



METROPOLITAN
COMMUNITY COLLEGE

Occupational Therapy Assistant

2026-27 Program Handbook

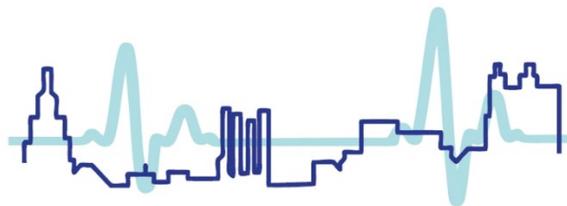


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Occupational Therapy Assistant Student Handbook

1. Introduction and Program Overview

1.1 Message from the Program Director

Welcome!

Congratulations on your admittance into the Occupational Therapy Assistant program. Occupational Therapy is an exciting field with diverse opportunities. This handbook is designed to give you an overview and description of the program. You will want to reference the materials included in the handbook throughout the program. This handbook does not replace the college student handbook, but is applied alongside the MCC Code of Conduct. The information contained in both handbooks applies to the students in the program.

Encouragement:

“Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behavior. Keep your behavior positive because your behavior becomes your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny.”

Mahatma Gandhi

1.2 Purpose of the Handbook

The Occupational Therapy Assistant (OTA) Program Student Handbook is designed as a comprehensive guide to support students by clearly communicating program-specific expectations, academic and clinical requirements, professional standards, and available resources. It provides an outline for students and faculty to work together providing guidelines for standards of conduct, responsibilities, and procedures that ensure student success, foster professional growth, and maintain compliance with institutional, state, federal, and accreditation requirements. Through the guidance and application of the OTA Program handbook, students commit to meeting the rigorous academic, clinical, and ethical demands of the program as they prepare for their career as healthcare professionals.

1.3 Program Accreditation Information

- 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 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. Phone: 301.652.6611
- MCC's occupational therapy assistant program prepare students to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam as part of the program.

1.4 Description of the Program and Areas of Study

Upon completion of the OTA Program, graduates will demonstrate:

- Knowledge of the history of Occupational Therapy and the use of occupational as a basis for effective treatment implementation.
- Knowledge of the role delineation between the OTR and the COTA.
- Knowledge of the role of occupation in the promotion of health and wellness
- Knowledge of the scientific basis and effectiveness of occupational therapy treatment.
- Knowledge of AOTA's standards and code of ethics for practice.
- Knowledge of state and federal regulatory and legislative actions and their effect on the delivery of OT and health care services.
- Knowledge of universal precautions.
- The ability to read and interpret professional literature and critically analyze new concepts.
- The ability to communicate effectively in written and oral communication.
- The ability to promote effective interpersonal relationships.
- The ability to implement occupation-based, comprehensive treatment which may include, but is not limited to:
 - Assessment of architectural barriers
 - ADLs and functional training
 - High and low assistive technology
 - Developmental activities
 - Endurance activities
 - Environmental modifications
 - Modalities (OT specific)
 - Muscle re-education, strengthening
 - Orthotic fabrication
 - Client/family/significant other/staff education
 - Positioning for wheelchair and bed
 - Wellness and health maintenance

- An understanding of the importance and value of lifelong learning to promote personal and professional growth.
- An understanding of the principles of:
 - Authority and responsibility
 - Planning and time management
 - Flexibility and problem solving
 - The supervisory process
 - Performance evaluation, policies and procedures
 - Fiscal considerations for OT
 - Quality assurance
 - Client and family interaction
 - Documentation and confidentiality
 - Management in OT

Academic Structure:

The Occupational Therapy Assistant (OTA) program combines a full-time and part-time academic structure to provide flexibility and promote student success. The full-time program consists of four semesters following the traditional academic year, with three semesters of academic and clinical coursework and a final 16-week semester dedicated to Level II fieldwork across two practice settings. The part-time pathway, designed to support students balancing work, family, or other obligations, runs year-round over 2.5 years and includes one additional semester since it continues through the summer. Part-time students complete one to two classes during the summer and three classes in the fall and spring semesters. The part-time cohort joins the full-time cohort for concurrent classes during the first and second fall semesters and the first spring semester, as scheduling allows. The final fall semester consists of full-time Level II fieldwork. This flexible structure supports MCCCKC's mission by enhancing access and success for non-native English speakers and students with external commitments, while also providing full-time students opportunities for remediation without reapplication. The program begins every August for full-time and June for part-time students. Classes are held at the MCC-Penn Valley Health Science Institute and hands-on training at the 10,000 sq. ft., accredited, healthcare simulation center virtual hospital.

1.5 Program Learning Outcomes

1. Apply foundational science, humanities, and Occupational Therapy content to practice.
2. Integrate and articulate knowledge of basic tenets of Occupational Therapy.
3. Conduct screenings and evaluations related to occupational performance as appropriate with diverse populations.
4. Develop and implement occupation-based interventions appropriate to client needs.
5. Demonstrate knowledge of contexts of service delivery and Occupational Therapy Assistant role in management.
6. Demonstrate appreciation for ethics and values of the profession of Occupational Therapy.

Occupational Therapy Educational Goals:

1. The OTA Program faculty will prepare students for an Associate of Applied Science Degree-Occupational Therapy Assistant.
2. The OTA Program will prepare all graduates for employment as entry-level Occupational Therapy Assistant practitioners as defined by the American Occupational Therapy Association competent to preform Occupational Therapy services in a wide variety of settings.
3. The OTA program will provide a course of study with clearly defined expectations for all students at all levels of the program and help each student to achieve these expectations.
4. The OTA program will provide equal opportunity for all people without regard to their race, color, religion, sex, sexual orientation, age, birth, ancestry, national origin, religion, or disability.
5. The OTA program will provide and promote accessibility and accommodations to those qualified students with disabilities.
6. The OTA program will enhance student awareness and appreciation of diversity within and outside the college community.
7. The OTA program will facilitate students' integration of theory and practice by providing effective didactic, laboratory, and fieldwork opportunities.
8. The OTA program will provide multisensory, current technological classroom instruction that supports lifelong learning, personal/professional development, and critical thinking.
9. The OTA program will instill ethical standards and attitudes in personal and professional conduct and relationship.
10. The OTA program will collaborate with community-based organizations and other educational institutions to ensure ongoing program effectiveness in instruction and for community needs.

Please refer to the following link for the ACOTE Academic Standards - <https://acoteonline.org/accreditation-explained/standards/>

1.6 Career Pathways

Graduates who earn an Associate of Applied Science (AAS) degree as an Occupational Therapy Assistant (OTA) are prepared for diverse and rewarding career opportunities in healthcare and community settings. OTAs work under the supervision of licensed occupational therapists (OTRs) to help individuals of all ages develop, regain, or maintain the skills necessary for daily living and meaningful participation in life activities.

Employment Settings

- Hospitals and inpatient rehabilitation centers
- Outpatient therapy clinics
- Skilled nursing and long-term care facilities
- Home health agencies
- School systems and early intervention programs
- Mental health and behavioral health settings
- Community-based organizations and wellness programs

Expanded Roles

- Education and clinical instruction
- Healthcare administration and program coordination
- Wellness, prevention, and health promotion programs
- Assistive technology and ergonomics consulting
- Community accessibility and home modification services

Professional Advancement

- Advance into leadership or management positions within healthcare organizations
- Serve as educators or fieldwork supervisors for OTA students
- Continue their education through bridge programs to become licensed Occupational Therapists (OTRs)
- Contribute to research, advocacy, and innovation in occupational therapy practice

According to the O-Net online, average annual wages for occupational therapy assistants is \$61,610. Bright outlook for Occupational Therapy Assistants with a projected growth of 18% in the next 10 years.

2. Admission and Enrollment

2.1 Program Eligibility Requirements

Admission to the Occupational Therapy Assistant (OTA) program is a selective admissions program and based on a combination of academic and experiential criteria. For the full-time program, applicants must successfully complete the following prerequisite courses—English Composition, a 4-credit Biological or Physical Science, Medical Terminology, and Introduction to Occupational Therapy—before admission and recommends the completion of a minimum of two General Education requirements (please see Curriculum checklist for specific course information [6. Curriculum and Course Descriptions](#)). To formally attend part-time, the part-time pathway requires completion of all general education and prerequisite coursework before beginning the program. Anatomy and Physiology and Introduction to Occupational Therapy must have been taken within the last five years to qualify.

Applicants must also complete placement testing (Accuplacer: Reading ≥ 256 , recommended - Writing ≥ 246) within three years. Admission decisions consider GPA, completion of prerequisites, related work or volunteer experience, application essay, and interview performance. Students must maintain a minimum GPA of 2.0 and earn at least a “C” in all coursework (see progression and retention information).

Upon acceptance, students are required to complete a background check, physical exam, CPR certification, and vaccination requirements per fieldwork site policies and accreditation standards.

Background checks

Students will not be able to obtain a license to practice or be allowed to participate in clinicals should they have an unacceptable background as defined by state law regarding health care providers. An unacceptable background includes a felony and/or class "A" misdemeanor conviction.

Prospective students may contact the NBCOT for an early determination review at professional.conduct@nbcot.org or for the [code of conduct](#).

Admission, Progression, and Completion

Prospective OTA students have access to advisors at any of the MCC campuses to assist them with determining required courses and steps to apply. Additionally, program accreditation requires students and advisors to work with the OTA Program coordinator to determine admission requirements.

In order to receive an AAS degree in Occupational Therapy, the student must complete all courses with a grade of "C" or better in each course required for the degree and must successfully pass all laboratory checkouts as outlined in each course syllabus. Additionally, students are expected to maintain a GPA of at least 2.0 in the program. Progression through coursework is outlined in the curriculum sequence included in the course information packet with no opportunity to complete OTA courses in variation of the sequence. Students failing to meet these requirements will be required to follow the remediation procedure.

Remediation

A student enrolled in the OTA program that earns a grade of "D" or below in any OTHA course, required general science course or Human Anatomy and Physiology will not be allowed to progress along the course sequence in the program as previously scheduled. The student who earns a single "D" will meet with the program coordinator to discuss the student's status. If the student wishes to continue in the program, they will present, in writing, a remediation plan outlining changes they will make that will bring about a different result. The remediation plan will be presented to the OTA Program faculty for review. The student may request a meeting with the HSI Division Chair, per the Grievance Procedure as outlined in the course syllabus and MCC Student Handbook.

