



Occupational Therapy Assistant Program

Handbook 2022-2023

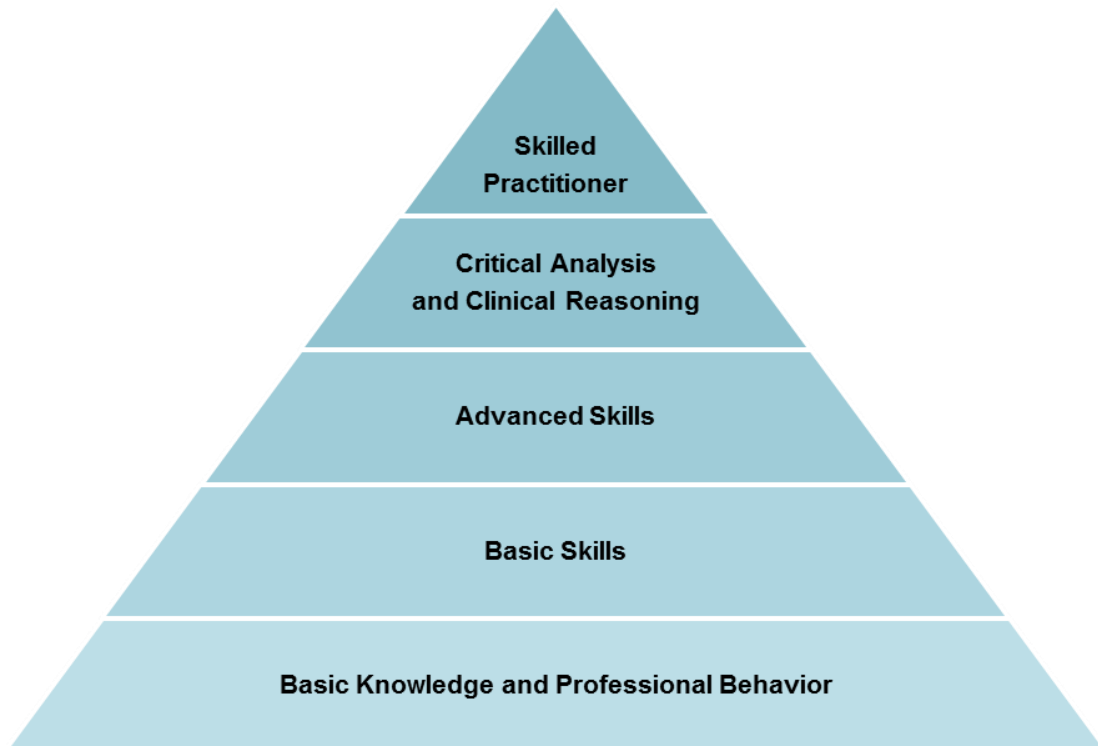


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Welcome to New Students

Welcome to the Weatherford College Occupational Therapy Assistant (OTA) program. You have chosen a very exciting and rewarding profession. Our goal is to provide you with the knowledge and skills required to provide quality occupational therapy assistant services.

The purpose of this handbook, in addition to offering a word of welcome, is to share information. This information will better help you understand the goals of the Occupational Therapy Assistant program, the operation of the program, attitudes of the faculty, policies of the program, and the philosophy of occupational therapy.

Through cooperation between students and faculty, the common goal of learning is achieved. Competence in the OTA profession is developed through diligence and hard work in the clinical environment, as well as, in the classroom. Your experiences in the upcoming months will be both challenging and rewarding.

If you should need assistance in your course of study, please feel free to contact the OTA program secretary, Becky Fryer, at (817) 598-6348. The OTA department offices are located in the I.B. Hand Business Building, and are open Monday – Thursday, 8:00 a.m. – 5:00 p.m. and Friday, 8:00 a.m. – 4:00 p.m. during the Fall and Spring semesters.

We have dedicated faculty and staff in the OTA department who welcome your questions by phone or email. The Program Director, Mike McGough, can be reached at (817) 598-8989 or via email at mmcgough@wc.edu. You may also refer to course syllabi to contact specific course instructors.

We look forward to sharing our knowledge and experiences with you.

Sincerely,

OTA Program Faculty and Staff

OTA Program Faculty and Staff

You will have the opportunity to learn from several instructors with diverse backgrounds, as well as, guest speakers from clinical sites within the community. Below are the current faculty and staff members that comprise the OTA program team.

Michael McGough, OTR, MOT, MBA
Program Director/Instructor

Stephanie Sellers, MOT, OTR
Academic Fieldwork Coordinator/Instructor

Julie Erb, OTR, MOT
Instructor

Lynette Salas, COTA
Adjunct Instructor

Rebecca Fryer,
OTA/PTA/Nursing Secretary

Katherine Boswell
Dean of Health and Human Sciences

Tammi White
Administrative Assistant to Dean of Health and Human Sciences

Curriculum Standards

Occupational Therapy Assistant educational programs across the nation must meet the *Standards for an Accredited Educational Program for the Occupational Therapy Assistant* (Adopted 2011, Revised 2018) as set forth by The Accreditation Council for Occupational Therapy Education. The *Standards* serve to assure a measure of consistency among programs nationwide. The *Standards* provide the rationale behind various components of the curriculum as well as the learning objectives and organization of the program.

As of 1999, all OTA programs in Texas also have a common menu of courses to choose from as mandated by the Texas Higher Education Coordinating Board. The spirit of this mandate, as directed by the Texas legislature, is to foster course transferability between OTA programs in the State.

Accreditation Status

Weatherford College's Occupational Therapy Assistant (OTA) program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The program was initially accredited in December 2013.

ACOTE's contact information:

6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929

Telephone: (301) 652-6611

Website: <https://acoteonline.org/>

After successful completion of the OTA program, graduates will be able to sit for the Certified Occupational Therapy Assistant (COTA) certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). Most states, including Texas, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination.

Weatherford College OTA Program

Mission

The Weatherford College Occupational Therapy Assistant (OTA) program offers a specialized health care curriculum designed to meet the needs of the people within its service area. The goal of the program is to graduate competent **professionals** who use **clinical reasoning** to provide occupational therapy services that are **client centered**, **occupation based**, and **evidence based**. Graduates from this program are skilled at establishing **therapeutic relationships** and have a strong appreciation of the importance of **community service**.

Philosophy

Relationship to the Profession

The OTA program philosophy reflects the foundations of Occupational Therapy practice based on systems theory, human development, adaptation, and the person, occupation, environment (PEO) model.

Nature of Humanity

Humans inherently adapt both physiologically and behaviorally. They are intrinsically motivated to engage in activity, which promotes adaptation to or impact upon their

social and physical environments. Through the developmental process, behavior becomes increasingly complex and effective in this interaction with the environment. As an open system, the individual's interaction with and adaptation to the environment influences occupational performance. This is part of a dynamic, mutually influencing life process of which purposeful activity or occupation is a central aspect.

Occupational Therapy Assistant Education

Occupational Therapy Assistant education at Weatherford College involves fostering the development of **professional behaviors** and **clinical reasoning skills** necessary for competent, ethical practice. The OTA faculty believes that the **therapeutic relationship** between the OT practitioner and the client is critical to treatment effectiveness. To this end, interpersonal skills such as self-awareness, authenticity, and active listening are nurtured throughout the curriculum. Knowledge of human development, function, adaptation and occupation is central to occupational therapy practice. The OTA program promotes the student's ability to integrate information from biological, behavioral, and social sciences with the Occupational Therapy Practice Framework and OT models as frames of reference. Students are then challenged to apply this information using **clinical-reasoning skills** to deliver **occupation-based, evidence-based, and client-centered interventions** which will lead to the development of competent practitioners.

Approach to Learning and Instruction

In addition to fostering the above essential skills in the educational approach, and in concert with the curriculum design, the underlying instructional theme of this program follows the idea that meaningful occupation enables an individual to positively influence his or her state of well-being (Reilly, 1962). This concept of meaningful occupation is also reflected in the OTA instructional process. Based on the philosophy of experiential education (Association for Experiential Education, 2008) each OTA course emphasizes "learning by doing." Faculty members provide meaningful, engaging learning activities (occupations) that facilitate a collaborative and interactive approach to the teaching-learning process. The hallmark of the OTA program is the ongoing involvement in experiential and service learning projects throughout the curriculum. Such instructional techniques are guided by theories based on the work of John Dewey and Kurt Levine (Kolb, 1984) that support the learner's need for movement, introspection, peer feedback, and novelty for optimum learning. Additionally, student personality traits (Miscisin, 2004) and learning styles are assessed and capitalized upon by both students and instructors. Students in the OTA program will have opportunities to apply these concepts as they participate in innovative collaborative learning projects, including initiatives with students from other education backgrounds. Adult learning principles (Knowles, et al 2005) are incorporated into instruction throughout the curriculum. Knowles principles are as follows:

1. Adults are internally motivated and self-directed.
2. Adults bring life experiences and knowledge to learning experiences.

3. Adults are goal oriented.
4. Adults are relevancy oriented.
5. Adult learners are practical.
6. Adult learners seek to be respected.

These concepts are practically applied as instructors relate to students as the colleagues that they will become in two short years. In addition to treating students with respect, OTA faculty members are also committed to:

- Getting to know and address each student on a first name basis.
- Recognizing, fostering, and building upon the skills and abilities that the students already possess.
- Explaining the critical connections between what is being learned and how it will be used in practice.
- Incorporating meaningful experiences that are relevant and applicable to practice (using labs, case studies, video treatment sessions, service learning projects, and incorporating direct client interactions when possible).
- Providing instruction in methods and formats that support the unique needs of the adult learner (providing 24 hours a day electronic access to all instructional materials, videos, podcasts, research databases).

