs. Body piercing (i.e., tongue, eyebrow, etc.) should not be visible.

Other Personal Requirements

Students are required to adhere to certain personal standards both for their own safety and that of the patient. Hair must be confined so as not to interfere with any fieldwork procedure. Nails must be short and clean at all times. Fingernails should not extend beyond the fingertip. Students should check with their fieldwork sites regarding the use of nail polish. If nail polish is allowed, the polish cannot be chipped.

Any open lesions must be adequately covered and protected from contamination. Personal hygiene should be maintained at the highest level and students must pay attention to such potential problems as bad breath, foot odor, body odor, etc. Furthermore, cologne or perfume should not be worn while in class or during fieldwork rotations.

Informed Consent

Any person (guest, patient) who is involved in demonstration, treatment, or research will provide consent for that involvement. Forms are available through the Department Administrative Assistant. Guest, patients, research participants will sign consent forms prior to participation in any event.
1. Guests and patients provide consent by reading and signing the general consent form developed by the department which gives consent for treatment or class participation, and/or gives consent for photography. These forms are kept by the department administrative assistant and are located in the Appendix.

2. Subjects involved in research sign a specific informed consent form, which has been approved, along with the research design, by the University Institutional Review Board, Human Subjects Committee.

3. Consent forms will remain on file in the offices of the department of Occupational Therapy for a minimum of five years, or for the life of any collected educational material.

4. All information obtained will be kept confidential according to Health Information Portability and Accountability Act (HIPAA) guidelines.

**Teratogenic Substances**

The faculty of the Occupational Therapy Assistant Program will design learning experiences and lab procedures, which minimize exposure to teratogenic substances. Exposure to teratogenic substances as a result of performing requirements for classes in this curriculum is highly unlikely.

**Practice of Procedures**

The practice of Occupational Therapy includes the use of various physical agents, massage techniques, manual techniques, transfer, elevation and ambulation activities, therapeutic exercise and the use of different types of equipment. Students are expected to perform these procedures on each other under faculty supervision in the laboratory and later on in a fieldwork setting under the supervision of a licensed occupational therapy assistant or occupational therapy assistant. Students may not perform Occupational Therapy treatments other than those required for class, lab, or clinic except under the above-stated supervision.

**CPR Certification**

Prior to beginning fieldwork education students are required to present evidence of current valid CPR certification. This may be done by presenting a card along with a photocopy of it to the program secretary or to whoever directed. The photocopy is placed in the student file. Students who have expired CPR certification will not be allowed to participate in fieldwork education activities, which may lead to program dismissal.

**Physical Examination and Immunizations**

All students are required to present proof of immunization as described in the University Undergraduate bulletin and additional immunization and skin testing as described by the Academic Fieldwork Coordinator. Documentation of immunization and tests include:
1. Rubeola (measles) and rubella (German measles) - State Statute;
2. Mumps and varicella (chicken pox) - required by most fieldwork affiliates;
3. Hepatitis B -- this immunization series require 5 months to complete and should be started prior to the first day of classes.
4. TB skin test - required each year (available at the Student Health Center). Students with positive results will receive further instructions.

Students are required to attest to their physical ability to complete clinical rotations prior to fieldwork placement by completing the medical history form. Some fieldwork affiliates may require a complete physical examination prior to the fieldwork rotation. Most fieldwork affiliates will insist that this examination be no more than one year old. Some fieldwork sites may have more extensive immunizations and/or physical requirements. The additional requirements must be met before the student is allowed to practice at that facility. Students assigned to such facilities will be given advanced notice of additional requirements by the AFWC.

**Health and Liability Insurance**

Students must show verification of health insurance and personal liability (malpractice) coverage. Failure to have this coverage will bar students from fieldwork sites for fieldwork education, which would result in dismissal from the program. Proof of liability and health insurance must be completed by the first day of the fall semester and must remain current throughout the program. The University offers each student the opportunity to purchase an accident and hospitalization insurance policy as part of a group consisting of Arkansas State University students and students enrolled in other universities across the state. Health insurance is required during fieldwork educational experiences.

**TB Mask Fitting**

Students are required to be fitted for a TB mask. The College of Nursing and Health Professions offers this service to the students at a minimal cost, approximately $20. This typically occurs during the first few weeks of the fall semester.

**Communicable and Infectious Disease Policies**

All students receive appropriate education and training in dealing with blood-borne pathogens (Standard Precautions) as part of their laboratory courses. In addition, the College has adopted additional policies and procedures, which may be found in the Appendix.

**Substance Abuse Policies**

The College has developed detailed substance abuse policies that are additional to those already in place at the university level. These policies may be found in the Appendix. Additionally, some fieldwork sites require a drug screen prior to coming to their facility. It is the student’s
responsibility to pay for this service if required. The student will be notified in advance of additional drug screening requirements at their fieldwork site by the AFWC.

Fieldwork Background Checks / Drug Screens

A criminal background check and/or drug screen is required prior to admission to the OTA Program. It is the student’s responsibility to pay for this service. Many fieldwork facilities will require that the student complete additional drug screens and/or background checks. Specific instructions will be provided to the student by the AFWC. If a facility does not provide background checks for the student, the student may obtain one through Verified Credential. Information is located on the OT website (http://www.astate.edu/college/conhp/departments/physical-therapy/student-resources/).

Students must read and sign the CNHP Criminal Background policy located in the Appendix.

Students with criminal backgrounds may not be able to complete fieldwork education coursework required by the OTA program or meet the criteria for professional certification and/or licensure. If a student has a criminal record, it is the responsibility of the student to inquire with the respective state board of occupational therapy in which the student plans to apply for licensure as to whether a criminal record may limit the student’s ability to obtain licensure as an occupational therapy assistant or practice in certain settings.

Student Acknowledgment and Waiver Forms

Students must read and sign the waiver and release forms included in the Appendix of this document by the end of their orientation. No student will be allowed to proceed until these forms have been signed and returned to the program.

Student Field Trip Participation

Students must read and sign the waiver and release forms prior to attending off campus activities. This university form is located on the Arkansas State University Travel Office website. The completed form will be kept in the student academic file.

Student Organizations

The Occupational Therapy Student Association (SOTA) is the student organization designed to promote the profession of Occupational Therapy, support the Arkansas State University programs in Occupational Therapy and provide charitable service to the community. Membership is encouraged and applications can be obtained from the Occupational Therapy Department. Students are expected to bear the cost of social events, travel to meetings and other activities unless some other source of funding is developed.

Students are encouraged to join the American Occupational Therapy Association which is the national professional organization for therapists and assistants. Membership includes subscription to periodicals titled American Journal of Occupational Therapy, OT Practice, Canadian Journal of Occupational Therapy and the British Journal of Occupational Therapy.

OTA Student Handbook
These periodicals are often used for reading assignments by faculty. Students are also encouraged to become members of the Arkansas OT Association [http://www.arota.org](http://www.arota.org)

**FACILITY PROTOCOLS**

*Exterior Doors*

Under normal circumstances the building is locked unless a scheduled activity is taking place. The "front" doors on the second floor are unlocked between 7 AM and the time of the last scheduled activity in the building in the evening. These doors may also be unlocked on a weekend if a class is scheduled. The rear door on Driver Street and the South door on the first floor are normally unlocked between the hours of 8 AM and 5 PM. The South door may remain unlocked if an activity is scheduled on the first floor outside of normal business hours. The interior door at the South entrance should be unlocked at all times.

OTA students may study in designated areas (i.e., student lounge, labs, etc.) after normal business hours only if a faculty member or graduate student (GA) is in the building. Students are ONLY allowed to practice practical skills that have been covered in class. The OT faculty will lock the doors at the end of the day, and students are responsible for making sure that all doors are shut and locked when leaving the building. If, for some reason, a door was not locked by the faculty member, the student is responsible for contacting campus security to secure the facility. For safety reasons, students should leave the building as a group. Should a student leave alone, it is advisable that the student contact Campus Security for an escort.