- A successful appeal will allow the student to return at the beginning of the next semester (if space is available) in which the course is offered. Additionally, students will be required to re-take all hands-on skills courses in the semester they must remediate in order to remain competent to progress on in the program.
- The result of the remediation panel will at minimum require the student to re-take the course the "D" was earned in and any courses with a lab regardless of the grade earned in that course. If the remediation semester involves a clinical course the clinical will may be repeated unless otherwise arranged. A student that remediates will no longer be in their original cohort and will

join the cohort that is in the semester the course is needed. The student will remain in that cohort for the rest of their schooling. An unsatisfactory plan will result in the student being asked to re-apply to the program and begin as a new student.

- Example 1: Fall semester: a student earns a “D” in OTHA103 Clinical Conditions but successfully passes the other courses. OTHA103 is only offered in the fall currently. Therefore, the following Fall semester, the student would be required to retake OTHA103 Clinical Conditions and retake OTHA106 Therapeutic Interventions I (lecture with lab).
- Example 2: An OTA student earns a “D” in OTHA154 Applied Neurology, a spring semester course, in order to demonstrate retention and ongoing clinical competence with hands-on skills, the student would be required to retake OTHA106 in the Fall, with lab, before remediating the course(s) not successfully passed in the spring.
- If there are more students applying for space than there is available space the decision will be based on: the quality of the remediation plan, changes made by the student in the semester in which they earned a “D”; GPA, and overall course performance. In the case of limited space, a student may not be offered a position or may be offered an opportunity to restart the program and at minimum retaking all lab course work, clinicals and the course not passed.
- A student that has earned two or more “D’s” or an “F” that would like to re-enter the program will be required to reapply and undergo the admissions process. If accepted into the program, the student would be considered a new student at that point, and would be required to take all coursework, including that which had previously been successfully completed.
- A student may not apply for admission to the program a third time if dismissed due to grades.
- A student must earn 75% in both the lab portion and the lecture portions of the course to earn an acceptable grade for the course. If both scores meet the minimum competency level (75%), the final grade will be determined through calculation of points reflecting both lecture and lab. If the grade in either the lab or lecture is less than 75%, the final grade will be “D” or “F” depending on points earned.
- Any student earning a grade of 75% or below on any written examination, in designated courses (see course syllabi) will be required to repeat that examination in order to verify minimum knowledge level within one week of the posted test score. If the student does not complete this repeat examination within one week, the instructor reserves the right to counsel the student and require remediation in another manner.
- Any student earning lower than 75-80% (see course syllabi for specific details) on any practical examination or competency check or failing to complete the practical/competency check without completing critical safety errors will be required to complete the practical/competency check again until competent. The student must continue to remediate the content area and demonstrate competency, or the student will be given an incomplete for the course and not be allowed to continue in the program until complete.
- Any student earning a grade below 75% on a final examination in designated courses (see course syllabi) will be given an incomplete and will be required to retake the final with initial

score remaining in the grade book. Only upon satisfactory completion of the final examination will students be allowed to continue to the next semester and the grade of “incomplete” changed.

- If a student has earned a "C" or better in all OTHA and required Biology coursework, but the overall GPA drops below 2.0, the student will be placed on academic probation the following semester. If the GPA remains below 2.0 at the end of the semester, the student may be dropped from the program.

Satisfactory (S) or Unsatisfactory (U) grades will not be accepted for program prerequisite courses, OTHA courses, or any other courses included in the degree requirements.

Students who apply to the program with previous OT coursework, whether from an OTA or OT school will be evaluated on an individual basis. Transcripts will be audited by the Student Data Center. When applicable and appropriate, the OTA program coordinator will work with Division Chairs and the advisor to submit course substitutions or waivers for limited courses to meet the requirements of the OTA degree. Students may be expected to take all OTHA courses in sequence, beginning with semester one offerings.

Work experience cannot replace OTA program course content requirements. The OTA student will follow guidelines set forth in individual course syllabi. Evidence of academic dishonesty in any OTHA course including fieldwork may result in termination from the program. If termination from the program results from academic dishonesty, the student may not reapply to the program.

- 6.10013 DP Transfer Credit
- 6.10014 DP Academic Forgiveness
- 6.10015 DP Credit for Prior Learning

2.2 Program Application Process

1. Apply to MCC.
2. Send official college and university transcripts to the Metropolitan Community College, Data Center. If classes were completed at MCC, an MCC transcript is not required.
3. Check out options for Financial Aid

The following courses must be completed prior to applying to the program:

- ENGL101 - Composition and Reading I
- Any 100 level Biological or Physical Science of 4 or more credit hours
- BIOL150 - Medical Terminology
- OTHA100 - Introduction to Occupational Therapy (within past 5 years)
- Anatomy and Physiology (within the last five years)
 - Completion of the anatomy and physiology prior to application to the program *is strongly recommended.*

Completion of *all* required general education prior to starting in the OTA program would help to "lighten" the students' load and is recommended.

General Education Requirements

- PSYC140 - General Psychology
 - COMM100 - Fundamentals of Speech (OR COMM102, or COMM223, or COMM 233)
 - HIST120 or HIST121 or POLS136 - Completion of American Institutions requirement
- Note – recommend as prerequisites; may be taken summer between year 1 & 2 for Full-time program students

Program application deadlines:

- **Part-time for summer start:** March 1
- **Full-time for fall start:** June 1
- Students will be notified *via email* within two weeks of the application deadline
- Students who meet the application criteria will be notified to schedule an interview
- Students accepted into the program will be expected to attend an orientation session in July

Application and Information packet

- [OTA FullTime Application.pdf](#)
- [OTA PartTime Application.pdf](#)
- [OTA Information Packet.pdf](#)

Interview Process

Interviews will occur on campus with the OTA program faculty. The interviews will be scheduled during one week in July, via email/phone call with prospective students. Students are expected to arrive early or on-time and may be required to complete a writing sample as a part of the interview process.

Students may take prerequisites in the summer while applying for the OTA program; admission into the program is contingent on passing the prerequisite class with a "C" grade or better.

3. Faculty and Staff Directory and other Key Offices

3.1 Instructor Contact Information

Program Director

Lisa Koch, OTD, MOT, OTR/L
HSI 410-J
816-604-4463
Elisabeth.koch@mcckc.edu

Academic Fieldwork Coordinator

Ashlee Snyder-Cox, OTD, OTR/L
HSI 410-O
816-604-4235
Ashlee.snydercox@mcckc.edu

3.2 Staff Contact Information

Susan Michaud
Senior Administrative Assistant, Allied Health
Office: 816.604.4232
Susan.Michaud@mcckc.edu

3.3 Contact Information for Key Offices

Administration

Division Chair

Nicole Fuller
HSI 413
816-604-1228

Dean of Health Science and Site Administrator

HSI 413
816-604-1228

4. Student Support Services

- mcckc.edu/student-resources/

4.1 Advising

Your Student Success Advisor will help you with:

- Exploring MCC [programs](#) and [academic and career pathways](#)
- Understanding specific degree and certificate requirements
- Choosing or changing your degree plan
- [Selecting classes](#) and planning your class schedule
- Setting your educational goals and creating a [plan to fund your education](#)
- Solving academic problems

- Transferring credit to and from other colleges
- Accessing campus and community resources

4.2 Career Services - <https://mcckc.edu/career-center/>

- Career Exploration and Planning
- Comprehensive Vocational Evaluation Assessments
- Personalized Career Action Plan
- Career Counseling and Guidance

4.3 Counseling Services - <https://mcckc.edu/counseling/>

4.4 Tutoring and Academic Support

Health Resource Center –

Health Science Institute,

HSI206 816.604.4292

pv.learningcenter@mcckc.edu

Writing Center and Additional Tutoring resources –

mcckc.edu/tutoring/penn-valley.aspx

- MCC Policy - [7.40020 DR Academic Intervention](#)

4.5 Financial Aid and Scholarship Opportunities

MCC Financial Aid - mcckc.edu/financial-aid/

- Check out [scholarships](#), [A+ benefits](#) and [loans](#) available to MCC students
- [Apply for aid and complete your Free Application for Federal Student Aid \(FAFSA\)](#)
- [Review Satisfactory Academic Progress requirements](#)

MCC Policies:

- [7.25020 BP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25020 DP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25050 DP Satisfactory Academic Progress of Veterans Benefits Recipients](#)
- [7.30000 BP Student Financial Aid](#)

5. Academic Policies and Expectations

5.1 Academic Integrity and Code of Conduct

Code of Conduct

The OTA Program policies & procedures below are in addition to the MCC Code of Conduct. Students are responsible for knowledge of and adherence to both the MCC and OTA Program Codes of Conduct. The MCC Student Code of Conduct can be found through this link: mccckc.edu/student-handbook/conduct

Academic Dishonesty

Academic Dishonesty is cheating, which is an act of deception, and will not be tolerated in the classroom, the laboratory, or clinic. Evidence of cheating on any project, lab activity, clinical experience, or examination will result in application of the procedures in the following section, and will result in the student being placed on probation (see probation policy), or may result in the failure of the course if warranted. If there is evidence of cheating more than once, a student will be dismissed from the OTA program. A significant act of dishonesty may result in immediate expulsion from the program or college.

Unilateral Instructor Action: The “Code of Student Conduct” states that all forms of academic dishonesty, including but not limited to the following, are prohibited:

1. Plagiarism – the intentional use of the ideas or words of another as one's own in a paper or other academic assignment. An online assessment program may be utilized to check assignments for plagiarism and the use of AI for completion. Assignments with evidence of plagiarism or other academic dishonesty will earn a score of zero and are potential grounds for dismissal
2. Cheating during examinations, whether by copying from a fellow student, utilizing electronic/digital tools that are prohibited during testing, speaking to students that have completed exams, quizzes, practical demonstrations, or by using information in the form of unauthorized aids brought to the examination. Students are prohibited from providing information to students that have not yet completed an examination
3. The submission of work for any assignment that has been prepared by another student.
4. All assignments and exams are to be completed solely by the individual student and not in a group unless otherwise specified. If assignments turned in completed with answers the same/similar, the students will meet with the instructor and/or the coordinator of the program and may earn zeroes on that assignment
5. Submission of a single paper to fulfill requirements in two courses (prior or concurrent) without approval of the instructors of both courses.
6. Using a false name or signing the name of another individual without proper authorization in connection with any course work.