Based on the requirements for competent occupation-based OT practice (Law, Baum, and Baptiste, 2002), the OT Code of Ethics (AOTA, 2020), and The Occupational Therapy Practice Framework (AOTA, 2020) that guide our profession, and professional behaviors as described by Kaser and Clark (2000), we value and foster the following essential skills in the OTA program at Weatherford College:

Exceptional Professional Skills

- Effective work behaviors which include dependability, punctuality, cooperation, flexibility, effective communication skills, safety of self and others, and organization.
- Demonstration of ethical behaviors and concern for the welfare and dignity of others.
- Self-initiated life-long learning to ensure practice competency.
- The ability to receive and effectively use constructive feedback.
- The ability to give constructive feedback.

Service to Others

- A passionate commitment to improving the quality of life of others.

Effective Therapeutic Relationships

- Awareness of self, others and the environment and the interrelationships between each.
- Awareness of the impact of culture on their own and others' values, beliefs, and behaviors.

- The ability to interpersonally connect with others and establish meaningful relationships.
- Understanding the powerful impact of the OTA's planned use of his or her personality as part of the therapeutic process (therapeutic use of self).

Competent OT Practice Skills

- The impact of meaningful occupations and their trans-active, or two-way relationship, between the person, the person's performance, and the environments in which the person functions.
- The ability to find evidence and use it to support clinical decision making.
- The ability to clinically reason and problem solve using multiple forms of evidence.
- The use of occupations (or interventions that directly support occupations) to help clients achieve their highest level of independence.
- Technical competence in the delivery of OT services.
- The ability to participate in consensual decision making and collaboration with clients, families, and other disciplines.
- The importance of the collaborative process between the OTA and the OT.

These skills are a reflection and natural extension of the OTA program's mission and can be found throughout the program from student selection process to graduate assessment.

References

- American Occupational Therapy Association (2005). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 59, 639-642.
- American Occupational Therapy Association. (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 609-639.
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Curriculum Design

Weatherford College's Occupational Therapy Assistant (OTA) program is designed to develop skilled practitioners who can use client-centered, occupation-based interventions, while demonstrating an understanding of evidence-based practice. In order to achieve these goals, the OTA faculty believes that one must have a strong foundation of basic knowledge, professional behavior, basic and advanced clinical skills, clinical reasoning skills, and an understanding of the importance of therapeutic relationships with clients. To this end, interpersonal skills such as self-awareness, self-reflection, authenticity, and active listening are nurtured throughout the curriculum. Central to occupational therapy practice are the knowledge of human development, function, adaptation, and the importance of occupation to personal health. The OTA program promotes the student's ability to integrate information from biological, behavioral, and social sciences with an understanding of the profession of occupational therapy, the Occupational Practice Framework II, and a wide variety of occupational therapy models. Throughout the program, students are challenged to apply this information using clinical reasoning skills in order to deliver occupation-based, evidence-based, and client-centered interventions.

In order to achieve this, the curriculum has four hierarchical themes: **basic knowledge and professional behavior; basic skills; advanced skills; and critical analysis and clinical reasoning.** Basic knowledge includes the foundational underpinnings of occupational therapy practice and a beginning understanding of the profession itself and the role of occupational therapy assistants. This level also includes an understanding of what it means to be a professional and what is expected in terms of professional behavior. Basic skills describe the rudimentary skills necessary for the OTA. Advanced skills refer to higher level skills necessary for skilled interventions. Finally, critical analysis and clinical reasoning refers to the ability to use the knowledge gained from all previous levels and apply it to successful professional practice. The threads that run throughout the curriculum include: strong interpersonal skills, professional behavior, therapeutic relationships, occupation-based interventions, and an understanding of evidence-based practice. These themes and threads govern the content, scope, and sequencing of our courses as denoted in Figure A and Figure B.

Figure A



Figure B

Hierarchical Themes of OTA Curriculum and Corresponding Courses

Developmental Level	Course Number	Course Title
Basic Knowledge and Professional Behavior	OTHA 1305	Principles of Occupational Therapy
	OTHA 1409	Human Structure and Function in Occupational Therapy
	OTHA 2301	Pathophysiology in Occupational Therapy
	OTHA 2309	Mental Health in Occupational Therapy
	OTHA 2204	Neurology in Occupational Therapy
Basic Skills	OTHA 1315	Therapeutic Use of Occupations or Activities I
	OTHA 1319	Therapeutic Interventions I
	OTHA 1167	Practicum – Occupational Therapist Assistant – Level I
Advanced Skills	OTHA 1167	Practicum – Occupational Therapist Assistant – Level I
	OTHA 1341	Occupational Performance from Birth to Adolescence
	OTHA 2331	Physical Function in Occupational Therapy
	OTHA 2305	Therapeutic Interventions II
	OTHA 1353	Occupational Performance for Elders
Critical Analysis and Clinical Reasoning	OTHA 2266	Practicum-Occupational Therapy Assistant Level II
	OTHA 2330	Workplace Skills for the Occupational Therapy Assistant
	OTHA 2235	Health Care Management in Occupational Therapy
	OTHA 2267	Practicum-Occupational Therapy Assistant Level II

OTA Program Goals

- A. The student will demonstrate competency as a professional in the role of the occupational therapy assistant.
- B. The student will be able to establish therapeutic relationships.
- C. The student will develop a strong appreciation of the importance of community service.
- D. The student will use clinical reasoning to provide occupational therapy services that are client-centered, occupation-based, and evidence-based.

OTA Program Objectives/Student Responsibilities

Upon completion of the Occupational Therapy Assistant program and under the supervision of the occupational therapist the student will be able to:

1. Demonstrate excellent **professional work behaviors** such as dependability, showing empathy towards co-workers and clients, initiation, acceptance of feedback, organization, cooperation with others, and adherence to safety requirements.

2. Accurately **identify and collect data** to assist in the development of the occupational profile.
3. **Complete screenings and administer selected assessments** in accordance with established guidelines and procedures.
4. Demonstrate basic **knowledge of various OT theories and frames of reference** in relationship to practice.
5. Assist in the **formulation of goals and objectives** consistent with the OT Practice Framework and OT Standards of Practice.
6. Demonstrate **therapeutic use of self** as an OT intervention strategy.
7. **Select and implement preparatory, purposeful, and occupation-based interventions** which are **evidence-based, client-centered**, and consistent with the established treatment plan.
8. Demonstrate **consideration of the client's factors, contexts, performance patterns, performance skills, and activity demands** when implementing treatment.
9. **Collaborate with therapists, patients, families, and other health professionals** during all aspects of the OT process.
10. Demonstrate **effective interpersonal and communication skills** when interacting with patients, families, and co-workers.
11. Demonstrate the ability to **effectively perform various technical skills** such as goniometric range of motion measurements, basic manual muscle strength evaluations, patient transfers and mobility, fabrication of adaptive devices, etc.
12. **Document** various aspects of **occupational therapy service provision** in accordance with state laws.
13. **Provide occupational therapy services consistent with The Occupational Therapy Code of Ethics, Standards of Practice, and the laws, rules, and regulations** governing occupational therapy practice.
14. **Understand the impact of traditional reimbursement sources** on OT service delivery and **identify alternative funding strategies** to meet consumer needs.
15. Demonstrate the **awareness and professional responsibility of participation** in ongoing educational experiences, active involvement in local and national service and professional organizations, and service as a mentor and/or fieldwork educator for future OTA students.
16. Understand the **collaborative relationship between the OT and OTA** including educational background, roles, and areas of expertise.
17. **Design and participate in service learning opportunities** that support community members' participation and engagement in healthy occupations within natural contexts.

Professional Organizations

American Occupational Therapy Association, Inc. (AOTA)

Address: 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929

Telephone: 301-652-6611

Fax: 301-652-7711

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

The American Occupational Therapy Association is the largest and most influential professional organization for occupational therapists in the world. Founded in 1917, it has grown in size and stature since that time, as evidenced by its current membership of over 38,000 occupational therapists and occupational therapy assistants.

The mission of AOTA is to advance the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public. Since AOTA is a voluntary organization, its bylaws and policies are determined by those occupational therapy practitioners who comprise its membership. In addition to an Executive Board of elected and appointed officers, various committees and commissions meet and deliberate throughout the year to determine strategies for achieving the association's goals. For example, AOTA's Centennial Vision for 2017 identified these five directions for the OT profession: (1) fulfilling our potential; (2) articulating our value; (3) linking education, research, and practice; (4) valuing our members; and (5) developing our resources. Members of AOTA are encouraged to participate in organizational activities so that national goals and initiatives can include the efforts and reflect the viewpoints of a broad constituency of occupational therapists, occupational therapy assistants, and students.

Student events are organized through the American Student Committee of the Occupational Therapy Association (ASCOTA). ASCOTA has officers as well as delegates from OT educational programs, and is designed to offer an opportunity for students to become members of the AOTA in advance of graduation and certification. Basic student membership includes subscriptions to *The American Journal of Occupational Therapy*. Student members also receive discounts on conference registration and AOTA publications.

Texas Occupational Therapy Association

Address: 1106 Clayton Lane, Suite 516W, Austin, TX 78723

Telephone: 512-454-8682

Fax: 512-450-1777

Website: <https://www.tota.org/>

The Texas Occupational Therapy Association (TOTA) is a professional association established for the benefit of professionals and students of occupational therapy. Membership services include public relations, legislative information, practice forums, educational meetings, and student services.