For the purpose of studying on weekends, the student should arrange for the building to be opened and occupied by a graduate assistant and/or faculty member. The graduate student and/or faculty member is responsible for locking the doors when leaving the building.

*Vending Area*

All students and staff in the building share this space. Please set a good example for other students by caring for this space. Please remember that there are classrooms and offices nearby and be considerate by not making unnecessary noise. Eating and drinking should be confined to this area. *There is no food allowed in the classrooms.* Temporary storage of food in the refrigerator in the ADL lab may be allowed unless the privilege is abused.

*Smoking Policy*

Arkansas State University is a smoke-free campus.

*Classrooms*

Most OTA classes will be scheduled in Eugene Smith Hall but may also be held in the Nursing Building or Reynolds Building. All classrooms are locked when not scheduled for use. This unfortunate necessity is due to theft. If you see any such suspicious activity at any time please bring it to the attention of a faculty member, staff member or the Arkansas State University

OTA Student Handbook
campus police. It is to the course instructor’s discretion to lock the classroom doors during class for the safety and protection of faculty and students from a potential active shooter. Students should be mindful of the instructor’s policy and arrive to class on time prior to the start of the session and after scheduled breaks in order to reduce class disruption.

**OT Department Office – Smith Room 318**

This space is occupied by the clerical staff or student workers and is not to be used as a social gathering place except under unusual circumstances since it is a work area. The computers and telephones in the main office are not intended for student use. Only in emergencies may students’ access telephones in the main office. Two student use phones are available in the PT student lounge.

**OT Conference Room – Smith Room 420**

This room is used on a regular basis for committee meetings scheduled by the Occupational Therapy program. It is sometimes used for small social gatherings as well. This space may be used as a meeting space by students with permission and may also be used for small group meetings between faculty and students.

**Faculty Offices - Eugene Smith Suite 318**

Normally, students are expected to gain permission to proceed into the interior office space from whomever is on duty at the Department Office Desk. The Smith Building offices are accessible from the 1st floor of the Smith Building.

**OT Laboratory Suite - Smith 203, 205, 207, 209 and 213**

Under normal circumstances this area is not accessible to the general population of the building. Access is only granted to OTD and OTA students, faculty and staff. The only other people who have unlimited access to this area are the Dean and workers from the physical plant. If you see anyone in this area who you do not recognize, you should ask them who they are and why they are there or, if you are not comfortable doing that, report their presence to a faculty or staff member.

**Locker Rooms/Student Lounge- Reynolds Building**

The student lounge in Reynolds is available to all OTA students. Additional lounge/study space is available on the third floor of Smith Hall outside the OT Department Suite.

Lockers are available in Reynolds outside of the student lounge area and are first come, first served. Students are required to provide their own locks and to select a particular locker for use each semester. At the present time there is no charge for the use of a locker but students must report to clerical staff the number of the locker they are using and must use this same locker for the entire semester. Students need a locker because the majority of lab classes will require a
change of clothes and also require the storage of purses, wallets, any jewelry that must come off, etc. during labs. Specific dress requirements are found in individual course syllabi. Please remember to remove the lock from your locker at the end of your academic program.

**Laboratories**

Laboratories are available in the Eugene Smith Building and the Donald W. Reynolds Center for Health Sciences. It is expected that program development will dictate specific uses for different spaces. Please note that no one is to enter the Gross Anatomy Lab unless an OTA faculty member or GA is on site.

It is expected that students will use these areas and the equipment with care and attention to safety concerns. Students need to adhere to specific direction of faculty involved. To supplement fieldwork learning skills, students are expected to regularly participate in "open" lab periods.

Students are expected to assist the faculty as required to clean and secure the labs at the end of a scheduled class period. Such cleaning may include the processing of laundry and linens and the cleaning of equipment used during the lab similar to procedures that are required in any fieldwork setting at the end of patient treatment procedures. In some cases students may be required to provide their own consumable supplies if they wish to practice some procedures outside of normal lab hours.

*It is never appropriate for visitors to be present in any laboratory unless special arrangements have been made with the Department Chair and involved faculty.*

**Disaster Evacuation**

An evacuation plan for various disasters (fire, tornado, earthquake) is posted on bulletin boards on each floor of the CNHP and in the basement of the Smith Building. Stairs are to be used to exit. Alarm bells and fire extinguishers (maintained by the Physical Plant) are located on each floor.

**Inclement Weather Policy**

If the University is open, classes will meet as scheduled. Should the university open late, students should attend the class that would normally be scheduled at the time that the university opens.

**Arkansas State University Emergency Procedures**

Students can receive Arkansas State University’s emergency information via text message. For Arkansas State University’s emergency information please log into MyCampus ([https://mycampus.astate.edu](https://mycampus.astate.edu)) and click on ‘Emergency Alert’ to register.

*OTA Student Handbook*
FIELDWORK EDUCATION POLICIES AND PROCEDURES

The *OTA Fieldwork Manual* provides both the student and the fieldwork educator with a comprehensive look at the OTA Curriculum design and the fieldwork experiences that are specifically designed to support it. This document also contains the complete list of Fieldwork Policies and Procedures, as well as a library of forms utilized throughout the fieldwork curriculum. Students are responsible for all of the information contained in the *OTA Fieldwork Manual* and sign acknowledgement of this responsibility at the time of new student orientation at the beginning of their OTA coursework. Please refer to the *OTA Fieldwork* for detailed information regarding Fieldwork related policies and procedures.

Fieldwork education is a crucial part of any OT educational program. Students are sent to various fieldwork sites to practice Occupational Therapy procedures and patient care under the supervision of a licensed OT. Student performance in fieldwork education is evaluated by both the fieldwork educator and ultimately by the academic faculty. The fieldwork education experience simulates actual practice and each fieldwork educational experience is a full-time clinical experience. Students practice those skills that they have acquired in the didactic portion of the OT educational program.

Students admitted into the program must be willing to temporarily relocate, as needed, to the fieldwork site assigned to them by the AFWC. All costs of fieldwork education are the student’s responsibility. Fieldwork assignments are determined by each student’s educational needs and by availability of facilities.

Fieldwork sites are assigned by the AFWC in a closed lottery process. Students will provide the AFWC their location preferences the fieldwork availability list for each fieldwork rotation. Sites are assigned by the AFWC according to their availability, the students’ particular needs at any given time, and other variables that are often unpredictable. Given the large number of students that require fieldwork assignments, it is not possible to place many in or around the northeast Arkansas area. Sites may be located at some distance from the campus, both within the State of Arkansas and elsewhere in the U.S. Attendance at fieldwork education is mandatory and students may not progress in the program if fieldwork performance is unsatisfactory. Files containing summary forms with all fieldwork center information is located in the program office for the students to view.

**Filing for Preferential Fieldwork Placement: Hardship Petition**

The hardship waiver process is designed to meet the occasional need of students for whom the fieldwork placement process would prove disruptive to their family responsibilities and would result in the student’s probable discontinuation of their schooling. Petitions for hardship waivers are not to be made lightly. Students should consider the gravity of their petition and submit the petition only if they feel they could not continue in the program and complete their training if the petition were denied. Hardship waivers are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have identified themselves to A-State University Disability Services. Petitions cannot be made for

*OTA Student Handbook*
financial or marital status reasons. If a student believes that they meet the above criteria, they will have the opportunity to file a Hardship Waiver Application prior to placement of the first Fieldwork rotation. (See Section VIII). The student must file the application per the instructions by the deadline established by the AFWC, attaching any necessary substantiating documentation regarding the circumstances for the request prior to submitting the application. Incomplete applications or applications filed after the deadline will not be considered.

The AFWC will present applications for consideration to the Hardship Review Committee, made up of the AFWC, OT Department Chair, and 1-2 other faculty designated by the OT Department Chair. The committee may then request additional information, require the student to respond to specific questions, or request to interview the student prior to approving the waiver. Decisions on hardship waivers will be made by the committee and students will be notified on the status of their hardship waiver application prior to finalization of the first Level I Fieldwork Placement assignments. Students who have approved Hardship Waivers in place will need to supply updated information to their hardship application for review every semester in order to maintain their waiver status.