7. During practical examinations students are prohibited from using printed/written information or an electronic device to access information during a lab practical. Talking or communicating to other classmates during a practical exam or providing information to students that have not yet completed a lab practical. Additionally, students are not allowed to accept or provide unauthorized assistance on practical exams
8. Taking pictures of exams at any time, and/or copying questions from tests when taking it or reviewing it
9. Reporting inaccurate/false information regarding clinical attendance is prohibited.

If objective evidence exists indicating that a student has practiced academic dishonesty, the following may occur:

1. If objective evidence for academic dishonesty exists, the instructor may require the paper, assignment or examination be repeated; lower the grade for this work; record a 0 or assign a grade of F to this work or assign a grade of F for the course.
2. The instructor will notify the student of a meeting to discuss the alleged academic dishonesty, the proposed penalty and that failure to respond to this notification will make the instructor's decision final.
3. If a grade of F is assigned for the course, the instructor will notify the dean responsible for instructional services and the division chair, in writing, within two (2) business days after the scheduled meeting with the student.
4. If, in the opinion of the instructor, the alleged academic dishonesty supports disciplinary options, other than a grade of F, the instructor will report the incident to the dean responsible for instructional services within five (5) business days after the meeting with the student. The dean of instruction will ensure that the dean of students is notified of the instructor's concerns.
5. Within seven (7) business days by written communication which can include electronic communication, the dean of instruction will notify the student of the final grade assigned and the right of appeal.
6. The student may appeal the assignment of an F grade for the course by a written request to the dean within five (5) business days following receipt of the dean of instruction's notification. The student will continue to participate in a course in which academic dishonesty is alleged until the appeal is resolved.
7. Students should refer to the course syllabus and Student Code of Conduct for the grievance procedure should they wish to refute the instructor's decision

Electronics in the classroom

Use of laptops and any other electronic device in classroom will be at the instructor's discretion. Cell phones may not be used during class time for calls or text messaging. They must be turned off or set to vibrate during class. If there is an urgent need for you to monitor your phone, you must discuss this with the instructor prior to the beginning of class. Electronic devices being used in

conjunction with the course materials are acceptable, however it is distracting to other students if non-course related activities are being performed on electronic devices and students may be asked to turn off the device. Students are NOT allowed to work on coursework for other courses while in a different class. Should any instance described above occur, the first time the student will be asked to put the device away or give it to the instructor for the duration of the class; with any subsequent occurrence(s) the student will be asked to leave the class and will be counted absent that day.

Students are not to record instructors, or classmates, with any type of audio or video recording device without verbal or written permission from the instructor, and all others in the vicinity.

Commitment to a Welcoming and Accepting Classroom Environment:

In this program, we are seriously committed to supporting all classroom community members. We proactively strive to construct a safe and all-encompassing environment by respecting each other's dignity and privacy. We treat one another fairly and honor each member's experiences, beliefs, perspectives, abilities, and backgrounds, regardless of race, religion, language, immigration status, sexual orientation, gender identification, ability status, socio-economic status, national identity, or any other identity markers. Bullying, hateful ideas, violent language, belittling, racial slurs, and other disrespectful or "othering" language or behavior will not be tolerated.

General requirements

The OTA student is required to obtain a student identification badge indicating OTA student. You will need to present proof of current enrollment in order to obtain this badge.

Students will be required to pay for document management and upload and maintain all required forms (blood borne pathogen, universal precautions, HIPAA examinations, liability & health insurance, CPR certification, immunizations, physical examination forms, etc.) to present at the request of the program coordinator, academic fieldwork coordinator, or the clinical fieldwork supervisor.

Students must maintain safety in all classroom and clinical settings. Safety considerations will be outlined in the individual course syllabi and could include limitations on footwear, use of safety equipment or other safety considerations. Students may only practice skills or work in unoccupied lab spaces with instructor permission and while adhering to all safety requirements.

Information regarding emergency response including weather, active shooter, fire, etc. will be provided during the first week of the program. Students are expected to remain informed of the emergency response plan and are encouraged to sign up for text alerts. <https://mcckc.edu/campus-police/notification-alerts.aspx>

Students are responsible for their own transportation to all educational activities including volunteer service learning, course-related activities, and Level 1 and Level 2 fieldwork. They may be expected to drive up to 70 miles each way.

Substance Use

Although certain substances are legal for recreational use, being under the influence is against the law in the workplace. Should a Fieldwork Educator (FWE) have reason to suspect that a student is under the influence of alcohol, narcotics, or controlled substances, the FWE should call the AFWE or Program Coordinator at MCC-PV. If the supervising therapist/ therapy assistant instructor determines unsafe behavior is a possibility, the student should be removed from patient/client care responsibilities. The student should be given the opportunity to discuss the situation. It is the student's responsibility to disclose any prescription and non-prescription medication that he/she/they might be taking, and circumstances documented along with student comments. If, in accordance with hospital/facility policy, a laboratory test is necessary for drug screening, the student must submit to the test and is responsible for the cost of the drug test. Refusal to submit to the testing will be considered failure to follow hospital policy and may result in dismissal from the clinic with student earning a failing grade for the fieldwork rotation. If the drug screening is positive, disciplinary action may include, but is not limited to, a warning, mandatory counseling, dismissal from the clinical or dismissal from the program.

- [6.10010 BP Academic Standards](#)
- [6.10011 DP Grading Standards, Coursework and Final Examination](#)
- [6.10012 DP Grade Change](#)
- [6.10014 DP Academic Forgiveness](#)
- [7.20000 BP Student Rights and Responsibilities](#)
- [7.35010 BP Code of Student Conduct](#)
- [7.35010 DP Code of Student Conduct](#)
- [7.40010 BP Freedom Due Process and Disciplinary Action](#)

5.2 AI Usage

Overview: The OTA Program will incorporate opportunities for students to explore the use of AI technology to enhance their learning experience, while still prioritizing critical thinking, clinical reasoning skills, and originality in student work.

Policy Statement:

- Students are only allowed to use AI tools with advanced approval from the instructor for specific assignments or projects where it enhances the learning objectives.
- The use of generative AI tools, including text generators, auto-essay writers, and content synthesizers, is prohibited unless otherwise specified by the instructor.
- Any usage of AI tools must be clearly disclosed in the students' submission(s) along with copies of all prompts used and AI generated results, plus as required an explanation of how it was used to augment their work.

Consequences of Violation:

- Unauthorized use of AI tools or failure to disclose their use will be considered a violation of the policy and may result in academic penalties such as a reduced grade or resubmission of the assignment.
- Repeated violations may lead to further disciplinary action in accordance with the college's academic integrity guidelines.

Social Media

It is suggested that students of each year's class develop their own social networking page to communicate about course assignments, brainstorming sessions, education resources, etc. However, with social networking sites such as Facebook, X, TikTok, Instagram, etc., students are prohibited from posting about OTA clinical sites and supervisors; protected patient and family information; and the OTA program without the approval of the Program Coordinator. All students must comply with HIPAA policies. Absolutely no photos can be posted in regard to patients or patient care. No photos of program materials, including tests, may be taken or posted. Should the clinical site's social media policy be more stringent, the student is required to comply with the clinical site's policy. Failure to comply with this social networking policy will result in failure of fieldwork if fieldwork-related and /or dismissal from the OTA program.

5.3 Student Attendance and Participation Expectations

Attendance and Tardiness Policy

The faculty believes that frequent and prompt attendance in class and labs is critical for successful completion of the program. Getting information from classmates does not always adequately replicate the information given in the classroom.

Attendance in lectures and labs

You must call or e-mail the instructor prior to the beginning of the class/lab to report absences. Students are expected to demonstrate courteous and professional behavior by arriving/logging on for class consistently and on time in order to pass the course. Attendance at scheduled lecture sessions is required unless the student made prior arrangements with the instructor.

Attendance in lab is required. If you have a situation when you need to attend the other lab time, you need to make that request to the instructor one week prior. Please do not come to lab if you are experiencing any symptoms of illness. If this occurs, please notify the instructor.

Tardiness

Students need to arrive at the HSI leaving enough time to arrive at class prior to the start time. Please e-mail the instructor if you will be late. Excessive tardiness may result in lost points in courses.

Absence from an exam

The student is allowed to make up one exam missed due to issues with technology, illness, or other issues discussed with the instructor prior to the test date. The student has 2 school days following the originally scheduled date of the exam to take the exam unless extenuating circumstances exist and an extension has been arranged with the instructor. It is the student's responsibility to make sure the exam is taken within the required period by contacting the instructor to schedule the exam or following the guidelines in the course syllabus.

Lab practicals cannot be rescheduled unless there are extenuating circumstances. If you miss a lab practical without previously arranging a time to take the practical, you will not be able to retake it and will not pass that course. Emergency situations will be reviewed on a case-by-case basis by the instructor and the Program Coordinator.

Absence from field trips/guest lecturers

Due to the educational benefit provided by field trips and guest lecturers, attendance is mandatory unless approved previously by the instructor. Unapproved absence from a field trip or guest lecturer will result in a 5-point deduction each from the final grade for that class.

Refer to individual course syllabi for additional attendance and make-up exam requirements.

- [6.10017 DP Withdrawal and Audit Enrollment Status](#)
- [7.30050 DP Medical Discretionary Withdrawal](#)
- [7.35020 DR Student Attendance](#)

5.4 Student Complaint and Grievance Procedures

Probation Policy

The OTA student must demonstrate personal and professional qualities such as positive attitude, appropriate judgment, flexibility, self-confidence, resourcefulness, ethical behavior, professionalism (behavior, dress, hygiene, and communication), respect for others, personal responsibility, and tact. Documented incidents of unprofessional behavior may result in being placed on probation.

Students may be placed on probation within the OTA program for non-academic infractions including, but not limited to, clinical fieldwork. Students may also be subject to sanctions under the MCC Student Code of Conduct for the same violation. Once placed on probation, a student will remain on probation until they either graduate or a second probationary incident occurs. If a second incident occurs, the student will be dismissed from the program as well as be accountable for violations per the MCC Student Code of Conduct.