One of the oldest and most established state occupational therapy organizations, TOTA is organized into six geographical areas, or districts, including Alamo-South, Great Plains-West, Gulf Coast-East, Trinity North, Capital-Centex, and Rio Grande. This association and its districts also have an executive board and elected officers. An annual conference is conducted yearly at a major city in Texas, and a newsletter, *Revista OT*, is published bimonthly. Membership in TOTA is independent of AOTA membership.

National Board for Certification in Occupational Therapy, Inc. (NBCOT)

Address: One Bank Street Suite 300 Gaithersburg, MD 20878

Telephone: 301-990-7979

Fax: 301-869-8492

Website: info@nbcot.org

The National Board for Certification in Occupational Therapy (NBCOT) is the independent national credentialing agency that certifies eligible persons as occupational therapists, registered (OTR's) and certified occupational therapy assistants (COTA's). Certification by NBCOT is independent of state licensing requirements. All state regulatory agencies have recognized the use of NBCOT's occupational therapy certification examination as the regulatory standard. The acronyms "OTR" and "COTA" are registered trademarks and may only be used by practitioners certified as in "good-standing" with NBCOT.

The NBCOT offers a certification examination leading to certification of both OTR and COTA candidates. To be certified, an individual must: graduate from an accredited occupational therapy program; successfully complete all occupational therapy fieldwork requirements; and pass the NBCOT certification examination.

Texas Board of Occupational Therapy Examiners (TBOTE)

Address: 333 Guadalupe, Suite 2-510, Austin, TX 78701-3942

Telephone: 512-305-6900

Fax: 512-305-6970

Website: PTOT.texas.gov

The Texas Board of Occupational Therapy Examiners is the state licensing agency for OT practitioners in the state of Texas. Maintenance of a current state license is required in the state of Texas to provide Occupational Therapy services. Renewal is required every two (2) years with the approval of a designated number of contact hours of continuing education and payment of a renewal fee. A representative from TBOTE will provide students current information regarding Texas licensure and supervision requirements prior to graduation.

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association is an optional, College-sanctioned club for OTA students and OTA declared majors. The association primarily promotes community involvement through community service projects. Membership fees are \$10.00 per each long semester.

Credentialing

Credentialing consists of various forms of recognition that an individual has met prescribed standards to engage in professional practice. There are two types of credentialing that apply to the occupational therapy assistant certification and licensure. Information on these types of credentialing is provided below.

Certification (See NBCOT)

Completion of the program requirements at Weatherford College will not in itself authorize an individual to practice occupational therapy in the State of Texas nor in most other states. In order to become certified, an individual must successfully complete an accredited occupational therapy assistant program of study. This entitles one to complete the certification examination for occupational therapy assistants. If the certification examination is successfully passed, the individual can become certified by the National Board for Certification in Occupational Therapy.

Licensure (See TBOTE)

Licensure is the governmental (state) regulation of practice, designed to protect the health and welfare of the citizens of a state against unscrupulous or incompetent practice by persons who have not met prescribed qualifications. In Texas, occupational therapy assistants are required to obtain a license to practice from the Texas Board of Occupational Therapy Examiners before practicing. Failure to do so renders both the individual as well as his/her employer (if applicable) liable for misdemeanor charges and fines. The Board maintains certain rules and regulations that govern eligibility for a license, as well as requirements for licensure renewal. As soon as you have met all requirements, except for passing the certification examination, you are eligible to apply to receive a temporary license. You may practice during this period **only if you are in possession of a temporary license and work under the supervision of a licensed therapist**. For additional information, contact the Texas Board of Occupational Therapy Examiners. The program director and members of the faculty may also assist you with questions regarding both certification and licensure.

Application for Certification and Licensure

During your course of study you will receive the most current information available regarding certification and licensure. It is your responsibility to provide each agency with the appropriate information within the specified time frames. Neither TBOTE nor NBCOT is forgiving or understanding of students who miss deadlines or fail to accurately complete forms.

As of August 2019, the approximate cost of applying for the NBCOT certification exam is \$515 (online) or \$555 (paper application).

Both NBCOT and TBOTE ask background questions that must be answered honestly. Failure to accurately and honestly answer these questions could jeopardize your ability to practice OT.

Please see *Appendix A: Example Questions Asked on TBOTE Application*

Please see *Appendix J: Steps to Complete for the NBCOT Exam*

Professional Behavior

Professional conduct and communication are considered to be essential skills in the healthcare professions and are required in the classroom, as well as, in any online course environment. Students are expected to be polite and respectful, whether talking face-to-face, e-mailing, chatting, or posting online. Behavior that is disruptive (i.e., excessive talking, rudeness to others, distracting behaviors such as leaving and reentering class, cell phones ringing, etc.) will not be tolerated. Cell phones must be placed on silent mode during classes.

Notes:

Student Ethics

Students enrolled in the OTA program are expected to behave in ways that reflect high ethical standards. The OTA program expects students to adhere to the basic guidelines regarding ethical behavior in the classroom. In addition to those guidelines, the OTA program has further clarified ethical expectations as described below.

Students in the OTA program are expected to:

1. Follow the codes of conduct and policies described in this manual. "Acting in a manner counter to the principles detailed in any ethical code or student code of conduct that applies to you is unethical behavior." (Sladyk, 2005, p. 531)
2. Use their own knowledge and skill to complete examinations without referring to others' answers, class notes, or other references unless specifically permitted by the instructor. Students who fail to comply with this standard can expect to receive a zero on the exam and may be subject to further disciplinary actions.
3. Use their own knowledge to write papers, analyze activities, or compile research information. They shall not plagiarize, quote, or copy other persons' works without giving proper recognition as stated in a standard manual on style. Students who fail to comply with this standard can expect to receive a zero on the exam and may be subject to further disciplinary actions.
4. Assume that each assignment completed in class or outside of class is to be done without consultation of another current or former class member unless specifically and clearly permitted by the instructor. If the student is unsure, it is the student's responsibility to clarify this with the instructor PRIOR to submitting the assignment.
5. Respect instructors and other learners.
 - Students may not insult, slur, raise their voice to, or degrade instructors*, other College employees, other health professionals, or other students. (This expectation does not infringe upon a student's right to raise questions and request clarification but does define parameters in which the question or clarification is brought forth.)
 - Students will refrain from engaging in side conversations during class (Sladyk, 2005, p. 531). Students may not allow their cell phone to ring during class (Sladyk, 2005, p. 531).
 - Students shall not smoke or use tobacco products on college property as stipulated by College policy.
 - Students will honor commitments by being on time for classes, field trips, and fieldwork duties.
6. Respect the limited resources of textbooks, library books, reprints, and journals. Students shall not mutilate, deface, damage, or withhold resources for their own use.
7. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment. It is the student's responsibility to report any damaged resources of any type to the OTA Program Director.

8. Maintain good order in class and laboratory rooms. They shall not leave these rooms dirty, cluttered, littered, or in disarray or disorder upon completion of their assignment in each room.
9. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. They shall not expect to receive equal consideration in grading unless such arrangements are made.
10. Comply with and act upon safety procedures when working with peers, patients, and equipment whether in class, lab, clinic, or the patient's home. Under no circumstance shall a student endanger the safety and welfare of patients, other students, faculty, and staff.
11. Comply with all policies and procedures established by the Occupational Therapy Assistant Department and all fieldwork facilities. This includes expectations outlined in each OTA course syllabus. They shall not exempt themselves without specific permission by a faculty member or fieldwork educator.
12. Respect the confidentiality of patient information regardless of source (patient, therapist, records, or charts). They shall not repeat information outside of the classroom, clinic, or facility in which any part of the patient's name appears except initials. They will fully adhere to HIPAA Guidelines for Fieldwork as published by the American Occupational Therapy Association.
13. Respect the confidentiality of information shared in the classroom. All discussions held in the classroom, lab, or fieldwork are to be considered confidential in nature. "Due to the nature of OT education, sometimes students and instructors have personal examples that are relevant to class discussions. This information should be respected and not used for gossip." (Sladyk, 2005, p. 531)
14. Work in cooperation with and with respect for peers and other health care team members. They shall contribute their fair share of group projects. (Sladyk, 2005)
15. Respect the property and property rights of the OTA department and other allied health faculty and staff, all allied health students, fieldwork facility and staff, and patients. They shall not remove or borrow property without permission and shall not damage or misuse property while in the Mineral Wells Education Center Building, fieldwork facility, clinic, or home.
16. Respect other student's projects. Students shall not handle, steal, alter, deface, or otherwise harm another student's project, especially in a manner which might cause the student to earn a lower grade.
17. **Monitor and maintain current CPR and immunization status as required by the OTA program.**
18. Function within the role of a student.

*The term instructor also includes clinical (fieldwork) educators.

Students are expected to be aware of and comply with these ethics standards. Acting in a manner counter to these standards will result in consequences that reflect the severity of the infraction. Students who fail a class or are withdrawn from the OTA program due to one or more ethics violations will not be allowed to re-apply to the program.

Sladyk, K. (Ed.). (2005). *Ryan's occupational therapy assistant: Principles, practice issues and techniques*. Thorofare, NJ: Slack.