The student’s hardship waiver status may be revoked if:

- The student fails to supply sufficient substantiating documentation by the deadline
- The student falls into academic probation status
- The student requires remediation on a Level I or Level II Fieldwork due to performance
- The student demonstrates a breach of the Code of Conduct
- The student’s circumstances change and they no longer qualify for the waiver

Petitions found to be made on false claims will be overturned and denied, and the student who submits a petition under false pretenses will be removed from the program for this highly unethical behavior. False claims on a hardship petition are considered a breach of the Code of Conduct.

The committee reserves the right to grant a full or partial waiver or to propose other potential accommodations that ease the student’s burden. The AFWC will maintain hardship waiver documentation records in the student’s clinical file and will place students who have a hardship waiver in place according to the needs identified in the committee’s review prior to placing the remaining students in the cohort. All decisions of the Hardship Waiver Review Committee will be final.

Cancellation and Changes to Fieldwork Sites

Occasionally, a site that was selected by a student and confirmed for availability will cancel due to variables outside of the control of the program. If a site cancels, the student is immediately notified by the AFWC of the cancellation. Every attempt is made by the AFWC to offer a comparable site to the student to replace the canceled site. These placements are made from sites that were offered but were not selected by other students or additional sites can be contacted in order to fill the vacancy.

OTA Student Handbook
Costs of Fieldwork Education

Students are required to pay tuition for fieldwork education as well as all other associated costs. These costs include but are not limited to physical examinations, health insurance, drug screens, background checks, transportation, room and board, and uniforms (if required). Students may have to continue to maintain their permanent living arrangements as well as temporary quarters at the fieldwork site. It is the student’s responsibility to secure their own housing if needed. Costs are the responsibility of the student. During off-campus educational experiences, any costs related to emergency services are the responsibility of the student. All costs related to fieldwork education are the responsibility of the student and discussed elsewhere in this handbook and during orientation.

Pre-Fieldwork Requirements

Students who have not given the AFWC the health immunizations and/or other required documents, or who have not completed the required pre-fieldwork sessions will not be allowed to participate in their fieldwork education experience. Sites may require additional information such as additional background check and drug screens. The student is responsible for completing all specific site requirements prior to beginning the fieldwork rotation. The student is expected to retain original documents of immunizations and other records. The Occupational Therapy Department may not be held responsible for lost documentation.

Satisfactory Progress in Fieldwork Education

Failure to meet the fieldwork education requirements may result in the student receiving a failing grade for the fieldwork course. Should the Fieldwork Educator (FWE) have concerns in any area, the student may be required to remediate to correct identified deficiencies. Failure to observe certain "critical behaviors" may result in immediate dismissal from the fieldwork site and possible dismissal from the program. In all cases, failure to perform at a level deemed appropriate by the FWE will compel him or her to contact the AFWC. The AFWC is then informed of specific areas of concern. The FWE, the AFWC, and the student collaboratively work to develop a plan, which will enable the student to succeed if at all possible. Please refer to course syllabi for specific grading policies.

ADDITIONAL FIELDWORK INFORMATION IS PROVIDED IN THE FIELDWORK MANUAL. PLEASE READ AND REFERENCE THIS MANUAL FOR ADDITIONAL QUESTIONS.
APPENDIX

Infection Control
Hepatitis A/B
Waiver and Verification Form
Substance Abuse Policy
Incident Report Form
Code of Honor
Photography
Student Conference Record
Criminal Background Check
Student Confidentiality Contract
Technical Abilities and Skills Signature page
Educational Records Release Form signature page
Video / Photo Consent Form to Release to Publish signature page
Treatment Consent Form signature page
Handbook Signature Page
INTRODUCTION
The policy guidelines herein are of a general nature and deal with HIV-related infections as well as other blood borne pathogens. They apply to all students/faculty/staff in the College of Nursing and Health Professions (CNHP). Due to differences in the various programs, individual CNHP programs may have specific rules and/or guidelines that are modifications of those in the general policy; however, the specific policies of the various programs will be consistent in their intent with the guidelines noted herein. This policy shall be reviewed annually and modified as necessary based on the current information from the CDC and other resources.

ADMISSIONS
The HIV/HBV (Human Immunodeficiency Virus/ Hepatitis B Virus) or any significant blood borne pathogen status of an applicant should not enter into the application process. Applicants applying for healthcare programs should, however, be informed that certain diseases may necessitate either a modification of their program, or in the extreme may necessitate their dismissal from a program if they cannot perform procedures and/or tasks that are considered essential to their educational experience.

RETENTION
If it is determined that a student is sero-positive for HIV/HBV, or any other significant blood borne pathogen, or is clinically manifesting symptoms of a related disease process, that student should receive counseling about personal health care concerns and about interaction with others, especially clients. The student should be counseled by a designated faculty member in his/her respective program. The function of the designated faculty member is to counsel the student as to whether the program of education should be modified, another educational program considered, or in the extreme, whether the student should be dismissed from a program because of the inability to perform procedures and/or tasks crucial to the educational program. When considering the possibility of modifying clinical experiences or whether to dismiss, the designated faculty member will request that the Infection Control Committee convene to consider the specific student situation.
INFECTION CONTROL COMMITTEE

The Infection Control Committee will be comprised of two representatives from the School of Nursing, one representative from Social Work or Communication Disorders, one representative from Occupational Therapy, Physical Therapy or Clinical Laboratory Sciences, and one representative from Nutritional Science, Disaster Preparedness and Emergency Management or Medical Imaging and Radiation Sciences. The dean will be charged with appointing faculty to serve on this committee after consultation with chairs or directors of the various programs. Once the committee is established, a chair shall be elected by the members. In addition, a community member who is an expert in infectious disease will be designated as a consultant to the committee.

The committee shall function to consider the specific student/faculty/staff situations outlined in the HIV/HBV Guidelines. In addition, this committee will function to review the HIV/HBV Guidelines on an annual basis. The committee will coordinate annual instruction on Infection Control Updates for the faculty. This committee will also serve the programs by making recommendations for infection control policy that may impact the student/faculty/staff populations. Information regarding such policy will be included in the various programs’ Student Handbook and the CNHP Faculty/Staff Handbook.

When the Infection Control Committee convenes to consider specific student/faculty/staff situations, a timely response is in order. Individuals will be provided a letter outlining the committee recommendations within a one-week period after convening. During this time period the student/faculty/staff person shall not engage in direct client contact. Should an individual wish to appeal the decision of the committee, the established University Grievance process should be followed (See A-STATE Student/Faculty Handbooks).

COUNSELING

It is the responsibility of the programs to provide counseling to a student/faculty/staff member who is determined to be sero-positive for HIV/HBV, or any significant bloodborne pathogen, or who manifests symptoms of a related disease process. The counselor interaction with the student/faculty/staff member should be reported to the Infection Control Committee only when the person's health status necessitates a modification in the clinical program or dismissal. It will be the responsibility of the counselor to verify that the student is aware of options for testing, counseling and health care. In addition, the counselor will verify that the student has been provided with specific information that relates to client contact.

The following information is provided in order to refer students when necessary to outside agencies for assistance and follow-up. This information should be reviewed and updated annually.

OTA Student Handbook
HIV Infection Services provided by A-STATE Student Health Center:
Students at Arkansas State University who desire and obtain HIV testing at the Student Health Center will be charged $20 and may pay in person or have it charged to their student account. The Student Health Center has pamphlets available for persons coming in with questions about HIV infection. The Center is located adjacent to the football stadium and can be reached at ext. 2054.

Services offered by the Public Health Department
The Craighead County Public Health Department is open from 8:00 a.m. until 4:30 p.m. for testing. The department offers pre- and post-test counseling as well as HIV testing. Fees are on a sliding scale. However, patients should bring their Medicaid, Medicare or private insurance cards with them. The Public Health Department can be contacted by calling 933-4585. Offices are located at 611 E Washington Ave, Ste B, Jonesboro, AR  72401.