Grounds for probation during class-related activities shall include, but are not be limited to, the following:

- A. Disruptive behavior (defined as any behavior that impedes the ability of other students to participate in education-based activities or inhibits learning and teaching)
- B. Illicit activities
- C. Dishonest behavior (sharing exam information, dishonesty to instructors, etc.)
- D. Multiple instances of tardiness (5 or more within a class, tardy is defined as 5 or more minutes late)
- E. Multiple absences (beyond the policy of the course)
- F. Violation of OTA program policies
- G. Failure to complete any requirements for classes including fieldwork
- H. Inappropriate use of social media affecting the program or clinical site
- I. Inappropriate, unprofessional, and/or disruptive behavior in the community while representing oneself as a part of the OTA program

Grounds for probation related to clinical fieldwork include, but are not limited to, the following:

- A. Any grounds from above
- B. Insubordination (i.e., refusing to follow fieldwork site policy/procedure, acting in defiance of authority, etc.)
- C. Conduct potentially detrimental to the safety of clients, clinical facilities staff, college faculty or staff, or other students
- D. Unsatisfactory clinical performance as determined by college faculty.
- E. Attendance related (Unexcused absences, or absences greater than those indicated in the course syllabus).
- F. Inappropriate, unprofessional, and/or disruptive behavior.
- G. Failure to comply with any fieldwork-related requirements and/or any fieldwork organization policies and procedures.

If the probation related to clinical fieldwork results in the student being removed from that fieldwork, the student will be dismissed from the program.

A student placed on probation will be given a letter indicating the reason for probation and the ramifications of another incidence of probation. A meeting will be held between the faculty and/or program director and the student at that time.

Dismissal: A Student can be dismissed from the OTA program for the following infractions:

- A. Any incidence of cheating including, but not limited to:
 1. completion of assignments as a group rather than individual
 2. more than one incidence of plagiarism
 3. sharing of test questions in any form
 4. copying assignments or test answers
- B. Failure of any fieldwork course
- C. Obtaining less than a 'C' in any course
- D. More than one incidence of probation
- E. Violation of MCC Student Code of Conduct

- F. Repeated incidence of insubordination
- G. Ethical or legal violation(s) (i.e., HIPAA, et.al.)

Grievance Procedure:

Questions or concerns about any aspect of a course should be directed to the instructor first, so the student and the instructor can work together to resolve any problems that may exist. In the unlikely event that the problem cannot be resolved, then the next step is for the student to speak with the OTA Program Director. If a resolution is not identified at this level, students should schedule an appointment with Nicole Fuller, the Division Chair for the Health Science Institute, through Cecilia Pirez Alvarez, HSI Administrative Assistant, at cecilia.pirezalvarez@mcckc.edu

However, if a student has a complaint about matters other than classroom instruction, such as Americans with Disabilities Act accommodations, please consult with the Dean of Students.

Program Dismissal Appeal Process

Students who are dismissed from the program may appeal the dismissal decision in accordance with the Health Science Institute Program Dismissal Appeal Procedure. This procedure outlines the required steps, timelines, and levels of review.

The appeal process includes review by the course instructor, Program Coordinator, and Division Chair. The purpose of the appeal is to determine whether the dismissal decision was made in accordance with published program policies and procedures and was not arbitrary or capricious.

Students seeking to appeal a dismissal must follow the established procedure and adhere to all published deadlines. A copy of the Program Dismissal Appeal Procedure and appeal form is available from the program office or the Division of Nursing and Allied Health.

Please reference the below MCC Policy Statements.

Refer to MCC Code of Conduct for process as warranted: <https://mcckc.edu/student-handbook/conduct.aspx>

- [7.20300 DR Student Complaints](#)
- [7.20300 OP Student Complaints](#)
- [7.20400 DR Student Rights and Privacy](#)
- [7.20400 OP Student Rights and Privacy](#)
- [7.40030 BP Status of Suspended or Expelled Student](#)

5.5 Grading Policies and Standards

Grading Scale

The OTA program grading scale is aligned with the majority of OTA programs across the country and is based upon the percentage score needed to pass the NBCOT Certification exam. The grading scale is as follows:

- A = 92-100
- B = 84-91
- C = 75-83
- D = 66-74
- F = Below 66

Instructors reserve the right to exercise professional judgment as to whether a student passes a course satisfactorily in cases where a student has borderline performance or has had documented difficulties with fieldwork.

Refer to individual course syllabi for specific grading points and criteria.

Passing a Course

Students must pass all assessment components in the course to successfully complete the course.

Exams, in designated courses, when averaged, must equate to a 75% or higher.

Assignments, when averaged, must equate to a 75% or higher.

Course average must also be 75% or higher.

Students must pass all lab practical exams (see course syllabi for detail); as well as the grade for the lab portion must be at least an 75% to pass the course.

*To ensure competence, certain courses will require students to retake and pass exams with at least a 75%. Please see course syllabi for specific details regarding assessment/examination retake policies and procedures.

Student Performance

Examinations will be reviewed with the student per individual class instructor's specifications. Students are not allowed to take pictures of exams or copy questions from exams for any reason. Course and individual assignment/assessment grades are maintained on the Learning Management System (Canvas) and students are responsible for monitoring grades in all coursework. Feedback on assignments will be provided in writing. Students are responsible for discussing any concerns about a grade with the instructor as soon as possible.

Per accreditation requirements, OTA faculty are responsible for the advisement of all OTA students in regard to coursework, professional behaviors, and fieldwork education. Each student will participate in a mid-term report/conference for the first three semesters of the program that will update them on their performance and allow them the opportunity to voice questions or concerns. Both the student and an instructor will complete the midterm assessment and then meet to discuss the ratings. Students are expected to reflect on their performance in all areas honestly and participate fully in the midterm

process. If a student is having problems a plan for improvement will be initiated to assist the student in becoming more successful. A copy of the mid-term report will be kept in the student's file located in the program director's office. Files may be kept up to three years after completion of the program for data collection purposes.

If a student has concerns or difficulties in a course, the student should voice their concerns to the course instructor/fieldwork educator first. If the students' needs are not met, the student should then contact the program director. If the student feels the program faculty is not meeting their needs, assistance may need to be obtained from the Division Chair only after speaking with the program faculty and director.

A student needs to represent themselves in matters of concern. Faculty and administrators will not respond to anyone but the individual who has the concern.

During the last fall semester of the program, students will be expected to work with the program director to discuss course progression and ensure eligibility for graduation after completion of Level II Fieldwork.

- 6.10012 DP Grade Change

5.6 Non-Discrimination and Accessibility Policies

Disability Support Services (DSS):

Metropolitan Community College (MCC) is committed to providing equitable access to all qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA). If you have a disability which may impact your ability to access or participate in any aspect of my class, please contact the campus Disability Support Services (DSS) Coordinator, Celia Hancock, at 816-604-4293 or celia.hancock@mcckc.edu. The DSS Coordinator will work with you to determine what disability documentation/information is needed in order to provide accommodations. Accommodations are determined on an individualized basis and may take some time to put in place, so early notification to DSS is helpful. More information is available at mcckc.edu/disability.

*Students testing with accommodations will need to inform the instructor and will be expected to schedule their exam at the Testing Center. For online courses, students will be responsible for informing the instructor and utilizing the required platform(s) for assessment.

Accommodation

If a student would like to request an accommodation due to a disability under the *Americans with Disabilities Act and Section 504 of the Rehabilitation Act*, contact disability Support Services (DSS), 604-4293. Advance notice may be necessary for some accommodations to be provided in a timely manner. Accommodation must be supported by adequate documentation and are determined on an individualized basis. Clinical partners are not required to provide accommodation for students on Fieldwork. Students who would like to request accommodation on Fieldwork should work with the Academic Fieldwork Coordinator in advance of clinical placement.

MCC District Policies

- [7.30020 BP Non-Discrimination](#)
- [7.30030 BP Non-Discrimination and Harassment Student](#)
- [7.30030 DP Non-Discrimination and Harassment Student](#)
- [7.30035 BP Sex Discrimination and Sexual Harassment Student](#)
- [7.30035 DP Sex Discrimination and Sexual Harassment Student](#)
- [7.20100 DR Disability Support Services](#)
- [7.20100 OP Disability Support Services](#)
- [7.20200 DR Service Animals and Emotional Support Animals](#)
- [7.20200 OP Service Animals and Emotional Support Animals](#)

6. Curriculum and Course Descriptions

6.1 Program and Course Requirements and Credit Hours

Links to Couse Catalogue

Occupational Therapy Assistant Program (Total 73 - 81 credits)

Pre-requisites (Total 11 - 13 credits)

Any biological or physical science course. (BIOL, CHEM, GEOL, or PHYS)	4 - 6
<u>BIOL150 - Medical Terminology</u>	2
<u>ENGL101 - Composition & Reading I</u>	3
<u>OTHA100 - Introduction to Occupational Therapy</u>	2

General Education (Total 9 credits)

<u>PSYC140 - General Psychology</u>	3
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Choose one of the following courses: (Total 3 credits)

<u>COMM100 - Fundamentals of Speech</u>	3
<u>COMM102 - Fundamentals of Human Communication</u>	3
<u>COMM223 - Interpersonal Communication</u>	3
<u>COMM233 - Intercultural Communication</u>	3

Choose one of the following courses: (Total 3 credits)

<u>HIST120 - United States History to 1865</u>	3
<u>HIST121 - United States History since 1865</u>	3
<u>POLS136 - Introduction to U.S. National Politics</u>	3

Specific Program Requirements (Total 53 - 59 credits)

Anatomy and Physiology *Option A, B, or C* (Total 4 - 10 credits)

Option A (Total 6 credits)

<u>BIOL109 - Anatomy and Physiology</u>	6
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Option B (Total 10 credits)

<u>BIOL110 - Human Anatomy</u>	5
<u>BIOL210 - Human Physiology</u>	5

Option C (Total 4 credits)

<u>HLSC108 - Anatomy and Physiology for Health Professions</u>	4
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Occupational Therapy Assistant Core Courses