OTA Program Basic Information

The Occupational Therapy Assistant program consists of six academic semesters, including two Level I and two Level II Fieldwork Experiences. The curriculum ensures a balance of theoretical and technical courses as well as supervised application of skills in area health care facilities. Upon successful completion of the program the student is awarded an Associate of Applied Sciences Degree in Occupational Therapy.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 AOTA's phone number is (301) 652-6611. Upon program completion, graduates are able 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 the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states, including Texas, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Prior to entering the Occupational Therapy Assistant program, students may take any of the non-OTA courses (any course not having the OTHA prefixes) required. Occupational Therapy Assistant students must earn a grade of "C" or above in all prerequisite and required curriculum courses. Students must maintain an overall grade point average of at least 2.5 in order to graduate from the Occupational Therapy Assistant program.

If a student earns a grade of F in any required curriculum course (OTA or non-OTA), the student will be dropped from the program and must submit a letter to the program director to be considered for re-entry. If approved for re-entry by committee, the student may reapply to the program. If selected, and if a position is available, the student will be required to repeat the course in which the unsatisfactory grade was earned and pass that class with a 75 or better in order to continue. The student will also be required to repeat any co-requisite courses. A student earning more than two failing grades in an OTA course in this program or a discipline-specific course in any other health science program will be denied entry into the program.

Program Admission Requirements

Each cohort of Occupational Therapy Assistant students begins the program in the fall semester. Please refer to the admission packet for application deadlines. The OTA curriculum, with prerequisites included, is a two-year continuous program, which requires all day attendance Monday through Friday. All prospective students are required to meet the admission criteria. In addition, all applicants should be free of illegal drug use, have no felony convictions, and be clear of any misdemeanor convictions other than minor traffic violations.

For more information about the application process, please visit www.wc.edu and go to the Occupational Therapy Assistant program web page.

Applications for Weatherford College may be obtained by calling 817-598-8850 or may be downloaded from the OTA program page on the WC web site <https://www.wc.edu/ota>

AN APPLICATION for admission should include the following:

- Submit Weatherford College application and official transcripts to the Office of Student Affairs.
- Evidence of successful completion of the Texas Success Initiative to include TASP/THEA/ACCUPLACER/COMPASS or evidence of being exempt.
- Submit Allied Health application with official transcripts from all colleges attended to the Administration office at the Weatherford College Education Center at Mineral Wells.
- Submit proof of at least the first Hepatitis B Vaccine (three-dose series), or a positive Hepatitis B titer, or Department of State Health Services Waiver. Students must complete their Hepatitis B series and submit proof of the series to the OTA office, located at the Mineral Wells Education Center. This is a 4-6 month process and must be completed prior to the first day of class.
- Submit Observation Documentation Form with at least 10 hours of observation in a minimum of two separate occupational therapy settings.
- Only completed Allied Health applications with official transcripts, observation hours documented, and documentation of at least the first Hepatitis B shot will be accepted.
- Science courses must have been taken within five years prior to admission.
- Selected applicants will be required to attend an orientation prior beginning the OTA Program.
- Failure to meet application requirements may result in denial of application.
- Successful completion of all prerequisite courses with a “C” or better prior to starting the first day of class.

ONCE SELECTED FOR THE PROGRAM, the student must complete the following:

- Complete a criminal background check.
- Obtain a TB screen test, a 10-panel urine drug screen, various titers and immunizations, completion of Hepatitis B series, and a back/spine screen.
- Submit proof of major medical health insurance.
- Obtain current American Heart Association Health Care Provider CPR.
- Obtain an influenza vaccine.
- Attend the mandatory program orientation.
- Submit a physical demands consent form. (Included in Handbook)

Failure to meet any application requirements will result in denial of application. Failure to maintain immunizations as required will prevent the student from proceeding with clinical assignments and may result in dismissal from the program.

Information and specifics on obtaining the above criteria will be available to the student upon acceptance into the program.

Weatherford College is an Equal Opportunity institution that provides educational and employment opportunities on the basis of merit and without discrimination because of race, color, religion, sex, age, national origin, veteran status, or disability. Admission to Weatherford College does not guarantee admission to the OTA program. Refer to the current Weatherford College catalog for details concerning the OTA program admissions requirements. For more information on the student selection process, refer to the OTA program webpage.

Health Records, CPR Certification, and Immunizations Policy

Students are wholly responsible for keeping their health records up-to-date and for furnishing a copy of the required documents to the Administrative Office to be kept in their student file. Students not having current CPR certification, TB tests, annual influenza vaccine and required immunizations will not be allowed to participate in fieldwork and/or classroom activities. Non-compliance could result in withdrawal from the OTA program.

Personal Information Policy

Of utmost importance, the OTA department must be kept informed concerning ALL changes in personal information during the length of the program. This includes changes in email address, mailing address, home and cell phone numbers, marital status, and etc. This should be done as soon as possible after a change is made. OTA department personnel will not accept responsibility for information that you do not receive, if we do not have your current information on file.

Curriculum

Evaluation content and methods will be referenced in the course syllabus and available prior to starting course.

Please see *Appendix B: OTA Program Curriculum*

Program Costs

Please see *Appendix C: OTA Program – Approximate Student Costs*

Instructional Policies

Facilities

Classes are held at the Weatherford College Main Campus at 225 College Park Drive, Weatherford, Tx. The normal operating hours for the OTA Program are: 8:00 a.m. to 5:00 p.m., Monday through Thursday; 8:00 a.m. to 4:00 p.m., Friday. Students wishing to use lab equipment any time other than regular class hours may make arrangements with the OTA faculty. The OTA Program Director's office is located in the I.B. Hand Business Building, and the phone number is 817-598-8801. Other OTA faculty members are located in The LART Building, Suite 120. Any questions or concerns should be directed to staff in this office. In addition, the OTA program contracts with many clinical facilities in North Central Texas and in other areas and states.

Academic Support Center

The Academic Support Center (ASC) offers face-to-face and online tutoring in all subject areas; study skills workshops; placement test preparation; computer usage; and study resources. The Academic Support Center is located in LART 1-2 on the lower level of the Liberal Arts Building. The Academic Support Center provides academic coaching for all students at Weatherford College. The telephone number to the ASC is 817-598-6278.

Instructional Classroom Methods

Course material will be presented in lecture/demonstration/lab format, with performance of specific techniques in the laboratory following the lecture. Guest lecturers and field trips are incorporated to enhance instruction. A variety of audio-visual materials will be used, including videos and PowerPoint presentations. All OTA course materials (syllabus, course schedule, reading assignments, handouts, and etc.) will be provided; some via the Canvas platform, and handouts will be in MS Word or PDF format. Students will need to access Canvas in order to obtain necessary course materials.

Class Assignments

All assignments are due at the beginning of the class period unless otherwise stated and are expected to be original, independent work. Each assignment should be neat and legible, with correct spelling and grammar. Acceptance of late assignments due to an absence, are at the discretion of the instructor.

Laboratory

All students must be prepared for laboratory experiences at ALL times. Laboratory dress code will vary depending on course content, (i.e. palpation lab vs. transfer training). See syllabi for specific dress code requirements. When in doubt, consult the course instructor ahead of time.

Students are expected to maintain professional behaviors at all times during laboratory activities. Students will be instructed in the use of all equipment and supplies. Misuse or abuse of any equipment or supplies will not be tolerated and could result in dismissal from the program.

Grade Reporting

Students who are not passing at midterm will be notified electronically via “Campus Connect”. The following percentage system for letter grades will be used for all grade reporting. Specific grading criteria will be explained in each course syllabus at the beginning of each semester.

Grading Scale

A	90-100%
B	80-89%
C	75-79%
F	Less than 75%

Please refer to *OTA Program Basic Information* for consequences of failing courses.

ADA Accommodation for Students with Disabilities

Any student with a documented disability condition (e.g. learning, psychiatric, vision, hearing, etc.) who requests reasonable accommodations should contact the Office of Student Services at the beginning of the semester. The Director of Special Populations can be contacted at 817-598-6350.

Academic Integrity

Academic integrity is fundamental to the educational mission of Weatherford College and the College expects its students to maintain high standards of personal and scholarly conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Any student who is demonstrated to have engaged in any of these activities will be subject to immediate disciplinary action in accordance with institutional

procedures. Please refer to *Weatherford College Catalog* or *Occupational Therapy Assistant Program Student Handbook* for further information.

Student Intellectual Property Rights

A student shall retain all rights to original work created as part of instruction or using College District technology resources.

Attendance Policy

- I. Attendance is essential for the attainment of course objectives. **Students are allowed no more than three absences per course, per semester.** Students exceeding the three absences will be dropped from the course(s) and will not be allowed to continue in fieldwork courses. Fieldwork failures/withdrawals are addressed in the Fieldwork Handbook. Students will be allowed to continue in the remaining didactic courses, but will not be able to continue on to the next semester.
- II. Late arrivals and early departures are not allowed in class, lab, or fieldwork. This behavior can cause students to be unsuccessful in the program and could lead to dismissal from the program. If a student is tardy to class three times, the student will be charged with an absence.
- III. If a student is dropped from the program for absences or for academic reasons, he/she may reapply the following year. (See Returning Students section)

Returning Students

Students who have withdrawn or have been dropped from the program and who wish to return to the OTA program must put their intentions in writing. This must be accomplished within two weeks after the student has been dismissed or dropped. The semester prior to the intended start, the student must contact the Program Director to schedule a readmission hearing.

To be eligible for readmission, students must have maintained a “B” or better average in all coursework and will be required to take a written and skills exam as appropriate and make a “B” or better on both to be eligible for readmission. Those reapplying with grades of “C” or lower will be required to repeat those courses during that semester.