An individual who desires testing should allow about one hour for the procedure because pre-counseling is extensive. Appointments are required.

The Public Health Department will provide the Hepatitis B vaccine for persons up to age 18. They will not provide testing for Hepatitis B.

The Public Health Department will provide follow-up care for any individual with a positive TB skin test or one with a diagnosis of tuberculosis.

Services offered by Northeast Arkansas Regional AIDS Network (NARAN)
This organization offers free confidential testing. Pre- and post-counseling is provided by certified counselors. They also provide direct care services or referrals for those persons who need them, including financial counseling. NARAN is also a network agency for persons living with an HIV positive result. A referral can be made by contacting the office at 931-4HIV (4448). Their office, located at 2919 E. Matthews, Ste A, is open Monday through Thursday from 9:00 a.m. to 4:00 p.m. and Friday from 9:00 a.m. to 12:00 p.m.

The counselor should not neglect to refer the student/faculty/staff member to his/her private physician for guidance.

Students/faculty/staff outside of Craighead County should seek specific referral information from the Chair of the Infection Control Committee or from a faculty member designated as counselor at the distant sites.
HIV/HBV GUIDELINES
FOR ON-CAMPUS LABORATORY AND FIELDWORK SETTINGS

In accordance with sections 503 and 504 of the Rehabilitation Act of 1973, schools must provide equal treatment to persons who have contracted the HIV/HBV virus. Furthermore, schools may not discriminate against any individual based on the perception that he/she is infected.

TRANSMISSION INFORMATION
All CNHP students and faculty will employ Standard Precautions while in the fieldwork setting. CNHP students will receive instruction and annual evaluation regarding transmission of blood-borne pathogens and the use of Standard Precautions. The Infection Control Committee will coordinate instruction on Standard Precautions for faculty on an annual basis. It will be the responsibility of faculty members to document annual instruction through the Infection Control Committee.

POLICY
Students, faculty, and staff with HIV/HBV, or any significant blood borne pathogen, should be allowed equal access, as long as their medical condition permits, to university facilities or campus activities, including participation in fieldwork experiences or other academic and social activities offered by the university.

All confidential medical information is protected by statute and any unauthorized disclosure may create legal liability. The duty of the health care providers to protect this confidentiality is superseded by the necessity to protect others in very specific circumstances.

An infected student/faculty who is symptomatic may be excluded from providing direct client care, determined on a CASE-BY-CASE basis by the Infection Control Committee (appropriate supervisory personnel). In addition, should an individual sero-convert and express concern regarding fieldwork practice, the committee will convene to review the case.

Students may be asked to serve as source partners in on-campus laboratories for procedures involving needle sticks or other forms of vascular access. For criteria related to laboratory participation, see the specific program handbook.

EXPOSURE (Laboratory and Fieldwork Settings)

Students and faculty in the College of Nursing and Health Professions may be exposed to blood borne pathogens such as HIV and HBV. In the fieldwork and classroom laboratory settings, students/faculty are expected to utilize Standard Precautions, hand washing and protective clothing/gear to prevent contact with blood and other potentially infectious materials.
Exposure means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material that result from one's duties as a CNHP student or faculty member. An exposure incident involving a student/faculty/staff/visitor i.e. volunteer, invited guest in the CNHP, while in a fieldwork facility or campus laboratory is treated in a similar manner to any type of accident occurring within the agency.

**On-Campus Laboratory or Fieldwork Setting: Blood Born Pathogen Post Exposure Protocol**

Should a student or faculty member be exposed to blood borne pathogen in an on-campus laboratory or fieldwork setting, the following post-exposure protocol is recommended:

1. The student will notify the faculty member supervising the learning experience. If the exposed individual is a faculty member, he/she will notify the chairperson of the specific program in the CNHP.

2. As soon as possible following the exposure, the college incident form will be completed by the faculty member/student.

3. The exposed individual will be referred to the Student Health Center for evaluation if the event occurs during operating hours. If the exposure occurs when the Health Center is closed, the faculty member will determine the individual's primary care options and refer the person to those resources.

4. It is suggested that the post-exposure protocol be managed by the individual's primary care provider at the individual's expense.

5. If there is a delay in reporting an exposure incident, it is recommended that the same protocol be followed.

**Off-Campus Laboratory or Fieldwork Setting: Blood Borne Pathogen Post Exposure Protocol**

If a student/faculty member is exposed to blood or other potentially infectious materials in the off campus setting, this Blood Borne Pathogen protocol is to be followed.

1. The student will notify the fieldwork faculty. If the exposed individual is a faculty member, s/he will notify the chairperson of the specific program at the CNHP.

2. The student, fieldwork faculty or chairperson will notify the supervisor of the area where the exposure occurred. Thereafter, post-exposure protocols for the fieldwork institution will be followed.
3. The infection control staff member/epidemiologist of the fieldwork facility will be notified of the exposure immediately by the student or if possible by the fieldwork faculty member. If a faculty member has been exposed, this individual will notify the infection control staff/epidemiologist.

4. As soon as possible following a report of an exposure incident the fieldwork faculty and infection control staff/epidemiologist should provide the student with counseling about an immediate confidential medical evaluation and follow-up at the student's expense. In the case of a faculty member's exposure, the individual is expected to communicate directly with the infection control staff/epidemiologist. The medical evaluation and follow-up should include, at a minimum, the following requirements:

(a) Documentation of the route(s) of exposure and the circumstances under which the exposure incident occurred.

(b) Identification and documentation of the source individual unless the fieldwork facility staff establishes that the identification is infeasible or prohibited by state or local law.

(1) The source individual's blood shall be tested as soon as possible after consent is obtained in order to determine HBV and HIV infectivity. If consent is not obtained, the fieldwork facility shall establish that the source individual's consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood shall be tested and the results documented.

(2) When the source individual is already known to be infected with HIV or HBV, testing for the source individual's HIV or HBV status need not be repeated.

(3) Results of the source individual's testing shall be made available to the exposed individual who should also be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

(a) The exposed student/faculty member's blood should be tested as soon as possible.

(b) It is suggested that the post-exposure protocol be managed by the student/faculty member's personal healthcare provider.

CNHP
Infection Control Committee
5/15/09
Hepatitis A/B
Department of Occupational Therapy
Arkansas State University

Hepatitis A/B Vaccine

I have been instructed in the benefits of receiving the hepatitis aA/B vaccine and agree to take responsibility to ensure that I receive the hepatitis A/B vaccine. I understand that it is my responsibility to pay for the cost of the vaccinations.

__________________________Student  ______________________Date

__________________________Program
(The student must submit documentation of receiving the vaccination series when performed for their fieldwork file)

I have already been immunized with the complete hepatitis A/B vaccine series by
__________________________Student  ______________________Date
__________________________Date, and ________________________.
(The student must submit proof of vaccination series for their fieldwork file)

Or

I am considered immune because of a past blood test for antibodies to hepatitis A/B virus.

__________________________Student  ______________________Date
(The student must submit proof of their immunity for their fieldwork file)

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis A/B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis A/B vaccine, at my own expense. However, I decline hepatitis A/B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis A/B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis A/B vaccine, I can receive the vaccine series at my own expense.

__________________________Student  ______________________Witness

__________________________Date  ______________________Date

OTA Student Handbook
Waiver and Verification Form

WAIVER AND VERIFICATION FORM

Please read and initial each statement in the space provided, sign at the bottom and return to the department secretary by the end of orientation.

1. I understand that students will be expected to apply Occupational Therapy modalities and perform treatment skills on each other in laboratory courses that are part of the OT curriculum. I understand the risks and am willing to participate in these activities. This agreement is voluntary and by signing I acknowledge this fact. I further understand that this is not a binding contract and I reserve the right to change my decision at a later date. I acknowledge, however, that rescinding this decision may have a negative effect on my progress in the program.