<u>OTHA102 - Documentation Guidelines</u>	2
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<u>OTHA103 - Clinical Conditions</u>	2
<u>OTHA106 - Therapeutic Interventions I</u>	4
<u>OTHA114 - Introduction to Fieldwork</u>	1
<u>OTHA116 - Level I Fieldwork I</u>	0.5
<u>OTHA118 - Assessment and Intervention</u>	3
<u>OTHA120 - Pediatrics</u>	2
<u>OTHA121 - Level I Fieldwork II</u>	1
<u>OTHA130 - Kinesiology: Applied Analysis of Movement</u>	4
<u>OTHA154 - Applied Neurology</u>	2
<u>OTHA201 - Mental Health</u>	2.5
<u>OTHA202 - Physical Dysfunction: Applications for Practice</u>	3
<u>OTHA203 - Gerontology</u>	2
<u>OTHA208 - Therapeutic Interventions II</u>	4
<u>OTHA217 - Occupational Therapy Capstone</u>	2
<u>OTHA222 - Level II Fieldwork</u>	12

OTHA Fieldwork I-III Option A or B (Total 2 credits)

Option A (Total 2 credits)

<u>OTHA210 - Level I Fieldwork III - Psychosocial</u>	1
<u>OTHA211 - Level I Fieldwork III - Experiential</u>	1

Option B (Total 2 credits)

<u>OTHA212 - Level I Fieldwork III</u>	2
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6.2 Pre-requisite Courses Table

PROGRAM PREREQUISITES			
ENGL	101	Composition & Reading I	3
***	100	Any Biological or Physical Science (BIOL, PHYS, GEOL, CHEM)	4-10
BIOL	150	Medical Terminology	2
OTHA	100	Introduction to Occupational Therapy (online or on-ground)	2
HLSC or BIOL or BIOL	108 109 110/210	Anatomy & Physiology Health Professions (OR - Biol 109 or Biol 110 and 210) <i>Note – recommended prior to application; must be taken prior to spring semester year 1 OTA program</i>	4-10
TOTAL			11-17

Curriculum Templates

MCC – Occupational Therapy Assistant Full-Time Program

Name: _____

Student ID: _____

Full-Time OTA Program - Degree Progress			Hours	Grade
ENGL	101	Composition & Reading I	3	
***	100	Any Biological or Physical Science (BIOL, PHYS, GEOL, CHEM)	4-10	
BIOL	150	Medical Terminology	2	
OTHA	100	Introduction to Occupational Therapy (online or on-ground)	2	
TOTAL			11-17	
General Education				
PSYC	140	General Psychology <i>Note – recommend as prerequisite; may be taken summer between year 1 & 2</i>	3	
COMM	100	Fundamentals of Speech OR COMM102, or COMM223, or COMM 233 <i>- Note – recommend as prerequisite; may be taken summer between year 1 & 2</i>	3	
HIST		Completion of American Institutions requirement for the Associate Degree: 120. HIST 121, or POLS136 <i>Note – recommend as prerequisite; may be taken summer between year 1 & 2</i>	3	
			6-9	
FALL 1 SEMESTER				
HLSC or BIOL or BIOL	108 109 110/210	Anatomy & Physiology Health Professions (OR - Biol 109 or Biol 110 and 210) <i>Note – recommended prior to application; must be taken prior to spring semester year 1 OTA program</i>	4-10	
OTHA	102	Documentation Guidelines	2	
OTHA	103	Clinical Conditions (Hybrid – 1 day on person remainder online)	2	
OTHA	106	Therapeutic Interventions I	4	
OTHA	114	Introduction to Fieldwork	1	
OTHA	116	Level I Fieldwork I	.5	
TOTAL			13.5-19.5	
SPRING 1 SEMESTER				
OTHA	118	Assessment and Intervention	3	
OTHA	120	Pediatrics	2	
OTHA	121	Level I Fieldwork II	1	
OTHA	130	Kinesiology: Applied Analysis of Movement	4	
OTHA	154	Applied Neurology	2	
TOTAL			12	
SUMMER SESSION				

<i>Optional:</i> OTHA210 – Level I Fieldwork III – Psychosocial (Must be followed by OTHA211 in the Fall semester)			1	
<i>Note</i> – students may take 1 general education course during this summer as needed				
<i>TOTAL</i>			3	
FALL 2 SEMESTER				
OTHA	201	Mental Health	2.5	
OTHA	202	Physical Dysfunction: Applications for Practice	3	
OTHA	203	Gerontology	2	
OTHA	208	Therapeutic Interventions II	4	
OTHA	212	Level I Fieldwork III	2	
or OTHA	or 211	Level I Fieldwork III - Experiential	1	
OTHA	217	Occupational Therapy Capstone	2	
<i>TOTAL</i>			15.5	
SPRING 2 SEMESTER				
OTHA	222	Level II Fieldwork	12	

MCC – Occupational Therapy Assistant Part-Time Program

Name: _____

Student ID: _____

Part-Time OTA Program - Degree Progress			Hours	Grade
PROGRAM PREREQUISITES				
ENGL	101	Composition & Reading I	3	
***	100 +	Any Biological or Physical Science (BIOL, PHYS, GEOL, CHEM)	4-10	
BIOL	150	Medical Terminology	2	
OTHA	100	Introduction to Occupational Therapy (online or on-ground)	2	
HLSC or BIOL	108 or 110/210	Anatomy & Physiology Health Professions (OR - Biol 109 or Biol 110 and 210)	4-10	
PSYC	140	General Psychology	3	
COMM	100	Fundamentals of Speech OR COMM 102 OR COMM 223 OR COMM 233	3	
HIST or POLS	120,121 136	Completion of American Institutions requirement - POLS136	3	
		Civics exam		
<i>TOTAL</i>			24-36	
SUMMER 1 SESSION				
OTHA	102	Documentation Guidelines	2	
OTHA	114	Introduction to Fieldwork (Hybrid)	1	
<i>TOTAL</i>			3	
FALL 1 SEMESTER				
OTHA	103	Clinical Conditions (Hybrid – 1 day on person remainder online)	2	
OTHA	106	Therapeutic Interventions I	4	
OTHA	116	Level I Fieldwork I	.5	
<i>TOTAL</i>			6.5	
SPRING 1 SEMESTER				
OTHA	118	Assessment and Intervention	3	
OTHA	120	Pediatrics	2	
OTHA	121	Level I Fieldwork II	1	
<i>TOTAL</i>			6	
SUMMER 2 SESSION				
OTHA	130	Kinesiology: Applied Analysis of Movement	4	
<i>TOTAL</i>			4	
FALL 2 - SEMESTER				
OTHA	154	Applied Neurology	2	
OTHA	202	Physical Dysfunction: Applications for Practice	3	
OTHA	203	Gerontology	2	
<i>TOTAL</i>			7	
SPRING 2 SEMESTER				
OTHA	201	Mental Health	2.5	
OTHA	208	Therapeutic Interventions II	4	

OTHA	211	Level I Fieldwork III - Experiential	1	
			<i>TOTAL</i>	7.5
SUMMER 3 SESSION				
OTHA	210	Level I Fieldwork III - Psychosocial	1	
OTHA	217	Occupational Therapy Capstone	2	
			<i>TOTAL</i>	3
FALL 3 SEMESTER				
OTHA	222	Level II Fieldwork	12	
			<i>TOTAL</i>	12
<i>Total Credit Hours AAS degree</i>				73-85

6.3 Description of Required Core Courses

Occupational Therapy Assistant (OTA) Curriculum Course Summaries

Course	Brief Description
OTHA 100 – Introduction to Occupational Therapy	Introduces students to the history, philosophy, and foundational theories of occupational therapy. Emphasizes the COTA's role, the impact of sociocultural and political factors on practice, and the use of occupation to promote health and prevent dysfunction. Students begin developing professional identity and ethical awareness.
OTHA 102 – Documentation Guidelines	Covers essential documentation and reimbursement principles used in occupational therapy practice. Focuses on accurate, ethical, and professional communication through written documentation and electronic health records to prepare students for clinical and fieldwork documentation.
OTHA 103 – Clinical Conditions	Examines the etiology, clinical presentation, and prognosis of common medical conditions treated in occupational therapy. Students study how disease processes impact occupational performance and participation, establishing a foundation for future intervention planning.
OTHA 106 – Therapeutic Interventions I	Provides hands-on instruction in basic therapeutic techniques, activity analysis, and assistive devices. Students practice safe transfers, adaptive methods, and therapeutic use of self while developing professional communication and safety awareness.
OTHA 114 – Introduction to Fieldwork	Introduces the fieldwork process, professional behaviors, supervision, ethics, and safety expectations. Prepares students for clinical learning experiences and integration of classroom knowledge into practice.

OTHA 116 – Level I Fieldwork I	Offers guided observation and limited participation in occupational therapy settings. Students gain exposure to professional roles, team collaboration, and ethical practice in preparation for advanced fieldwork.
OTHA 118 – Assessment and Intervention	Provides instruction in assessment tools, treatment techniques, and assistive technologies across populations. Emphasizes occupation-based intervention planning, safe practice, and evidence-based clinical reasoning through lecture and lab.
OTHA 120 – Pediatrics	Focuses on development from birth through adolescence and the impact of disability on childhood occupations. Students learn pediatric assessments and interventions, emphasizing play-based and family-centered approaches in diverse settings.
OTHA 121 – Level I Fieldwork II	Combines simulation, case-based learning, and clinical observation with pediatric and adult populations. Reinforces professional behavior, documentation, and collaborative teamwork within OT practice.
OTHA 130 – Kinesiology: Applied Analysis of Movement	Studies the biomechanics and kinesiology of human motion as they relate to occupational performance. Includes muscle anatomy, joint movement, goniometry, and manual muscle testing for therapeutic planning.
OTHA 154 – Applied Neurology	Introduces neuroanatomy and physiology as they relate to functional movement and behavior. Students learn to identify neurological dysfunctions, interpret signs and symptoms, and connect neurophysiology to occupational performance.
OTHA 201 – Mental Health	Explores OT assessment and intervention in mental health settings. Emphasizes psychosocial factors, group dynamics, therapeutic use of self, and ethical practice for supporting clients with behavioral or emotional challenges.
OTHA 202 – Physical Dysfunction: Applications for Practice	Applies OT theory and evidence to physical and neurological conditions. Students refine clinical reasoning and intervention planning through case-based learning and advanced therapeutic techniques.
OTHA 203 – Gerontology	Examines aging processes and their effects on function and participation. Emphasizes evidence-based interventions, health promotion, and adaptations that support independence and quality of life for older adults.