Students who do not reapply and return within one calendar year will be required to apply as a new applicant and repeat all course work. Students who reapply and return AND are subsequently dropped or withdraw a second time will be required to apply as a new applicant.

Transfer Students

Students wishing to transfer into Weatherford College's Occupational Therapy Assistant program will be evaluated on an individual basis. For a student to be eligible for transfer, he/she must have a "B" or better in all coursework. All program-specific courses must align with Texas Higher Education Coordinating Board's Workforce Education Course Manual (WECM) course descriptions.

Health Services

Students in the OTA program have the same access to health services provided to other students enrolled in the College. Weatherford College offers no health care facility on campus. If an accident or emergency occurs on campus, aid will be administered in accordance with the *Weatherford College General Catalog*. The cost of any professional service is the responsibility of the student. Students are required to have medical insurance coverage from a company of their choice.

Weatherford College has an agreement with Palo Pinto Hospital and Weatherford Regional Medical Center to provide healthcare services to the OTA students either through the ER or clinic.

Physical Limitations Policy

In the event of an illness, accident, injury, or other medical condition that hinders a student's ability to perform in the classroom or laboratory setting, the Occupational Therapy Assistant program may require a physician's statement authorizing the student to continue participation in academic and/or fieldwork courses. Specific release guidelines may be requested for situations involving back injury, surgery, pregnancy, communicable diseases, etc.

If a student is injured in class, lab, or fieldwork, the course instructor must be notified immediately. If the student is injured at fieldwork, the fieldwork educator must be notified immediately and the student may be treated in the hospital emergency room or may go to a private physician. Agency guidelines will be followed for unusual occurrence reporting. Students are responsible for any medical costs incurred. An incident report will be filed at Weatherford College in the Human Resources Department.

The student will also notify his/her course instructor of the condition so that appropriate policies may be followed. It is the responsibility of the student to advise the course instructor or fieldwork educator of any activity limitations or changes that occur from this condition that may affect successful completion of the current course objectives. The student will then have his/her physician complete the *Limitations & Liability Release* form at the beginning of each semester and/or any time during the semester as changes occur. The OTA faculty will consider the limitations or other treatment plan

prescribed by the primary care provider and will attempt to accommodate such plans. In the case of pregnancy, Weatherford College assumes no responsibility for problems that may occur with the fetus, the pregnancy, or the delivery. Weatherford College also does not guarantee that all fieldwork sites will accept pregnant students for clinicals. Advance planning with the Fieldwork Coordinator in such circumstances is recommended to assure that a site can be found.

Please see *Appendix D: Limitations & Liability Release*

Dress Code Policy

Proper attire is required for all classroom and laboratory participation. Revealing clothing is not appropriate. Close-toed shoes must be worn at all times in the lab.

When an instructor requests that a student dress in a certain fashion for lab or special event, failure to comply will result in the student not being allowed to participate and being counted absent. When working with clients, the student must maintain personal health such that there is no risk to self or patient. Personal cleanliness and hygiene are essential for acceptable interpersonal activities, such as those engaged in by OTAs.

1. Black scrub top (any brand)
2. Black scrub bottom (any brand)
3. School Patch (purchased from WC Bookstore.
4. Student is to have the patch sewn onto the left sleeve of the scrub top.)
5. Tennis shoes with a back. Tennis shoes can be of any color, but are expected to be clean and presentable.
6. Scrub jacket is not required, but if purchased should be black.

Students are required to wear Weatherford College student identification cards at all fieldwork sites.

7. Jewelry should be worn with caution. Single pierced earrings consisting of a post are permitted. No dangles or loop earrings may be worn. No bracelets or necklaces that may interfere with patient treatment are permitted. No extraneous piercings will be permitted. A watch with a second-hand (or digital) should be worn.
8. Tattoos must not be visible.
9. Hair must be clean. Only simple hair accessories are permitted. Students with long hair styles must tie hair back and pin it up so that it does not interfere with treatment.
10. Fingernails must be clean, filed smoothly, and should not extend beyond the finger tips. Only clear nail polish is acceptable.
11. Mustaches and/or beards must be neatly trimmed.

Students are expected to be aware of these standards. Acting in a manner counter to these standards will result in consequences that reflect the severity of the infraction.

Exam Policy

Make-Up Exams

Make-up work/exams will be required for absences in order to ensure that students acquire information and skills presented during their absence. Students will be responsible for contacting their instructor(s) about missed assignments and/or exams. All assignments and/or exams are due upon the student's return to class. **Make-up work, however, is at the discretion of the instructor.**

Exam Review

Learning theorists have proven that students (and clients) retain and learn more when given immediate feedback regarding performance. Faculty members will assign high priority to the timely return of assignments, quizzes, and exams. Faculty may review exams with students and address all questions relative to the exam such that the entire class may benefit. Students may be required to put specific concerns about exams and grading in writing and make an appointment with the faculty member for further discussion.

Testing Procedures

Our intention is to facilitate a class atmosphere that encourages and facilitates academic honesty. In order to do this, we adhere to the following procedures when administering exams:

1. Each student will be asked to place all materials on the floor or away from the testing area and place all electronic devices in the front of the classroom.
2. Each student may bring several pens/pencils to the testing area.
3. Once the instructor hands out the first exam, no talking or bathroom breaks are permitted.
4. If students have questions regarding the examination, they may raise their hand and the instructor will approach them.

Testing Procedure for Practical or Skills Examinations

OTA faculty members recognize that students learn from observing the practical and lab examinations of other students. During a skills examination, participating students are to follow the instructions of the student being tested. Students completing practical or skills examinations should do so independently without cues from the person being tested or from observers.

Student Communications

Cellular Phones and Similar Devices

In an effort to promote an environment conducive to learning and testing, the following policies will be enforced:

Students are not allowed to use mobile telephones, pagers, or other potentially distracting devices in the classroom, testing and/or review areas, or clinical fieldwork sites (if the fieldwork site has a more restrictive policy, then it must be followed). If a student has an emergency situation, he or she must obtain the course or fieldwork educator's permission to use the mobile phone. Because of the disruptive nature of mobile phones, the student and instructor must agree on what constitutes an "emergency situation" for an exception to be granted. Students must set such devices so that they do not disrupt the classroom or clinic.

Devices used for medical purposes must not be audible and **MUST** be placed on the person as inconspicuous as possible so as not to distract or draw attention to the object.

NOTE: Exceptions may be made on an individual basis for students who have special needs, if meeting ADA guidelines.

Telephone Messages via OTA Office

In case of an emergency, your family may contact the OTA office at (817) 598-8989 and speak with department staff. The staff may screen the call to determine if the message is of an emergency nature. If the student is on campus in class, the message will be delivered immediately. The student is responsible for notifying the family, day care, etc. when he or she will be away from campus. Students are encouraged to have a back-up system for emergencies. The information provided on the student information index card will be used to locate you or your next of kin in the event of an emergency. If a family member needs to drop items off for a student, they may be left with Mrs. Becky Fryer, OTA Secretary. Family members are not allowed to access or interrupt classes.

Conference/Academic Advising Procedures

Student conferences may be held each semester and/or at scheduled times convenient for both student and faculty. At any time, students may request to meet with any faculty member or the Program Director to discuss academic issues or other issues that impact the student's success in the program. If a student's academic or professional performance is weak or unsatisfactory, she/he will be required to meet with the OTA Program Director and/or faculty to discuss areas of concern. Topics of discussion might include the student's classroom/lab performance, fieldwork issues, or professional behaviors. Concerns regarding future or present fieldwork placements are directed to the Academic Fieldwork Coordinator.

The *Professional Development Assessment* rating scale and/or *Course Advisement Record* may be used to document conference details. Students may be asked to give written feedback or generate an action plan. In any case, they will be required to sign* the advisement or professional development form. In most cases, students are provided a copy of the form and the original is placed in their file.

* Note: The student's signature does not necessarily indicate that the student agrees with the statements made on the form(s); only that the issues stated on the form were discussed with the student, and the student had an opportunity to review the form(s) and make comments.

Please see *Appendix E: Professional Development Assessment*

Please see *Appendix F: OTA Program – Course Advisement Record*

Disciplinary Action

When students make poor choices, especially those that violate policies described in this manual, it is the OTA faculty's responsibility to meet with the student individually to provide feedback and help the student learn from the situation. In each case, a *Disciplinary Action Form** will be completed.

Poor choices that involve minor infractions will result in a warning. More serious infractions that involve failure to respond to previous feedback, safety, dishonesty, harming others, or behaviors as defined in this manual will result in a formal counseling or withdrawal. Warning and counseling are cumulative throughout the program. Based on the level and severity of the counseling, the student can be withdrawn from the OTA program, resulting in "F" in all OTHA courses that semester.

Before a student is withdrawn or dropped from the program for disciplinary reasons, he/she should follow the Weatherford College Policy for due process. After meeting with the Program Director, the student may then appeal his/her dismissal to the Dean of Health and Human Sciences, and then to the Vice President of Instruction. If not resolved, the student may appeal to the President and then to the College Board. If the nature of the dismissal is academic, the student has the opportunity to appeal before the Technical Academic Standards Committee prior to dismissal from the OTA program. The student may write a letter and speak briefly to the committee, answering any questions that they may have.

Refer to *Students Rights and Responsibilities* section in the current Weatherford College catalog for policies and procedures regarding student conduct expectations and disciplinary actions.

* Note: The student's signature does not necessarily indicate that the student agrees with the statements made on the form(s); only that the issues stated on the form were discussed with the student, and the student had an opportunity to review the form(s) and make comments.