2. I acknowledge that I have received a current copy of the A-State OTA Student Handbook provided by the Occupational Therapy programs on ____________ (date).

3. I further acknowledge that I have read and understand the contents of the A-State OTA Student Handbook and I agree to abide by the rules and regulations contained therein.

4. I hereby voluntarily agree to have photographs/videos taken of my person to be used for educational and marketing purposes. I understand there will be no financial remuneration involved and stipulate that the reproductions be used only for the sole purpose of education or marketing.

5. I acknowledge that the OTA faculty conduct ongoing research for program assessment. In that process, admissions data as well as data collected during the program (grade point average, GRE scores, Fieldwork Evaluation scores) and after graduation (licensing examination scores) will be analyzed. The results of the analysis may be published. In the event of publication, all data will be reported in aggregate and individual students will not be identified. I hereby voluntarily agree that my data may be used in a study submitted for publication.

____________________________  ________________________
(Signature)  (Date)

Make sure you have initialed all blanks and signed in the space provided
POLICY
The College of Nursing and Health Professions recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of a health occupation. Within each profession there are codes and standards for conduct by which all members of the profession are expected to function. Thus, when engaged in educational activities whether on campus or in the fieldwork setting health professionals are expected to be free from the abusive influence of chemical substances/drugs. When students are under the influence of drugs and alcohol, they present a threat to patients, other students and the employees and visitors of fieldwork facilities. It is the responsibility of the student to report any medication/s taken which would adversely affect her/his ability to perform safely in class or clinic. Written documentation will be required for verification of medications taken and will be placed in the student's file. As a condition of admittance and retention in any professional program in the Arkansas State University College of Nursing and Health Professions all students must sign a SUBSTANCE ABUSE COMPLIANCE CONTRACT agreeing to adhere to the Substance Abuse Policy & Procedures when conducting any activity associated with their educational program. As the contract notes, it is inclusive of testing for substances and appropriate release of that information.

PROCEDURES

1. *If a faculty member or supervisor observes a student demonstrating behavioral changes giving probable cause to believe the student is under the influence of drugs or alcohol while performing course activities*, the student will immediately be asked to submit to body fluid testing for substances at a lab designated by the College of Nursing and Health Professions who have identified procedures for collection (see attached). The cost of the test will be borne by the student. Refusal to submit for testing warrants immediate program dismissal.

At the time the specimen is released to the testing lab, the student will sign a release statement requesting that the test results be sent to the Dean's Office, College of Nursing and Health Professions, and to the student. If the results are negative, no further action

---

1. The generic meaning of the term “drug” is broadly defined as any chemical substance which affects living systems. For the purposes of this policy, substance and/or drug abuse are used interchangeably and defined as socially unacceptable use of drugs or other chemical substances for non-therapeutic purposes. The substance alcohol (ethanol), by its properties and actions, is a drug and is used as such in this policy. Drugs prescribed by a physician licensed to practice medicine and surgery, as long as the drug is taken in accordance with the provider's instructions and do not impair the student's ability to perform his/her duties, are exempt from this policy.

Reference:
will be taken and the student will only be allowed to make up work missed. If the results are positive (and substantiated by a second or confirmation test), the student will be dismissed from the professional program. Laboratory results will be disclosed to individuals whose duties necessitate review of the test results and confidentiality will be adhered to as stringently as possible.

2. This policy applies only to a student exhibiting behavior creating probable cause to believe drug or alcohol abuse is present. A student may be removed from the fieldwork environment or educational program for any prohibited behaviors as set out in the university or program handbooks, rules and regulations, whether or not related to substance abuse.

3. Readmission of the student to the program is contingent upon the following conditions:
   a. Formal application for readmission to the program.
   b. Meeting specific program admission criteria as noted in the Undergraduate/Undergraduate bulletin.
   c. Fieldwork space availability.
   d. Documentation that a prescribed treatment program has been completed by the student related to the drug/alcohol condition. The documentation is to be submitted to the Dean's Office, College of Nursing and Health Professions by the designated treatment facility.
   e. Follow-up program as suggested by the treatment facility that may include, but is not limited to, one or more relapse prevention procedures. The follow-up program will be individual specific and written as part of a contractual agreement with the student.

4. Arkansas State University may be required by state or national regulatory boards to submit information regarding a student's substance abuse history when he/she applies to take the examination for licensure. There is no guarantee that these boards will allow individuals with a substance abuse history to take the examination. Each case is judged individually by each board.

5. Students will be required to abide by individual institutional policies relating to substance abuse in fieldwork agencies to which they are assigned.
SUBSTANCE ABUSE COMPLIANCE CONTRACT

COLLEGE OF NURSING AND HEALTH PROFESSIONS
ARKANSAS STATE UNIVERSITY

I, ________________________________, have read the Board of Trustee approved Substance Abuse Policy & Procedures of the Arkansas State University College of Nursing and Health Professions and agree, as a student in the professional health program, to comply with all aspects of the policy as written, including testing for substances and appropriate release of that information. Furthermore, I agree to abide by the provisions for determining dismissal and to follow the conditions of readmission as outlined.

______________________________  ________________________________
Student’s Name               Student’s Signature

______________________________
Date

For Student File

OTA Student Handbook
BEHAVIORAL CHANGES ASSOCIATED WITH DRUG ABUSE

The College of Nursing and Health Professions has developed the following list of behaviors that are not all inclusive but, when observed, can be used as indices to identify an individual who at the moment of observation could be under the influence of a "drug" (see the Substance Abuse Policy for definition of the term "drug" and for the mechanisms to operationalize the policy). The College of Nursing and Health Professions is guided by behavioral descriptors that are stated in the latest edition of Diagnostic & Statistical Manual of Mental Disorders.

* Observation of any of these behaviors will result in dismissal from the learning environment (fieldwork or classroom).

Attention Deficit/Cognitive Impairment

ataxia

tremors, especially of the hands

* slowed response time in a familiar skill

* diminished from the usual in coordination/dexterity

Social Impairment

* inappropriate verbal remarks (subjects/words/expletives)

* inappropriate behaviors or those beyond the societal norm such as:

  angry outbursts/unrestrained agitation

  crying that cannot be explained

  euphoria

  paranoia

  hallucinations

* behaviors that are markedly changed from that individual such as

  introversion

  extroversion

  sullen/irritable

  giddy

  defensiveness

Somatic Manifestations/Discomforts

* odor of alcohol on breath

  nausea/vomiting/thirst

  frequent trips to bathroom/complaint of urinary frequency or diarrhea

  hiccoughs

  reddened sclera (bloodshot eyes)

  pupil changes/drooping eyelids

  complain of blurred vision or inability to focus

Speech/Communication Impairment

* slurred (thick tongue)

* rapid/choppy communication pattern

* incoherent speech

OTA Student Handbook
BEHAVIORAL PATTERNS ASSOCIATED WITH SUBSTANCE ABUSE

The following is a list of behavioral patterns that may surface when drugs have been abused. While these patterns have many causes, thorough assessment and detailed documentation is needed over a period of time to determine if there is any relationship to drug abuse. Patterns of behavior to observe and validate are:

- repeated tardiness
- frequent absenteeism
- numerous and chronic somatic complaints (colds/GI problems/lack of sleep/weight loss/sluggishness/low energy)
- untidy personal appearance or deterioration in quality of grooming
- lack of attention to hygiene (hair, nails, skin, oral)
- multiple crises in personal life
- avoidance/lack of eye contact
- isolation/lack of peer support
- repeated excuses for below standard performance
- forgetfulness with appointments/assignments
- slowed response time in familiar activities
- behavior shifts/mood swings
- lack of trust and suspicious of the motives of others
- needle tracks on body surface
- behaviors surrounding the administration of narcotics:
  - frequent need to waste "unused" medications
  - recording the administration of larger doses than ordered
  - unauthorized possession of the narcotic key
  - unsupervised entry into narcotic cabinet
  - volunteering to be in situations to gain greater access to narcotics
  - taking frequent breaks/numerous occasions when whereabouts unknown
CRITERIA FOR URINE DRUG SCREENS

NOTICE: PROVIDE LAB WITH THIS CRITERIA

ANY DRUG SCREENS SUBMITTED TO ARKANSAS STATE UNIVERSITY, COLLEGE OF NURSING AND HEALTH PROFESSIONS SHALL HAVE MET THE FOLLOWING CRITERIA:

1. Specimen collection is witnessed.
2. BASIC 10-PANEL* DRUG SCREEN INCLUDING ALCOHOL, MEPERIDINE AND DRUG OF CHOICE (SEE #7).
3. Laboratory must be CLIA\(^1\) approved.
4. Confirmation of positive results is done by GCMS\(^2\). If specimen must be sent to another laboratory for confirmation, the chain of custody is maintained.
5. Report, in addition to results, will include:
   a. Chain of custody;
   b. Drug history;
   c. List of drugs screened;
   d. Confirmation of method used; and
   e. Specific gravity.
6. The laboratory will retain negative specimens for a minimum of two (2) weeks and positive specimens for a minimum of one (1) year.