OTHA 208 – Therapeutic Interventions II	Builds upon foundational intervention skills with advanced instruction in hand therapy, splint fabrication, upper extremity assessment, and physical agent modalities. Encourages clinical reasoning and evidence-based documentation.
OTHA 210 – Level I Fieldwork III: Psychosocial	Provides hands-on learning in psychosocial or behavioral health settings. Focuses on therapeutic communication, ethical decision-making, and application of psychosocial intervention principles.
OTHA 211 – Level I Fieldwork III: Experiential	Integrates simulation and real-world clinical experiences. Students apply evaluation, intervention, and collaboration skills across diverse practice settings while strengthening interprofessional teamwork.
OTHA 212 – Level I Fieldwork III	Immerses students in varied clinical and community experiences, including simulation-based practice. Reinforces professional communication, documentation, and occupation-based intervention across practice areas.
OTHA 217 – Occupational Therapy Capstone	Prepares students for full-time clinical practice, national certification, and professional transition. Includes advanced problem-solving, ethical practice, advocacy, and employment readiness activities.
OTHA 222 – Level II Fieldwork	The culminating full-time clinical experience in occupational therapy. Students demonstrate entry-level competence in evaluation, intervention, communication, and professional behavior under supervision in real practice settings.

6.4 Elective Options

There are no electives in the OTA Program

7. Work-Based Learning Requirements

7.1 Work-Based Learning (i.e., Fieldwork, Internships, Clinical Experiences, Apprenticeships, Co-op Programs)

Occupational Therapy Fieldwork Defined:

ACOTE Standard C.1.0 – Fieldwork Education

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model.

Level I Fieldwork

Level I Fieldwork (FW) experiences are part of a class every semester. The first fall semester you will take OTHA 116, Level 1 Fieldwork 1, which has a virtual lecture component as well as a 10-hour observation fieldwork component within an assigned month. The first spring semester you will complete OTHA 121 Level 1 Fieldwork 2, at the Guadalupe Center at the Early Childhood Center with assigned days/times throughout the semester. Students will take either OTHA210/211 or OTHA 212 Level 1 Fieldwork 3. You will be assigned to two different practice settings (ex: mental health and physical disabilities) and complete approximately 40 hours at each site.

As stated in the 2023 Accreditation Council for Occupational Therapy Education (ACOTE) Standards which become effective 7/31/2025:

“The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients.”

Students will work on developing professional behaviors, attitudes, and skills while on Level I Fieldwork. In general, experiences are provided to help students progress from making observations, to co-treating individuals and/or groups, contributing to data collection, intervention plans, and documentation under the supervision and direction of their Fieldwork supervisor.

The Academic Fieldwork Coordinator will arrange Level I Fieldwork experiences for students and an attempt will be made to expose you to a variety of practice settings in the greater KC area and may include virtual and/or simulated experiences. Some Fieldwork experiences require a concentrated block of time, whereas others are shorter and interspersed over a period of time during the semester. Specifics will be explained at the beginning of each Fieldwork course via Canvas, the Internet course delivery platform. If you have questions or concerns regarding fieldwork, the person you need to talk with is Ashlee Snyder-Cox, as other faculty will not be able to answer specific fieldwork course content questions.

Level I Fieldwork (FW) may be scheduled for part of a day, full days, or full weeks, that **does not interfere with your class schedule** and is **convenient and agreeable with your fieldwork supervisor**. Your personal schedule (child care, work schedule, recreation schedule, social time, etc.) is **NOT** to interfere with scheduling Level 1 fieldwork. Again, Fieldwork is scheduled during the times students are not required to be in a regularly scheduled class. Students are not allowed to miss class, required class activities, or have personal life experiences interfere with participation in fieldwork experiences.

It is **not recommended to work** during the semester; however, we realize some students will work. Working students need to advise their employers at the beginning of each semester of the approximate dates for Level I Fieldwork so that work hours can be adjusted to allow time for fieldwork. Dates and times for Fieldwork Level I are posted early enough to allow students to plan accordingly.

Level II Fieldwork

General Information

Level II Fieldwork (FW) is an exciting time and the highlight of your educational experiences. It provides an opportunity for students to implement their knowledge base and begin to “think and act like an occupational therapy assistant.” You should check the Fieldwork Data Information Sheets for each of your fieldwork sites to find out their requirements (see Ashlee for access). All fieldwork centers request proof of immunizations, TB screening, & completion of site-specific paperwork before you may begin fieldwork. You are responsible for keeping, making available, all above mentioned to your Fieldwork site through Clinical Student. Further, you may wish to clarify any other requirements with your fieldwork affiliation when you write them one month prior to your starting date.

Your personal schedule (childcare, work schedule, recreation schedule, social time, etc.) is **NOT** to interfere with scheduling Level II fieldwork.

ALL FIELDWORK STUDENTS MUST HAVE CURRENT CPR CERTIFICATION and most sites will require proof of that certification prior to beginning your fieldwork, or on the first day of your experience. You are responsible for independently recertifying at appropriate intervals. If you do not have current certification when your Level II experience begins, you may jeopardize your placement and will not be guaranteed a replacement experience.

Some sites will require additional steps before you may begin fieldwork. These may include, but are not limited to: additional criminal background check, fingerprinting, proof of malpractice insurance, completing of orientation and/or HIPAA training, a copy of your transcript and specific GPAs, interview, etc. Most of these items must be completed & submitted directly by the student. Please allow yourself plenty of time to take care of these steps before beginning your fieldwork experience so that you do not jeopardize your placement. Some sites will do random drug screenings during the fieldwork.

The Academic Fieldwork Coordinator works to meet the individual, educational, and personal needs of an entire class of students, as well as meet the standards established by the Accreditation Council for Occupational Therapy Education (ACOTE) and Metropolitan Community College - Penn Valley OTA Education Department.

As stated in the 2023 ACOTE Standards which become effective 7/31/2025:

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings."

The fieldwork experience is to provide students with the opportunity to integrate academic knowledge with the application of skills in a practice setting.

The selection of fieldwork for an individual student is a collaborative process. Each student's needs and preferences are considered, but the final decision for all fieldwork placements resides with the Academic Fieldwork Coordinator. Your clinical supervisor is assigned by a facility representative and is not negotiable by the student. Students are encouraged to be flexible and open to new learning opportunities as well as suggestions from the Academic Fieldwork Coordinator.

A total of 16 weeks of Level II Fieldwork is required: typically, two months in two different practice settings. Each student will be required to complete two experiences that coincide with what would be considered appropriate practice areas for entry-level therapy assistants. These two experiences will be qualitatively different in terms of areas of practice and age groups of consumers served. Part-time fieldwork is not encouraged but may be available on a case-by-case basis if an appropriate site/fieldwork educator is available. A part-time option would only be available for one of the two Level II fieldworks and only at the discretion of the AWFC and program coordinator. The OTA program supports student completion of fieldwork in two different settings each for the full 8 weeks. Changes to this may be allowed on a case-by-case basis but would require the student to complete two experiences in different practice settings. For example, a student could be assigned to the same hospital system and complete one fieldwork in an acute setting and the other in their outpatient setting. Additionally, in the rare event a student needs to change fieldwork sites mid-fieldwork, the student could potentially continue their experience at a different clinical site rather than starting over. In these cases, the student must be demonstrating above average competencies.

The Fieldwork Coordinator schedules and arranges all fieldwork placements. Only those facilities with which the Occupational Therapy Education Department has contracts are considered for student placement. Reservations for fieldwork at particular centers vary from year to year. Therefore, opportunities at a particular setting may be limited. The Fieldwork Coordinator will provide you with two confirmed reservations as you begin to prepare for your first Level II experience. The beginning and ending dates of your fieldwork have been confirmed with the center by the Fieldwork Coordinator. You will not be allowed to change your beginning and end dates.

Types of Potential Settings for Level I & Level II Fieldwork & Populations

Students will have fieldwork experiences in a variety of service provision systems & to a variety of populations. The settings may be traditional (i.e. hospitals, schools, home-health), nontraditional (i.e. community-based, vocational rehabilitation, etc.) or emerging practice areas (i.e. telehealth, criminal

justice, sites where a need exists, but services are not being provided). Some of the placements may include large and small hospitals, home-based programs for infants and toddlers or adults, hospice, community mental health centers, other community settings (ex. American Stroke Foundation) rehabilitation centers, geriatric centers, public and private schools, therapeutic activity or work centers. This will allow for a broad exposure to the profession. Students will be exposed to individuals/groups across the life span and with various physical and psychosocial performance deficits.

Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences.

Populations may include disabled or well populations, age-specific or diagnosis-specific clients.

Fieldwork Supervision

Level 1 Fieldwork

Students may be supervised by OTRs, COTAs, or other professionals, and may be co-supervised by Level II OT students under the direction of an OTR.

Level 2 Fieldwork

Students are supervised by OTRs or COTAs with at least one year of clinical work experience. Students may also be co-supervised by OTRs with less than a year of experience, COTAs, and/or other professionals. Group and part-time supervisory models may be used at some fieldwork sites, which may include OT and/or OTA students adding an intraprofessional collaboration component. You may have multiple supervisors who contribute to your evaluation and daily experiences.

Additionally, as stated in the ACOTE standards with regard to Level II Fieldwork supervision, "Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence." While on Level II fieldwork students, regardless of the supervisory model, initial direct supervision will be provided by the fieldwork site and Fieldwork Educator(s), only to decrease as the student meets the level of skill competence indicated.

Timeframes

The Fieldwork Coordinator is responsible for scheduling all fieldwork experiences and for confirming the beginning and ending dates for each fieldwork. The scheduling process of Fieldwork Level II will begin the later part of your final academic semester.

Fieldwork typically occurs during the last 16-week semester of the OTA program. Please note that the start day for Level II fieldwork may **not** correlate to the start of the MCC semester. Students may be starting fieldwork earlier than the general student population will begin semester courses. A student must successfully complete 16 weeks of FW. If a day is missed due to illness, snow, in-service, or any

other reason, the day will be made up at the end of the rotation. You are not guaranteed a holiday or spring break week during your Level II semester.

Career Goals

Students should consider their goals for the future when requesting fieldwork placements. For students who are specifically interested in working in pediatrics or geriatrics, for example, it may be helpful to request fieldwork experiences that will provide these specific opportunities. Students who have not clearly defined a specific area of interest in OT should not be concerned. A benefit of fieldwork is to allow students the opportunity to have a variety of experiences and clarify their career goals.