Please see *Appendix G: OTA Program – Disciplinary Action Form*

Weatherford College Health and Human Sciences OTA Substance Abuse Policy

Any student enrolled in a Health Science program will be tested for drugs when there is a reasonable suspicion that the student is under the influence of alcohol and/or illegal drugs, i.e. drugs which are controlled substances under federal law, which are not being used under the supervision of a licensed health care professional (as prescribed), or otherwise in accordance with the law. The student will be subject to disciplinary guidelines as indicated in the Student Handbook for Weatherford College and/or the department.

Procedure:

1. Students will be asked to submit to drug screening by their program Director in the following circumstances:
 - a. Observable indication of actual use or impairment such as slurred speech, lack of coordination, incoherence, marijuana, or alcohol odors.
 - b. Possession of drugs, apparent paraphernalia, or alcoholic beverages.
 - c. Detailed, factual, and persistent reports of misuse by multiple colleagues.
 - d. Abnormal or erratic behaviors such as sudden outburst, mood swings, hostility, or unusual anxiety that suggests possible drug use or alcohol misuse.
 - e. Involvement in suspicious accidents.
 - f. Apparent lapses in judgment or memory.
 - g. Unusual lethargy.
2. Faculty and students will adhere to the following testing guidelines:
 - a. The student will sign consent to undergo drug screening upon admission.
 - b. The instructor(s) will document student's behavior and confer with Program Director (see attached documentation form). If Program Director is the faculty member concerned about the student's behavior or if the program Director is unavailable, the conference will be with the Dean of Instruction or Dean of Health & Human Sciences.
 - c. A request for a drug screen will be initiated.
 - d. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program.
 - e. The Program Director will arrange for transportation of the student directly to a designated testing center accompanied by a college representative.
 - f. After the drug screen specimen has been obtained, the student will be transported back to the point of origin or home.
3. The student is excluded from all clinical/field and/or classroom and lab activities pending results of the drug screen.
4. Drug screen findings will normally be interpreted by the designated testing center as soon as possible.
5. Positive results will be sent to the Dean of Health & Human Sciences where they will be kept in a confidential, locked file. Records may be released only to the

- student or the decision maker in a lawsuit, grievance, or other legal proceeding against the College or its agents arising out of a positive drug test.
6. The cost of the drug screen will be the responsibility of the student.
 7. Student may have positive drug screen detailed and verified by a second testing center at cost to the student. Student should be advised that this second testing is somewhat expensive (possibly in excess of \$200).
 8. During the review process by the Dean of Health & Human Sciences and the Program Director, the student will have the opportunity to:
 - a. Explain the cause of the positive drug screen.
 - b. Provide the name of the physician authorizing any prescription medications.
 9. The Dean or Director will contact the attending physician for verification. If verification is obtained, the student will be monitored to assure medication use is appropriate.
 - a. Any evidence of impairment (inability to function in the role defined by the program) due to prescribed medications will result in probation. The student, in collaboration with his/her physician and the Program Director, will develop a plan for reducing the impairment. Failure to develop or follow the plan will result in dismissal from the program.
 - b. Any evidence of impairment due to misuse of prescribed medication will be documented and result in dismissal from the program.
 10. The student may appeal the recommendation using the student Grievance Procedure in the Student Handbook (*Pathfinder*, online).
 11. If drug screen is positive and unexplained/unverified, the student will be:
 - a. Dismissed from the program (see readmission below).
 - b. Reported to the state licensing agency, if applicable.
 12. A student who tests positive will be provided a list of community resources for treatment.
 13. If the drug screen is negative, the student will be immediately reinstated by the Program Director and will be provided the opportunity to make up assignments. The student will be subject to all other objectives related to safe behavior and care of clients.

Sample: Consent for Drug Screening

I, _____, recognize that the use and abuse of alcohol, drugs or substances can create an unsafe clinical working environment for others and myself. I agree to provide a blood, urine and/or breath-sample to the drug-testing laboratory designated by Weatherford College. I also permit the testing laboratory to release the results of the drug-screening test to designated Weatherford College authorities.

Student	Date
Instructor	Date

Substance Abuse Recovery – Student Applicant Readmission

Weatherford College believes that persons identified as having substance abuse problems can benefit from therapeutic counseling regarding substance withdrawal and rehabilitation from a reliable source. No recovering student shall be denied learning opportunities purely on the basis of history of substance abuse. A student applicant with a positive pre-admission test result or with a prior history of substance abuse (whether or not they have previously been dismissed from a health science program) will be required to do the following before entering:

- A. Demonstrate at least two years of abstinence immediately prior to application.
- B. Provide letters of reference from all employers within the last two years.
- C. Provide a report of participation and current status from an acceptable treatment or support source(s).
- D. Sign an agreement to participate in monitoring by random drug screening consistent with the policy of Weatherford College Health & Human Sciences division and the clinical agency where assigned for client care. Testing will be paid for by the student.
- E. OTA candidates: Faculty will provide directions for contacting licensure/certification boards.

Please see *Appendix H: Substance Abuse Documentation Form*

Safety and Evacuation Plan

Weatherford College is always interested in the safety of its students. The Weatherford College Occupational Therapy Assistant program is committed to providing a safe and healthy environment for student learning. Often, however, situations occur that could cause concern such as natural disasters, fire, and unwanted intruders. Weatherford College has a thorough *Crisis Management Plan* that is available upon request, and evacuation maps are prominently located throughout the campus.

Please see *Appendix I: Building Evacuation Map*

Appendix A

Sample Questions Asked on TBOTE Application

Questions such as these are asked on the TBOTE application:

Background Questions

Disciplinary Action (required) Has any professional licensing or disciplinary body in any state, territory, foreign jurisdiction or denied, limited, restricted, suspended, canceled, or revoked any professional license, certificate or registration granted to you, or imposed a fine or reprimand, or taken any other disciplinary action against you?

Yes
 No

If you answered **yes** to the previous question, please provide an explanation of the circumstances.

Voluntary Surrender of Credentials (required) Have you ever voluntarily surrendered any such credentials in anticipation of an investigation or disciplinary proceeding, or entered into a consent agreement with respect to licensure?

Yes
 No

If you answered **yes** to the previous question, please provide an explanation of the circumstances.

Criminal Activity (required) Have you ever been convicted, placed on community supervision whether or not adjudicated guilty sentenced to serve jail or prison time or granted pre-trial diversion, or plead guilty, no contest or no contendere to any crime in any state, territory, or country, or received a court order whether or no sentence was imposed, including any pending criminal charges or unresolved arrests whether or no appeal (excluding minor Class C traffic violation)? This includes expunged offenses and deferred adjudications with or without a finding of guilt. DUIs and DWIs and PIs must be reported. A one MIP does not need to be disclosed; therefore you may answer, "NO." Multiple MIPs, however, regarding the answer, "Yes."

Yes
 No

If you answered **yes** to the previous question, please provide an explanation of the circumstances.

Alcohol or Substance Dependency (required) In the past five years, have you been diagnosed or treated for alcohol or substance dependency or addiction?

Yes
 No

If you answered **yes** to the previous question, please provide an explanation of the circumstances.

Professional Competency (required). Have you ever used drugs or alcohol to an extent which affected your professional competency?

Yes
 No

If you answered **yes** to the previous question, please provide an explanation of the circumstances.

Mental Competency (required). In the past five years, have you been determined to be mentally incompetent by a court?

Yes
 No

If you answered **yes** to the previous question, please provide an explanation of the circumstances.

Malpractice (required). Have you ever been found guilty of, or settled a malpractice claim?

Yes
 N

Appendix B

OTA Program

2020-2021 Curriculum

Course Number	Name	Lecture Hrs.	Lab Hrs.	Ext. Hrs.	Contact Hrs.	Credit Hrs.
PREREQUISITE						
ENGL 1301	Composition I	3	0	0	48	3
MATH X3XX	College Level Math	3	0	0	48	3
BIOL 2401	Human Anatomy and Physiology I	3	3	0	96	4
HUMA X3XX	Humanities/Visual and Performing Arts	3	0	0	48	3
PSYC 2314	Human Growth and Development	3	0	0	48	3
Totals		15	3	0	288	16
FIRST YEAR						
First Semester Fall						
OTHA 1305	Principles of Occupational Therapy	2	4	0	96	3
OTHA 1409	Human Structure & Function in OT	3	4	0	112	4
OTHA 2301	Pathophysiology in OT	2	4	0	96	3
OTHA 2309	Mental Health in Occupational Therapy	2	3	0	80	3
Totals		9	15	0	384	13
Second Semester Spring						
OTHA 1166	Practicum-Occupational Therapist Assistant-Level I	0	0	16	160	1
OTHA 1319	Therapeutic Interventions I	2	4	0	96	3
OTHA 1315	Therapeutic Use of Occupations or Activities	2	4	0	96	3
OTHA 2204	Neurology in Occupational Therapy	1	4	0	96	2
Totals		5	12	16	448	9

Third Semester Summer

OTHA	1167	Practicum-Occupational Therapist Assistant-Level 1	0	0	10	160	1
OTHA	2331	Physical Function in Occupational Therapy	2	4	0	96	3
OTHA	1353	Occupational Performance for Elders	2	4	0	96	3
Totals			4	8	10	352	7

SECOND YEAR

First Semester Fall

OTHA	2305	Therapeutic Interventions II	2	4	0	96	3
OTHA	2266	Practicum/Field Experience Level II	0	0	20	320	2
OTHA	1341	Occupational Performance from Birth to Adolescence	2	4	0	96	3
Totals			4	8	20	512	8