*10-PANEL INCLUDES:

<table>
<thead>
<tr>
<th>Amphetamines</th>
<th>Benzodiazepines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannabinoids</td>
<td>Cocaine</td>
</tr>
<tr>
<td>Opiates</td>
<td>PCP</td>
</tr>
<tr>
<td>Barbiturates</td>
<td>Methadone</td>
</tr>
<tr>
<td>Methaqualone</td>
<td>Propoxyphene</td>
</tr>
</tbody>
</table>

7. THE DRUG SCREEN SHALL TEST FOR THE FOLLOWING:

<table>
<thead>
<tr>
<th>Amphetamines</th>
<th>Methaqualone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbiturates</td>
<td>Phencyclidine</td>
</tr>
<tr>
<td>Benzodiazepines</td>
<td>Propoxyphene</td>
</tr>
<tr>
<td>Cannabinoids</td>
<td>Alcohol</td>
</tr>
<tr>
<td>Cocaine</td>
<td>Meperidine</td>
</tr>
<tr>
<td>Opiates</td>
<td>Drug of choice</td>
</tr>
<tr>
<td>Methadone</td>
<td></td>
</tr>
</tbody>
</table>

DRUG SCREENS WHICH DO NOT TEST FOR THE ABOVE WILL BE CONSIDERED NON-COMPLIANT WITH THE ORDER.

\(^1\)Clinical Laboratory Improvement Act: SEt of Federal Regulations which fieldwork labs must meet for certification.

\(^2\)Gas Chromatography Mass Spectrometry

Adopted from Arkansas State Board of Nursing, January 1997.
ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS

WAIVER FOR RELEASE OF MEDICAL INFORMATION
SUBSTANCE ABUSE POLICY AND PROCEDURES

I, ____________________________, am a professional health student at Arkansas State University and have previously received, read and understand the College of Nursing and Health Professions’ Substance Abuse Policy & Procedures.

I hereby consent to having a sample of my body fluid collected on this ______ day of __________, 20__, according to the terms set forth in the policy for the purpose of testing for identified substances at my own expense.

I understand that a positive test result will require a subsequent confirmation test. If that result remains positive, it will affect my status in the professional program. I understand that if I am taking any medications that would adversely affect the results of the test, that I should disclose those immediately. Written medical documentation from my physician will be required by me for verification of those medications taken.

I authorize the release of test results related to the screening or testing of my blood/urine specimen to the Dean, College of Nursing and Health Professions at Arkansas State University, and to myself. I understand that my body fluid specimen will be sent to _____________ for actual testing.

I hereby release Arkansas State University, its Board of Trustees, officers, employees, and agents from legal responsibility or liability arising from such a test, including but not limited to, the testing procedure, analysis, the accuracy of the analysis, or the disclosure of the results.

_________________________________________  _______________  ___________
Student’s signature  Date  Time

_________________________________________  _______________  ___________
Witness’s signature  Date  Time

OTA Student Handbook
ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SUBSTANCE ABUSE POLICY AND PROCEDURES
Waiver of Release of Medical Information

I, ____________________________, am a professional health student at Arkansas State University and have previously received, read and understand the College of Nursing and Health Professions' Substance Abuse Policy & Procedures.

I hereby consent to having a sample of my body fluid collected on this ________ day of _______, 20__, according to the terms set forth in the policy for the purpose of testing for identified substances at my own expense.

I understand that a positive test result will require a subsequent confirmation test. If that result remains positive, it will affect my status in the professional program. I understand that if I am taking any medications which would adversely affect the results of the test, that I should disclose those immediately. Written medical documentation from my physician will be required by me for verification of those medication/s taken.

I authorize the release of test results related to the screening or testing of my blood/urine specimen to the Dean, College of Nursing and Health Professions at Arkansas State University, and to myself. I understand that my body fluid specimen will be sent to for actual testing.

I hereby release Arkansas State University, its Board of Trustees, officers, employees, and agents from legal responsibility or liability arising from such a test, including but not limited to, the testing procedure, analysis, the accuracy of the analysis, or the disclosure of the results.

___________________________________
Student’s signature

Date

Time

___________________________________
Witness

Date

Time

OTA Student Handbook
**TB Mask Fitting**

Verification of TB Mask Fitting

This is to verify that the undersigned was fitted for a TB mask. It is understood that students who are assigned to provide services for clients with active tuberculosis are to wear the TB mask when providing direct patient care.

Mask Size: __________

__________________________________________________________________________

Student’s Name (Printed)

__________________________________________________________________________

Student’s Signature

__________________________________________________________________________

Location fitted

__________________________________________________________________________

Date fitted

__________________________________________________________________________

*OTA Student Handbook*
Some students have previously demonstrated an allergic reaction to the use of latex. The signs include burning, itching and swelling of the exposed part. This can be an emergency situation, however, it is extremely rare. If a suspected allergy is demonstrated, the student should immediately notify the supervising faculty member.

It is the student’s responsibility to notify in advance to the faculty member supervising the learning experience that the student is allergic to latex. This substance is commonly used in protective gloves in learning situations found in the anatomy laboratory or during wound care. Latex free gloves will be provided by the department upon written request from the student after documented cases of latex allergies or negative reactions.
COLLEGE OF NURSING AND HEALTH PROFESSIONS
OCCUPATIONAL THERAPY
Incident Report Form

Date: _______________________________ Time: _______________________________
Location: ___________________________ (On Campus/Off Campus)

Student: ____________________________ SS#: ____________________________
Description of Incident (Name all persons involved):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Witnesses of the Incident:

Action taken (notification of/by whom):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Review/Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Does this need review by the Infection Control Committee? Yes G No

Student ____________________________ Date __________________
Faculty ____________________________ Date __________________

Follow-up:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

If more space is necessary, use additional pages or back of sheet.
Two copies (one copy in student file; one in Departmental Office file).

OTA Student Handbook
Code of Honor

PROCEDURES FOR COLLEGE STUDENT CODE OF HONOR (Rev. April 21, 2006)
The College Student Code of Honor exists in addition to the University Code of Conduct and the Academic Integrity Policy found in the Student Handbook. An honor offense by the college code is defined as an act of lying, cheating or stealing. These terms are defined as follows:

Lying - a false statement (written or oral) made with the deliberate intent to deceive; something intended to or serving to convey a false impression.

Cheating - to practice fraud or deceit; academic fraud is a form of cheating and includes such things as plagiarism (including Internet resources), false citation, false data and submission of the same work to fulfill academic requirements in multiple classes.

Stealing - to take the property of others without permission or right; to take ideas, credits, words without right or acknowledgement; to accept credit for another’s work.

These honor code violations apply whether they are performed individually or in groups. They apply to didactic, laboratory and fieldwork experiences of the program as well as in situations where you are representing your program/college.