Fieldwork Placement and Transportation

The Penn Valley Occupational Therapy Assistant Program is an in-person Kansas City based program. During fieldwork, you will be required to have a car or transportation to report to your placement and possibly to different facilities during the day. You may be required to drive up to 70 miles each way for a fieldwork placement.

Fieldwork Expenses

It is important to plan ahead to meet all financial obligations during fieldwork. Tuition as well as travel (up to 70 miles one way), living arrangements, commuting costs, and day-to-day personal expenses will continue as during an academic semester. Many fieldwork centers require students to commute between locations during the fieldwork; therefore, a car is necessary. Students may be asked to complete projects for their fieldwork site and may be required to pay for supplies to complete these projects.

Fieldwork in Other States/Countries

At this time, MCC cannot guarantee students would be able to complete Fieldwork in a state other than Kansas and Missouri. If completing a Fieldwork in another state is something you are interested in doing, you will need to discuss this with the Academic Fieldwork Coordinator during the first semester of the program in order to have time to determine the possibility of doing so. Currently, there is no opportunity to complete fieldwork outside of the United States.

Placement in Sites Where Students Have Had Previous Experience

As a general policy, the Academic Fieldwork Coordinator will not assign a student to a fieldwork site where he/she/they:

- Has been previously employed and/or has volunteered extensively. Such a placement could put the fieldwork educator in a difficult situation during evaluation of the student's performance. The level of familiarity may also provide the student with an unfair advantage, and may restrict that student's opportunity to gain experience from a number of different settings.

- Has completed a week-long Level I Fieldwork experience (i.e. as part of the Level 1 Fieldwork III class). Fieldwork should reflect a variety of settings, populations and age groups; completing two experiences at the same setting will limit the student's opportunity to meet this goal.
- Has an agreement for employment after graduation. Such a placement could create an unfair situation and may restrict the student's opportunity to gain experience.
- Has a family member working in, or collaborating with, a particular site. Such a placement could put the fieldwork educator in a difficult situation and/or provide the student with an unfair advantage.

It is the student's responsibility to keep the AFWC informed of the above. If this is not done and a student has been placed at a site where they have been or will be affiliated, the student's Fieldwork experience will be terminated and the student will be placed at another site for eight more weeks, delaying graduation.

Under special circumstances, the Academic Fieldwork Coordinator will consider waiving the above policy.

Changes in Fieldwork Placements

Fieldwork centers may find it necessary to cancel a fieldwork reservation or placement due to unpredictable circumstances (i.e., unexpected staff shortage). When fieldwork placements are canceled, it is important for students to maintain a sense of flexibility and optimism. The Academic Fieldwork Coordinator will make every effort to reschedule the student quickly in a fieldwork setting that is of interest to the student and meets the student's educational needs.

Health Insurance for Fieldwork

Metropolitan Community College- Penn Valley and all fieldwork centers recommend students carry & provide proof of current personal health insurance coverage. This is your option, but be advised if you decide *not* to carry health insurance and you become ill or get injured during FW, all expenses will be your responsibility.

Medical Emergencies

In the case of potential medical emergencies (i.e. allergic reactions, seizures, etc.), the student is responsible for communicating with the faculty and fieldwork location as to the plan of care and location of any emergency medical interventions (Epi-Pen or other). Students are expected to follow the facilities medical emergency procedures and the cost for emergency services is the responsibility of the individual undergoing medical care.

If a student must be removed from a fieldwork site due to individual medical safety concerns, the student will be expected to work with the Access office and the academic fieldwork educator to determine a safe setting to complete fieldwork. The student will be responsible for managing their safety.

Professional Liability Insurance for Fieldwork

Metropolitan Community College- Penn Valley covers all students enrolled for Level 1 & II Fieldwork under the college's liability policy.

Automobile Insurance

Occupational Therapy Assistant Program and Clinical Site Requirements:

An affiliation arrangement exists between Metropolitan Community College and certain healthcare providers a/k/a "clinical sites" where students gain practicum experience. As a condition for participating at a particular clinical site, students must agree to adhere to the policies and regulations of the clinical site. Certain clinical sites in the Occupational Therapy Assistant Program, such as home health sites, may require students to furnish proof of automobile insurance, among other requirements. If you have an alternative mode of transportation in which you will not operate a motor vehicle to travel to and from the clinical site, and you, therefore, request an exception from the insurance requirement, please speak with your program coordinator immediately to determine if the clinical site will make an exception. Documentation of the basis for your request may be required. MCC cannot make any representations or assurances to students that the clinical site will accommodate an exception request because the site's unique policies, procedures, and regulations function separately and apart from MCC's program requirements.

Tracking Student Academic Performance

It is important that the student communicate regularly with the Academic Fieldwork Coordinator as indicated in the course syllabus. Whenever student performance in Fieldwork falls below average, the student should contact the Clinical Fieldwork Coordinator in a timely manner to seek guidance as well as communicating with their clinical Fieldwork supervisor.

Attendance / Absence

Prompt & regular attendance at all scheduled Fieldwork class sessions is expected as part of the professional education process for occupational therapy assistant students. More specific guidelines for attendance will be established by the Academic Fieldwork Coordinator for each academic or fieldwork course. Level 2 attendance requires the successful completion of 16 weeks. Students are not allowed to shorten Fieldwork time for any reason.

Students are expected to arrive promptly to both class and fieldwork experiences. Tardiness will be brought to the student's attention and to the Program Director's attention by the instructor and may preclude successful completion of the academic or fieldwork course. All assignments must be handed in by the due date for both Fieldwork placement and Fieldwork class.

You are expected to report for fieldwork each and every day unless there is an emergency or you are too ill to see your patients/clients. In either of these instances, it is imperative that you notify your immediate supervisor or the director of the OT department according to their departmental policies. Also email this information to the Academic Fieldwork Coordinator. You are required to make up any and all time missed regardless of the reason. You may not accrue additional hours in order to shorten your fieldwork. Again, if a student must miss Fieldwork due to illness or unexpected emergency, the

student is to notify the site Fieldwork supervisor & the instructor **before** your arrival time to Fieldwork and will have to make up the missed Fieldwork hours at the site. Absence during Fieldwork which is deemed to be excessive will be brought to the attention of the student by the Fieldwork educator & clinical supervisor. Excessive absences may preclude successful completion of any academic or fieldwork course. Written excuses for absences may be requested.

Please be flexible as your supervisor may schedule you for some evening or weekend hours to match his/her/their schedule or to participate in a particular program. Keep an open mind and remember that you will learn from any seasoned occupational therapy practitioner. You are expected to interact with your clinical supervisor in a professional and respectful manner.

In the event of inclement weather, you are to follow the policies and procedures of your Fieldwork placement, but be aware that you will be required to make-up missed days, per the OTA Program policy. If your facility requires personnel to be on site during inclement weather, you will also be required to be present and will need to make appropriate arrangements.

There will be an all-class meeting at the end of the second Level 2 Fieldwork and all students are expected to attend.

Extended Fieldwork

If a student is unable to complete Fieldwork in the assigned time frame due to medical/personal issues, the outstanding hours must be completed as soon as possible. Level 1 Fieldwork must be completed before the end of the semester, but ultimately before the next semester begins. Level 2 Fieldwork must be completed as soon as possible and in cooperation with the supervising Fieldwork educator's schedule, as well as before beginning the next Level 2 placement or before summer semester begins. If a student has outstanding incomplete coursework, he/she/they are not eligible to continue in the program.

If a student anticipates not being able to complete FW, he/she/they must meet with the on-site fieldwork educator as soon as possible to develop a written agreement; the fieldwork educator and student will sign the agreement, and a copy will be provided to program coordinator. This agreement will include:

- FW expectations and a time frame for course completion.
 - The agreement will specify the consequences for failing to meet the terms of the agreement.
 - Copies of the signed agreement will be viewed by the Academic Fieldwork Coordinator/Program Director and placed in the student's departmental file.

After all of the above steps are completed & fieldwork has been successfully completed, the instructor will submit a grade. When the student successfully completes the agreement in the time frame established, the instructor will submit a grade change from incomplete to the grade earned. **If the student does not complete the requirements of the agreement in the time frame specified, his/her/their grade for the unfinished work will be a zero. The instructor will assign the subsequent final grade as outlined in the syllabus.**

7.2 Eligibility and Application Process

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. To be eligible for participation student must have completed and maintained all the compliance requirements including, but not limited to, CPR, immunizations, background checks, drug screens, required documentation, and physical examinations.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings.

Students rank their preferred practice areas, such as acute, pediatric, rehabilitation, mental health, or elders, by interest level, but are not guaranteed they will receive their specific site of choice. Throughout the program, students are assigned a fieldwork site based on a review of their previous fieldwork experiences, classroom performance, and mid-term behavior assessments and level of interest. Students are assigned fieldwork sites that are different in setting and practice area to ensure exposure to a wide variety of settings to allow for the synthesis of classroom-based knowledge to clinical practice. The final semester of the program consists of Level II fieldwork with two 8-week fieldwork placements in different settings. The Academic Fieldwork Coordinator works in coordination with the program director to place students in settings appropriate to their abilities, learning styles, communication styles, and career goals, as appropriate

7.3 Expectations and Responsibilities of Students

Professional Behavior on Fieldwork

The occupational therapy student is expected to always conduct themselves in a professional manner. This includes, but is not limited to, *effectively representing the school and the profession*; interacting appropriately with peers, academic/clinical faculty and supervisors, and patients/families; respecting lines of communication and utilizing channels of authority appropriately; and handling personal and professional frustrations in a mature manner. The student is referred to and is expected to conform to the Code of Ethics adopted by the American Occupational Therapy Association.

<https://ajot.aota.org/article.aspx?articleid=2442685>

Faculty will observe professional behaviors and attitudes and may meet with students to discuss concerns about behaviors and performance that are not professional and which will interfere with fieldwork and in a professional career. Faculty will document behaviors that are of concern and place these in a report in the student's file. The report is filed with the Program Coordinator who with faculty monitors performance issues and patterns to determine the need for future actions. Nonprofessional behavior may result in being withdrawn from a Fieldwork placement. Students will be given the behavioral expectations for Fieldwork and will sign acknowledgement of these expectations.

Students should be informed that non-academic misconduct may subject the student to disciplinary action, disciplinary probation, suspension or expulsion.