Second Semester Spring

OTHA	2330	Workplace Skills for the OTA	2	3	0	80	3
OTHA	2235	Health Care Management in OT	1	3	0	64	2
OTHA	2267	Practicum/Field Experience Level II	0	0	32	320	2
Totals			3	6	32	464	7

GRAND TOTALS 40 52 78 2352 60

Appendix C

OTA Program Approximate Student Costs

Occupational Therapy Assistant Core Courses

Spring Semester	In-District	Out-of-District
Tuition (16 Hours)	\$1,216.00	\$1,888.00
Lab Fee	\$120.00	\$120.00
Parking Fee	\$30.00	\$30.00
Textbooks	\$1,200.00	\$1,200.00
Liability Insurance	\$13.00	\$13.00
Uniforms and Supplies	\$300.00	\$300.00
Approximate Total	\$2,879.00	\$3,551.00

Summer Semester	In-District	Out-of-District
Tuition (7 Hours)	\$532.00	\$826.00
Lab Fee	\$48.00	\$48.00
Parking Fee	\$20.00	\$20.00
Textbooks	\$200.00	\$200.00
Approximate Total	\$800.00	\$1,094.00

Fall Semester	In-District	Out-of-District
Tuition (12 Hours)	\$912.00	\$1,416.00
Lab Fee	\$72.00	\$72.00
Parking Fee	\$30.00	\$30.00
Textbooks	\$300.00	\$300.00
Approximate Total	\$1,314.00	\$1,818.00

Spring Semester II	In-District	Out-of-District
Tuition (8 Hours)	\$608.00	\$944.00
Lab Fee	\$48.00	\$48.00
Parking Fee	\$30.00	\$30.00
Textbooks	\$100.00	\$100.00
Liability Insurance	\$13.00	\$13.00
Approximate Total	\$799.00	\$1,135.00

Summer Semester II	In-District	Out-of-District
Tuition (7 Hours)	\$532.00	\$826.00
Lab Fee	\$48.00	\$48.00
Parking Fee	\$20.00	\$20.00
Textbooks	\$200.00	\$200.00
Approximate Total	\$800.00	\$1,094.00

All tuition and fees are subject to change without notice. All book costs are approximate.

Students may pay tuition and fees on an installment payment agreement for fall and spring semesters. Please see Business Office personnel for assistance.

Other Expenses

In addition to tuition, textbooks, and fees, students are required to purchase the following items:

- Major medical health insurance
- Immunizations
- Drug screens
- Criminal background check
- OTA Uniforms
- Gait belt
- Goniometer
- Graduation Fee
- ACOTE Exam fee

Lab Fees

The following courses have a \$25.00 lab fee attached to the course:

OTHA 1305
OTHA 1409
OTHA 1315
OTHA 2301
OTHA 2309
OTHA 1319
OTHA 2204
OTHA 1341
OTHA 2331
OTHA 2302
OTHA 2305
OTHA 1353
OTHA 2330
OTHA 2235

Appendix D

Weatherford College OTA Program Limitations & Liability Release

I, _____, age _____, am a student at Weatherford College.

I am currently under the care of _____
Primary care provider name and credentials

for the following condition/injury: _____.

My primary provider has recommended the following limitations: _____

Primary Provider Signature: _____

Printed Primary Provider Name: _____

I am requesting to be allowed to continue in the OTA curriculum with modifications as outlined by my instructor(s) and participate in activities as able.

I HEREBY FREELY, KNOWINGLY, AND VOLUNTARILY ELECT TO PARTICIPATE IN ASPECTS OF THE OTA PROGRAM, AS I AM ABLE. I HEREBY AGREE TO RELEASE, INDEMNIFY AND HOLD HARMLESS WEATHERFORD COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM, ITS FACULTY, STAFF, AGENTS AND EMPLOYEES FROM ANY AND ALL LOSS, DAMAGE, CLAIM, OR LIABILITY ARISING FROM THE SAME, INCLUDING BUT NOT LIMITED TO PERSONAL INJURIES SUSTAINED BY ME OR INFLICTED UPON ANOTHER.

I PERSONALLY ASSUME ALL RISK OF MY VOLUNTARY PARTICIPATION. _____ (initials). I HAVE READ THIS IN ITS ENTIRETY AND I ACKNOWLEDGE THAT IT IS LEGALLY BINDING.

Dated this _____ (day) _____ (month) _____ (year)

Student Signature

WITNESS:

Name: _____

Address: _____

Appendix E

Professional Development Assessment

Student Name: _____

Evaluator: _____

Date: _____

Instructions: For each professional behavior, review the descriptors and rate 1 through 4 by circling the selected number.

Rating Scale: 1. Rarely (50% or less of the time) 3. Frequently (75% to 95% of the time)
 2. Occasionally (50% to 75% of the time) 4. Consistently (95% or more of the time)
N/O = No Opportunity to Observe

<p>1. Dependability as demonstrated by:</p> <ul style="list-style-type: none"> a. Being on time for classes. b. Handing in assignments and papers when due. c. Following through with commitments and responsibilities. <p>Comments: _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> </table>	1	2	3	4	N/O	1	2	3	4	N/O	1	2	3	4	N/O
1	2	3	4	N/O												
1	2	3	4	N/O												
1	2	3	4	N/O												
<p>2. Professional Presentation as demonstrated by:</p> <ul style="list-style-type: none"> a. Behaving and presenting oneself in manner that is accepted by peers, clients and employers. b. Using body posture that communicates interest or engaged attention. c. Displaying behaviors which are positive, sensitive, considerate, polite, and tolerant toward others. <p>Comments: _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> </table>	1	2	3	4	N/O	1	2	3	4	N/O	1	2	3	4	N/O
1	2	3	4	N/O												
1	2	3	4	N/O												
1	2	3	4	N/O												
<p>3. Initiative as demonstrated by:</p> <ul style="list-style-type: none"> a. Showing an energetic, positive, and motivated manner. b. Self-starting projects (seeing what needs to be done and doing it, offering to help). c. Taking initiative to direct own learning. <p>Comments: _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> </table>	1	2	3	4	N/O	1	2	3	4	N/O	1	2	3	4	N/O
1	2	3	4	N/O												
1	2	3	4	N/O												
1	2	3	4	N/O												
<p>4. Empathy as demonstrated by:</p> <ul style="list-style-type: none"> a. Being sensitive and responding to the feelings and behaviors of others. b. Listening to and considering the ideas and opinions of others. c. Providing assistance as appropriate. <p>Comments: _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> </table>	1	2	3	4	N/O	1	2	3	4	N/O	1	2	3	4	N/O
1	2	3	4	N/O												
1	2	3	4	N/O												
1	2	3	4	N/O												
<p>5. Cooperation as demonstrated by:</p> <ul style="list-style-type: none"> a. Working effectively with others. b. Showing consideration for the needs of the group. c. Developing group cohesiveness by assisting in the development of the knowledge and awareness of others. <p>Comments: _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">2</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">4</td> <td style="width: 12.5%; text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/O</td> </tr> </table>	1	2	3	4	N/O	1	2	3	4	N/O	1	2	3	4	N/O
1	2	3	4	N/O												
1	2	3	4	N/O												
1	2	3	4	N/O												