PROCEDURES:
If a student is aware of an honor offense, the student should report that offense to their ethics committee representative. The representative will accompany the student to the faculty member, program/director or chair’s office OR will direct the student to the faculty member of the class in question, the program director or the department chair. An investigation will result.

If there is evidence to bring forward, the student will be notified, in writing, of the specific charges, who the hearing body will be and the time and place of the hearing. Such notification will be delivered at least two working days in advance of the hearing. The date of the hearing, if possible, must be set within 10 working days from the date of notification to the student.

The College Code of Ethics Committee will hear the case. The Ethics Committee will be selected each fall and will be comprised of six CNHP student representatives and two CNHP faculty appointed by the dean. A committee of alternate representatives will be selected by the Dean to include six (6) students and two (2) faculty members*. Actions by the Ethics Committee may include: 1) dismissal of the case, 2) sanction the student, 3) refer the case to the Dean of Students, Student Affairs. Disciplinary sanctions by the committee may include educative, reprimand, restrictions and restitution. The committee does not have the authority to suspend or expel the student. However, the committee may forward the case to the faculty member or director/chair with a recommendation of suspension or program dismissal. The Dean of Students, or designee, will educate the committee and their alternates on the hearing process and sanctions in the fall semester of each year.

Student rights in this committee process are outlined in the Arkansas State University Student Handbook under the caption "Disciplinary Hearings". The student is entitled to one appeal rendered by the Associate Dean for Judicial Affairs. The process for appeal is found in the section on Appeal Process.

*On each distance campus, one student will be designated as an ethics representative.
Each student admitted to a professional program in the College of Nursing and Health Professions is charged with the responsibility of honorable conduct. A student is assumed honorable until his/her actions prove otherwise. An honor offense is defined as an act of lying, cheating, or stealing. Formal procedures exist for violations of the honor code.

As a student in a health program, it is fundamental that you act in an honorable and virtuous way so that a community of trust is established among members of the college and your clients. Honor is a practiced ideal that will positively impact your relationship with fellow students, faculty, administrators, patients and other members of the community. As you live an honorable life, you will find that you cannot live without it.

All students in this college are bound by the Honor Code and all are needed to make it work. The atmosphere of trust and integrity that is created by an honor system enables the student to know his/her word will be taken as true, to compete fairly in the classroom and to keep what is rightfully his/hers. The system functions best when all members of the college not only take responsibility for their own actions, but hold their peers to the same standards.

As a student admitted to a health professions program, you must agree to live by and support the basic principles of honesty - no lying, cheating or stealing; be accountable for your actions; and share information about honor offenses. If you are not prepared to accept these responsibilities, you should select a program outside this college.

I have read the explanation of the College Student Code of Honor. I understand that as an admitted student in one of the programs in the college, I have accepted the pledge of honesty and will be expected to meet the standards as set forward.

_________________________________________  __________________________
Signature                                      Date
HIPAA Compliance
Arkansas State University
College of Nursing and Health Professions
HIPAA Compliance Contract

I, ________________________________, have read the information provided to me concerning the Health Insurance Portability and Accountability Act (HIPAA) and understand its intention. As a student in a professional health program, I agree to comply by the requirements of HIPAA.

I understand that during fieldwork experiences, I will have access to protected personal health information (PHI as defined by HIPAA) of individuals and agree to:

a) Only use or disclose PHI as permitted Fieldwork Service under HIPAA statute(s);
b) Use appropriate available safeguards to prevent misuse of PHI;
c) Make PHI available to individuals as set forth under the HIPAA statute(s);
d) Return or destroy all PHI upon termination of a fieldwork assignment; and

e) Report any improper disclosure of PHI within ten days of discovery to my Fieldwork Instructor and / or the Director of Fieldwork Education.

_____________________________  ________________________________
Student’s Name                    Student’s Signature

____________________
Date

For Student File

OTA Student Handbook
On-line release form
Department of Occupational Therapy
Student Consent to Place Photo and Personal Information On-line

I give the Arkansas State University Department of Occupational Therapy permission to place my name, photograph, email address, and hometown on the department’s web site (http://www.astate.edu/college/conhp/departments/occupational-therapy/) I understand that this information will be used for purposes of communication between my classmates, the faculty, potential employers, others, and myself as well as to aid in recruitment efforts. I will not hold the A-State Department of Occupational Therapy liable for misuse of this information by parties unaffiliated with the Arkansas State University Department of Occupational Therapy (e.g., spamming, harassment, etc.). My signature below indicates that I have read and agree to the information in this paragraph.

Student Name (print): _________________________________

Email Address: ________________________________________

Hometown: ___________________________________________

Student Signature: _________________________________ Date: _________________
Student Conference Record

Student: (Name here)

Date: (Date here)

Re: (Purpose of meeting here)

Possible Topics:
1. Courses (Content, instructors, grades, special problems)
2. Directed Experience (Assignments, instruction, classroom/clinic behavior)
3. Specific Problems
4. Students strengths and weaknesses
5. Student's Input
6. Faculty Input
7. Conclusions / Comments

(eliminate non-applicable sections and enter data under applicable section)

___________________________________________________________________

Student / Date                     Faculty / Date

OTA Student Handbook
Arkansas State University College of Nursing and Health Professions now requires background checks for all students prior to confirming admission to professional programs. This is to ensure compliance with agreements between the College and Fieldwork Facilities.

Arkansas State University’s College of Nursing and Health Professions has worked with Verified Credentials, Inc. to establish an acceptable screening procedure. This cost of the background check is approximately $50.00. Applicants who fail to submit a background check will not be admitted to the OTA Program.

Please follow the directions below for submitting your application to Verified Credentials:

- Go to www.myvci.com/asu
- Select ASU-CNHP from the drop down menu.
- Complete and sign disclosure.
- Complete information page.
- Step 3 allows payment by credit card or bank transfer. Make selection and place order.
- Print the “Confirmation Page” and provide to your Departmental office as documentation that this process has been initiated.

Upon completion, the results of the background screening will be sent to you via email that will apprise you of the findings as well as your final score of:

- Red—Convictions or Discrepancy found
- Yellow—Possible Discrepancy found
- Green—No Convictions or Discrepancies found

The detailed report will be sent to the fieldwork site. If any information is found that would negatively affect your eligibility for fieldwork placement in the Program, you will be given an opportunity to challenge the information through the Adverse Action process associated with Verified Credentials. The fieldwork site will receive the information concerning any reports that are yellow or red and will determine your eligibility to participate in the fieldwork experience based on their criteria. If you have any questions, please contactVerified Credentials Client Services at 800.938.6090.

It is important that you submit information in a timely fashion. Thank you for your prompt attention to this request.
RELEASE OF SCREENING RESULTS

I, _______________________________________, am currently enrolled in one of the Arkansas State University College of Nursing and Health Professions Programs below as indicated by the check mark:

☐ Nursing

☐ Clinical Laboratory Science

☐ Occupational Therapy

☐ Physical Therapy

☐ Medical Imaging and Radiation Science

☐ Communication Disorders

☐ Social Work

I realize that the criminal background check policy/process may require that my results be shared with fieldwork affiliates and if a negative indicator is recorded, determine if I am permitted to participate in the fieldwork experience. My signature on this document serves as proof that I am granting permission for my criminal background check reports to be released as indicated.

Printed name:_____________________________________
Signature:_______________________________________
Date:__________________

PLEASE TAKE TO YOUR DEPARTMENT TO BE PLACE IN YOUR STUDENT FILE.
Objective: To assist students in meeting requirements for placement in certain health care facilities through documentation of a satisfactory criminal background check.

Required: Effective August 1, 2009 students must submit to and demonstrate a satisfactory criminal background check as a prerequisite for fieldwork practice for certain health care facilities. Students who fail to submit to a background check or to allow the Fieldwork facilities access to the report will be ineligible for fieldwork placement. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation and if the final determination is that the student is ineligible for fieldwork placement he/she will be given the opportunity to withdraw from the Program. Attendance in fieldwork practice is mandatory for successful completion of all of the Nursing or Health Professions Program.

The criminal background check will include but is not limited to: ID Search Plus; Criminal Background; Sex Offender Search; Abuse Registry; OIG Medicare Sanctioned List;

Situations in which a student does not receive a satisfactory background check will be reviewed by the Fieldwork Facility on a case-by-case basis. Convictions involving the following crimes, but not limited to these crimes, may serve to disqualify a student from participating in the mandatory fieldwork learning experiences.

- Any felony, whether listed below or not
- Crimes involving drugs, including but not limited to unlawful possession or distribution
- Crimes of physical violence to include any type of abuse (child, spousal, or of the elderly), abduction such as kidnapping, manslaughter, murder, robbery, sexual crimes, possession of a restricted fire arm or any related weapons offenses, assault and battery
- Conviction of a misdemeanor related to abuse, neglect or exploitation

A private company approved to perform Criminal Background Checks will conduct the background check. The cost of the background check will be borne by the student.

Process Guidelines:

- Arkansas State University College of Nursing and Health Professions has adopted Verified Credentials as the background screening vendor for those fieldwork sites that require a background check. This will become effective August 1, 2009. Students will be responsible for all associated costs.
- Students will be required to complete a background check screening with the Program’s vendor. The background check is to be completed prior to participating at the health care facility where such a requirement is stipulated.
- At present, Verified Credentials completes screening through Criminal Search (County), FACIS (Level I – Individual), IDSearchPlus and the National Sex Offender Public Registry.
Through Verified Credentials, students are assigned a GREEN, YELLOW or RED indicator in each of the screening areas listed above. A copy of each student’s report will be sent directly to the fieldwork site for review and/or available for review per Verified Credentials’ WEB site. Students will be required to provide all fieldwork affiliates open access to criminal background check reports.

In the event the student receives a **GREEN** indicator(s), the student will be cleared to participate in fieldwork experiences.

In the event the student receives any **YELLOW** indicator(s), the student’s Verified Credentials Report will be reviewed by the fieldwork to determine if they will be permitted to participate in the fieldwork experience.

In the event the student receives any **RED** indicator(s), the student’s Verified Credentials Report will be reviewed by the fieldwork site to determine if the student will be permitted to participate in the fieldwork experience.

Additional background checks with other vendors may be stipulated by some fieldwork affiliates (e.g. mental/behavioral health). Fieldwork affiliates reserve the right to refuse entrance of any student based on background check information. In the event, a fieldwork affiliate declines a student for fieldwork experience the student may not be able continue in the program since program objectives cannot be met. Students will be provided a copy of the program policy regarding criminal background check screening. In the event changes are made to the background check screening process, students will receive the applicable updates.


Student Confidentiality Contract

Arkansas State University
College of Nursing & Health Professions
Department of Occupational Therapy

STUDENT CONFIDENTIALITY CONTRACT

The confidentiality of patients admitted to contracted fieldwork agencies of the College of Nursing & Health Professions at Arkansas State University is protected by state and federal laws as well as treatment center policy and ethical consideration. Any student who breaches this confidentiality is subject to immediate termination from the fieldwork rotation. Such disclosure is also subject to applicable laws and regulations. All information in regard to patients is considered confidential. This includes the following:

A. The fact that the individual is a patient at a contracted fieldwork agency.
B. The patient's name, address, employer, etc.
C. The nature of the patient's illness or reason for admission to the treatment center.

Students are not allowed to discuss patients with individuals in the community and are not allowed to discuss patients in patient/public areas within the treatment center. Prior to the start of the fieldwork rotation, each student will review this confidentiality policy.

I, ____________________________________________, understand the information presented to me regarding patient confidentiality and acknowledge that I will assume legal responsibility for any breach I may make. I also understand that if I breach confidentiality in any way I will be immediately terminated from my fieldwork course at Arkansas State University.

____________________________________________
Student Signature

____________________________________________
Print Name

____________________________________________
Date

1. .

OTA Student Handbook
ESSENTIAL REQUIREMENTS & FUNCTIONS
FOR ADMISSION & RETENTION

The essential requirements identify the minimum technical standards required for admission, retention, and graduation of students. Graduates are expected to be qualified to enter the field of Occupational Therapy. It is, therefore, the responsibility of the student with disabilities to request those accommodations that he/she feels are reasonable and are needed to execute the essential requirements. Requirements for accommodations must be fully documented.

I certify that I have read and understand the Arkansas State University Occupational Therapy Program's Technical Skills and Abilities Essential Requirements for admission and retention.

___ I can meet the Occupational Therapy Program's Technical Abilities and Skills

___ I can meet the Occupational Therapy Program's Technical Abilities and Skills with reasonable accommodations. I require: (checking this option requires registration with Disability Services.)

___ I cannot meet the Occupational Therapy Program's Technical Abilities and Skills

_______________________________________
Student Signature

_______________________________________
Print Name

_______________________________________
Date
EDUCATIONAL RECORDS RELEASE FORM

Student's authorization to disclose information in education records pursuant to Family Educational Rights and Privacy Act (FERPA) of 1974, as amended

I, _____________________________, hereby authorize Arkansas State University to disclose the following information, documents, etc., contained in my education record:

___________________________________________________________________________
(specify)

___________________________________________________________________________
(specify)

to

___________________________________________________________________________
(person or organization to whom authorization is given)

for the purpose of

___________________________________________________________________________
(state purpose for which information may be disclosed)

___________________________________________________________________________
Student Signature

___________________________________________________________________________
Print Name

___________________________________________________________________________
Date
Video / Photo Consent Form and Release to Publish

Both the Department of Occupational Therapy and Arkansas State University (A-State) are frequently involved in professional, research, and community activities that require visual images to effectively communicate with various audiences.

The Department of Occupational Therapy and Arkansas State University desire your participation in such professional and community activities through the use of your photograph or video image. You are being asked to allow your image to be included in a document that may be published and disseminated to a wide audience for the purposes of research, teaching, or publicity.

You are under no obligation to give consent and permission to use your image. By signing this document at the indicated location below, you are consenting to the use of your image and affirming the way in which your image will be used has been explained and all your questions and concerns to that end have been resolved. Your signature indicates that you are freely giving the Department of Occupational Therapy and Arkansas State University the right to include your image. Be assured that no names will be associated with any photographs and/or video images.

I, ____________________________________________________________, give permission for photographs and/or video images to be taken and used as described above.

_____________________________ ________________________________
Name (Please Print) Date

_____________________________ ________________________________
Signature (Parent/Guardian if minor) Date

Client File# (if applicable): ________________________________

OTA Student Handbook
Treatment Consent Form

I hereby give my consent and authorization to receive Occupational Therapy services as provided through the Arkansas State University Occupational Therapy Department. I understand that the services through the Arkansas State University OT Department may be provided by student occupational therapy assistants or student occupational therapy assistant assistants under the supervision of a licensed occupational therapy assistant. I also acknowledge that the Occupational Therapy services provided through this department are primarily intended for research and to enhance student learning and are not intended to take the place of traditional Occupational Therapy services. I recognize that my consent to participate is voluntary and release the attending students and their instructional staff, Arkansas State University, and the State of Arkansas from any and all claims which may arise from my participation.

I hereby acknowledge that students conduct case reports and other research related to patient care activities and that in this process, outcomes data related to my Occupational Therapy treatment may be analyzed. The results of the case report or other research endeavors may also be published. In the event of publication, all data will be reported anonymously and patients will not be identified by name. Other patient related data will be reported only if it is essential to the description of the research. I hereby voluntarily agree that my data may be used in a study submitted for publication.

Date_________________  Patient’s Name __________________________

Patient’s Signature ___________________________________________  Signature of Witness over 18 years of age
Handbook Signature Page

I have received, read and understand all policies as stated in the OTA Student Handbook.

________________________________________  ________________________
Signature                                      Date

This form and all forms that require a signature within the OTA Student Handbook should be turned into the academic advisor within 1 week of orientation.