<p>6. Organization as demonstrated by:</p> <p>a. Prioritizing self and tasks.</p> <p>b. Managing time and materials to meet program requirements.</p> <p>c. Assisting in maintaining classroom/lab organization.</p> <p>d. Preparing for class – reading assignments, materials, etc.</p> <p>Comments:</p>	1	2	3	4	N/O
<p>a. Prioritizing self and tasks.</p> <p>b. Managing time and materials to meet program requirements.</p> <p>c. Assisting in maintaining classroom/lab organization.</p> <p>d. Preparing for class – reading assignments, materials, etc.</p>	1	2	3	4	N/O
<p>a. Assisting in maintaining classroom/lab organization.</p> <p>b. Managing time and materials to meet program requirements.</p> <p>c. Prioritizing self and tasks.</p> <p>d. Preparing for class – reading assignments, materials, etc.</p>	1	2	3	4	N/O
<p>a. Preparing for class – reading assignments, materials, etc.</p> <p>b. Managing time and materials to meet program requirements.</p> <p>c. Assisting in maintaining classroom/lab organization.</p> <p>d. Prioritizing self and tasks.</p>	1	2	3	4	N/O
<p>7. Clinical Reasoning as demonstrated by:</p> <p>a. Using an inquiring or questioning approach in class and lab.</p> <p>b. Analyzing, synthesizing and interpreting information – as reflected in documentation, discussions, presentations, etc.</p> <p>c. Utilizing resources to investigate solutions prior to asking questions.</p> <p>d. Recognizing and responding to safety needs of self and others.</p> <p>Comments:</p>	1	2	3	4	N/O
<p>a. Using an inquiring or questioning approach in class and lab.</p> <p>b. Analyzing, synthesizing and interpreting information – as reflected in documentation, discussions, presentations, etc.</p> <p>c. Utilizing resources to investigate solutions prior to asking questions.</p> <p>d. Recognizing and responding to safety needs of self and others.</p>	1	2	3	4	N/O
<p>a. Analyzing, synthesizing and interpreting information – as reflected in documentation, discussions, presentations, etc.</p> <p>b. Utilizing resources to investigate solutions prior to asking questions.</p> <p>c. Recognizing and responding to safety needs of self and others.</p> <p>d. Using an inquiring or questioning approach in class and lab.</p>	1	2	3	4	N/O
<p>a. Recognizing and responding to safety needs of self and others.</p> <p>b. Using an inquiring or questioning approach in class and lab.</p> <p>c. Utilizing resources to investigate solutions prior to asking questions.</p> <p>d. Analyzing, synthesizing and interpreting information – as reflected in documentation, discussions, presentations, etc.</p>	1	2	3	4	N/O
<p>8. Supervisory Process as demonstrated by:</p> <p>a. Giving and receiving constructive feedback related to performance (sandwich method).</p> <p>b. Modifying performance in response to feedback.</p> <p>c. Operating within the limits of student roles/skills and asking for help when appropriate.</p> <p>Comments:</p>	1	2	3	4	N/O
<p>a. Giving and receiving constructive feedback related to performance (sandwich method).</p> <p>b. Modifying performance in response to feedback.</p> <p>c. Operating within the limits of student roles/skills and asking for help when appropriate.</p>	1	2	3	4	N/O
<p>a. Modifying performance in response to feedback.</p> <p>b. Operating within the limits of student roles/skills and asking for help when appropriate.</p> <p>c. Giving and receiving constructive feedback related to performance (sandwich method).</p>	1	2	3	4	N/O
<p>a. Operating within the limits of student roles/skills and asking for help when appropriate.</p> <p>b. Giving and receiving constructive feedback related to performance (sandwich method).</p> <p>c. Modifying performance in response to feedback.</p>	1	2	3	4	N/O
<p>9. Verbal Communication as demonstrated by:</p> <p>a. Verbally interacting in class and lab.</p> <p>b. Sharing perceptions and opinions with clarity and quality of content (includes word choice, tone, etc.)</p> <p>c. Verbalizing opposing opinions in a professional manner.</p> <p>Comments:</p>	1	2	3	4	N/O
<p>a. Verbally interacting in class and lab.</p> <p>b. Sharing perceptions and opinions with clarity and quality of content (includes word choice, tone, etc.)</p> <p>c. Verbalizing opposing opinions in a professional manner.</p>	1	2	3	4	N/O
<p>a. Sharing perceptions and opinions with clarity and quality of content (includes word choice, tone, etc.)</p> <p>b. Verbally interacting in class and lab.</p> <p>c. Verbalizing opposing opinions in a professional manner.</p>	1	2	3	4	N/O
<p>a. Verbalizing opposing opinions in a professional manner.</p> <p>b. Verbally interacting in class and lab.</p> <p>c. Sharing perceptions and opinions with clarity and quality of content (includes word choice, tone, etc.)</p>	1	2	3	4	N/O
<p>10. Written Communication as demonstrated by:</p> <p>a. Writing legibly and neatly.</p> <p>b. Communicating ideas and opinions clearly and concisely in writing.</p> <p>c. Communicating complex subject matter clearly and concisely using correct punctuation and grammar.</p> <p>Comments:</p>	1	2	3	4	N/O
<p>a. Writing legibly and neatly.</p> <p>b. Communicating ideas and opinions clearly and concisely in writing.</p> <p>c. Communicating complex subject matter clearly and concisely using correct punctuation and grammar.</p>	1	2	3	4	N/O
<p>a. Communicating ideas and opinions clearly and concisely in writing.</p> <p>b. Writing legibly and neatly.</p> <p>c. Communicating complex subject matter clearly and concisely using correct punctuation and grammar.</p>	1	2	3	4	N/O
<p>a. Communicating complex subject matter clearly and concisely using correct punctuation and grammar.</p> <p>b. Writing legibly and neatly.</p> <p>c. Communicating ideas and opinions clearly and concisely in writing.</p>	1	2	3	4	N/O

Additional Comments:

Total Score: /128

Grade:

Student Signature

Instructor Signature

Professional Goals

Date: _____

Goal #1 _____

Goal #2 _____

Goal #3 _____

Identified supports needed to achieve goals _____

Plan strategies _____

Date of next review _____

Student Signature

Faculty Signature

Appendix F

OCCUPATIONAL THERAPY PROGRAM

COURSE ADVISEMENT RECORD

Course Number & Title: _____

Date: _____

Faculty: _____

Student: _____

Discussion Focus (Check as applicable):

- Discuss student of grade on work performed.
- Discuss current, cumulative course average.
- Review grading policy and/or policies published in syllabus.
- Review items on exam.
- Discuss strategies for improvement.
- Other. (List Below)

1. _____

2. _____

3. _____

4. _____

5. _____

Faculty Comments:

Student Comments:

Goals and Plan for Follow-up

Student Signature: _____ Faculty Signature: _____

Appendix G

**OTA Program
DISCIPLINARY ACTION FORM**

STUDENT: _____ **DATE:** _____

LOCATION OF CONFERENCE: _____

REASON FOR CONTACT: _____

RELATED CODE OF ETHICS VIOLATION: _____

INDICATE INFRACTION CONSEQUENCE: **FOUL** **STRIKE**

STUDENT SIGNATURE

INSTRUCTOR SIGNATURE

This section to be completed by the Program Director, and a copy provided to the student.
To date and including this incident, this student has _____ fouls and _____ strikes.

Comments:

PROGRAM DIRECTOR **DATE**

Appendix H

Substance Abuse Documentation Form

Observable and Suspicious Behaviors

Student Name: _____ Date: _____

Absenteeism

- Frequent Monday or Friday absences: _____
- Multiple unauthorized absences from class or clinical: _____
- Excessive tardiness: _____
- Improbable excuses for absence: _____
- Leaving school or the clinical agency early: _____
- Prolonged breaks: _____
- Frequent trips to the bathroom: _____
- Illness on the job or in the classroom: _____

Unexpected Events – Especially Resulting in Injury or Damages

- Falling asleep in class or clinical: _____
- Frequent or unexplained accidents: _____
- Any fall or faint or loss of equilibrium or consciousness, which suggests impairment: _____

Confusion and Difficulty Concentrating

- Difficulty remembering details or directions: _____
- Jobs/projects/assignments taking excessive time: _____
- Increasing difficulty with complex assignments: _____
- General difficulty with recall _____

Lowered Efficiency

- Mistakes of judgment: _____
- Wasting materials: _____
- Blaming or making excuses for poor performance: _____
- Deterioration of ability to make sound decisions: _____
- Spasmodic work patterns or academic performance: _____

Poor Relationships with Peers

- Avoidance of others: _____
- Hostile/irritable attitude: _____
- Reacts rather than responds to others: _____
- Overreacts to criticism or corrections: _____
- Unreasonable resentments: _____
- Unpredictable, rapid mood swings: _____
- Borrowing money from peers: _____

Physical Signs

- Alcoholic or suspicious breath odors/frequent use of mints/mouthwash: _____
- Diaphoresis: _____
- Dilated pupils: _____
- Abnormal pulse/respirations/BP: _____
- Person(s) documenting above behaviors: _____

Appendix I

Lab Safety and Building Evacuation Map (Under Construction)

Appendix J

Weatherford College OTA Program Policy Requirements Related to ACOTE

1. **TRANSFER OF SPONSORSHIP:** The OTA Program Director will inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
2. **ADVERSE ACCREDITATION:** The OTA Program Director will inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation. Any adverse accreditation action will be recorded and kept on file in the PD office.
3. **SIGNIFICANT PROGRAM CHANGES:** The OTA Program Director will notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program. Record of notifications and approvals are available online.
4. **PROGRAM DIRECTOR RESIGNATION:** The Dean of Health and Human Sciences will inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
5. **ACCREDITATION FEES:** Annual accreditation fees will be submitted within 90 days of the invoice date. Purchase requests and receipts for annual accreditation fees are kept on file in the WC business office and by the Program Director.
6. **REPORTS TO ACOTE:** The Program Director and Faculty will comprise and submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information. A record on these reports is kept online at the ACOTE website and on file in the PD office.
7. **ACOTE SITE VISIT:** The OTA Program Director will agree to a site visit date before the end of the period for which accreditation was previously awarded.
8. **INTERACTIONS WITH ACOTE:** The OTA Program will demonstrate honesty and integrity in all interactions with ACOTE and comply with the current requirements of all ACOTE policies.

**Weatherford College
Occupational Therapy Assistant Program
Sign-Off Sheet**

Student Handbook

I have received this handbook and understand that I am responsible for following all the policies and procedures included within. I agree to abide by these policies and procedures while enrolled as a student in the Occupational Therapy Assistant program at Weatherford College. I also understand that failure to abide by these rules and regulations may serve as grounds for withdrawal from the OTA program.

Student Signature

Date

Student Confidentiality Statement

I am aware of the need and responsibility to protect the confidentiality of all information as it relates to the patients/clients, physicians, and staff/affiliates of the clinical experience to which I am assigned. I am also aware of the need for confidentiality as it relates to any and all computerized information within clinical experiences. I agree to keep this pledge to maintain the trust of the patients/clients, physicians, and staff/affiliates of all clinical experiences by keeping all information within the confines of the clinical sites, as well as within the Occupational Therapy Assistant Department of Weatherford College.

I agree to refrain from releasing any patient/client, physician, or clinical site information except in accordance with the Weatherford College Occupational Therapy Assistant program and the clinical sites' policies. I also agree not to install any software in program or clinical computers or use any assigned security codes in any capacity except that which they are expressly designed. I also understand that any e-mail or voice mail may be reviewed by clinical staff, clinical site administration, management, and/or Weatherford College Occupational Therapy Assistant faculty.

Student Signature

Date

Print Name