Desirable professional behaviors (Washington University School of Medicine Program in OT):

- Positive attitude
 - Positive communication, accepting change, manages stressors in a positive & constructive way,
- Flexibility
 - Adapts & copes with change, modifies performance after feedback,
- Professional Communication Skill
 - Practices positive verbal & non-verbal interpersonal communication skills in work interactions
 - Concise in verbal & written communication
 - Handles conflict constructively
 - Uses assertive communication skills
 - Written communication demonstrates correct grammar, spelling, punctuation, etc.
- Willingness to Go the Extra Mile
 - Seeks ways to improve
 - Volunteers for additional responsibilities
 - Takes on additional responsibilities
- Respect of Others
 - Follows the chain of command,
 - Is supportive of others,
 - Can listen to other viewpoints - whether agree or disagree,
 - Respects diversity,
 - Attentive to consumer & staff needs,
 - Is sensitive to others timeframes,
 - Be punctual to appointments, meetings, conferences, & your patient schedule,
 - Meets deadlines, if unable to meet deadline informs necessary
 - Parties & schedules new deadline
- A Team Player Attitude
 - Strives to achieve team goals,
 - Is proactive & anticipates needs of others,
 - Pools resources & works efficiently within a group,
 - Assists with resolution development after problem is identified
- Personal Responsibility
 - Is aware of strengths & weaknesses,
 - Is punctual,
 - Demonstrates initiative,
 - Follows safety precautions,
 - Respects & maintains confidentiality,
 - Demonstrates awareness of / follows the Code of Ethics,

- Recognize and act on personal responsibility for learning during the fieldwork experience (e.g., finding answers to questions, providing feedback to supervisor, utilize opportunities for observational learning experiences, i.e., other therapists, disciplines.)
- Appropriate Dress & Hygiene
- Follows program guidelines,

MCC-PENN VALLEY

HEALTH SCIENCE INSTITUTE

FUNCTIONAL ABILITIES NECESSARY FOR PARTICIPATING IN NURSING AND ALLIED HEALTH PROGRAMS

Typical functional abilities to meet these roles include cognitive, sensor/perceptual, psychosocial/emotional and physical principal capabilities to provide safer care to individuals or groups of individuals.

I. COGNITIVE REQUIREMENT	
ACADEMIC STANDARD	FUNCTIONAL ABILITY
Includes the comprehension and application of information and the ability to assimilate information with previous learning to form new understandings.	Meet conditional admission requirements for PVCC. This may include COMPASS, GPA, TEAS™ and similar test scores.
II. SENSORY/PERCEPTUAL REQUIREMENTS	
VISION STANDARD	FUNCTIONAL ABILITY
Visual acuity sufficient to observe, read, or otherwise accurately interpret visual stimuli or obtain, and record client information or provide safe environment and emergency response to situations. Common aids to correct vision may be utilized.	Read small print, charts, orders, medication labels, ampules, vials, syringes, technological tools and monitoring equipment. Vision sufficient for accurate assessment of clients by using visual inspection to implement appropriate interventions. Includes the ability to recognize emergency lights and/or equipment functions/alerts, clarity of

	medications, or other situations necessary for client safety.
HEARING, SMELL, SPEECH STANDARD	FUNCTIONAL ABILITY
Sufficient hearing and smell to discriminate and assign meaning to sensory input. Speech to communicate and to be understood clearly by others.	Be alerted to sounds and odors that signal emergency situations. Utilize standard equipment that allows for hearing of heart, lung and other sounds that contribute to a patient assessment. Ability to communicate by both obtaining and delivering the information appropriate in a patient care situation.
III. PSYCHOSOCIAL REQUIREMENT	
INTERPERSONAL STANDARD	FUNCTIONAL ABILITY
Psychosocial skills, emotional stability and sensitivity sufficient to maintain a cooperative atmosphere among other health care persons and clients and families. Ability to respond to a variety of clinical situations with therapeutic interpersonal techniques.	Establish and maintain effective relationships. Ability to function in a variety of situations with varying degrees of stress, including emergent and rapidly changing situations.
IV. PHYSICAL REQUIREMENT	
PSYCHOMOTOR STANDARD	FUNCTIONAL ABILITY
Maintain motor coordination, strength, flexibility, dexterity, balance and sensory capabilities sufficient for safe and accurate assessment and performance of client care.	Adhere to infection control standards, provide direct client care; including walking, lifting, turning, moving clients safely during care, in activities of daily living and in emergent situation including CPR. The ability to manipulate standard equipment.

Dress Code for Fieldwork

As a student in a professional program in patient /consumer care settings, the occupational therapy assistant student is expected to present a neat, clean, well-groomed appearance, which reflects well on the school and the profession as the student will be interacting with other professionals, patients and families throughout various care settings. When students are interacting with clients, they are expected to conform to dress requirements that do not expose excessive body parts and are in

accordance with the policies and procedures of the supervising agency. Facilities may have specific requirements regarding dress code, exposure of tattoos & multiple body piercing.

While you are at a fieldwork experience the focus should be on learning. You do not want your appearance to detract from your learning experience or the care you provide to others. While on Level I and Level II fieldwork you will be expected to adhere to the following guidelines for professional dress code:

Jewelry:

1. Keep jewelry to a minimum. No big bracelets or necklaces that can be grabbed onto or that are distracting to others
2. No more than two studded earrings in each ear. Hoops or dangling earrings may not be worn.
3. No facial piercings of any type including nose and tongue
4. Any body piercings should be concealed and not visible
5. Ultimately you must follow the facilities dress code.

Clothing:

1. No low-cut shirts or blouses
2. No T-shirts with words or sayings on them
3. Shirts should completely cover midriff
4. Tank tops and spaghetti straps are not permitted
5. No revealing clothing or undergarments should be shown
6. Pants and shirts should not be tight fitting
7. No sweats
8. Have a friend or a roommate help you make sure that when you bend over your pants don't reveal more than they should. Same thing if you stretch your arms over your head.
9. You **must** follow the dress code of the clinical facility.

Hair & Facial:

1. Should be neat and pulled away from your face if applicable
2. Make-up should not be excessive
3. Facial hair shall be trimmed and neatly groomed
4. Fragrances should not be worn
5. You must follow the clinical facility policy.

Fingernails:

1. Should be clean and cut to an appropriate length
2. No artificial or acrylic nails
3. No nail polish (many sites will not allow polish regardless of color)

Tattoos:

1. Use discretion with any tattoos on your body being visible. E.g. a small tattoo on your ankle is probably okay but a large tattoo on your arm should be covered. When in doubt cover it.

Shoes:

1. Shoes should be comfortable, supportive, and professional looking.
2. Closed toe, closed heel shoes usually are worn in medical settings.
3. No flip flops.
4. Facilities may require socks be worn.

Please be aware that some facilities may have dress codes and policies which are more stringent than what is listed here. In that case you should follow the dress code policies of your facility.

Fieldwork Schedule

Each Level 2 Fieldwork experience will vary in terms of schedule; in general, you will complete a full time (40 hour/week) experience for the duration of 16 weeks at two different clinical sites. Given the time constraints of a 16-week semester, students will begin Level 2 Fieldwork earlier than the start of the semester.

No student is guaranteed a spring/holiday break during the last semester while on Level 2 FW. Some students may have a few days off between their 2 FW's depending on start dates and amount of make-up days due to weather. However, students should not expect to have any time off between their Level 2 FW's.

Attendance / Absence

Prompt & regular attendance at all scheduled Fieldwork class sessions is expected as part of the professional education process for occupational therapy assistant students. More specific guidelines for attendance will be established by the Academic Fieldwork Coordinator for each academic or fieldwork course. Level 2 attendance requires the successful completion of 16 weeks. Students are not allowed to shorten Fieldwork time for any reason.

Students are expected to arrive promptly to both class and fieldwork experiences. Tardiness will be brought to the student's attention and to the Program Director's attention by the instructor and may preclude successful completion of the academic or fieldwork course. All assignments must be handed in by the due date for both Fieldwork placement and Fieldwork class.

You are expected to report for fieldwork each and every day unless there is an emergency or you are too ill to see your patients/clients. In either of these instances, it is imperative that you notify your immediate supervisor or the director of the OT department according to their departmental policies. Also email this information to the Academic Fieldwork Coordinator. You are required to make up any and all time missed regardless of the reason. You may not accrue additional hours in order to shorten your fieldwork. Again, if a student must miss Fieldwork due to illness or unexpected emergency, the student is to notify the site Fieldwork supervisor & the instructor **before** your arrival time to Fieldwork and will have to make up the missed Fieldwork hours at the site. Absence during Fieldwork which is deemed to be excessive will be brought to the attention of the student by the Fieldwork educator &

clinical supervisor. Excessive absences may preclude successful completion of any academic or fieldwork course. Written excuse for absences may be requested.

Please be flexible as your supervisor may schedule you for some evening or weekend hours to match his/her/their schedule or to participate in a particular program. Keep an open mind and remember that you will learn from any seasoned occupational therapy practitioner. You are expected to interact with your clinical supervisor in a professional and respectful manner.

In the event of inclement weather, you are to follow the policies and procedures of your Fieldwork placement, but be aware that you will be required to make-up missed days, per the OTA Program policy. If your facility requires personnel to be on site during inclement weather, you will also be required to be present and will need to make appropriate arrangements.

There will be an all-class meeting at the end of the second Level 2 Fieldwork and all students are expected to attend.

Medical Emergencies

In the case of potential medical emergencies (i.e. allergic reactions, seizures, etc.), the student is responsible for communicating with the faculty and fieldwork location as to the plan of care and location of any emergency medical interventions (Epi-Pen or other). Students are expected to follow the facilities medical emergency procedures and the cost for emergency services is the responsibility of the individual undergoing medical care.

If a student must be removed from a fieldwork site due to individual medical safety concerns, the student will be expected to work with the Access office and the academic fieldwork educator to determine a safe setting to complete fieldwork. The student will be responsible for managing their safety.

Substance Use

Although certain substances are legal for recreational use, being under the influence is against the law in the workplace. Should a Fieldwork Educator (FWE) have reason to suspect that a student is under the influence of alcohol, narcotics, or controlled substances, the FWE should call the AFWE or Program Coordinator at MCC-PV. If the supervising therapist/therapy assistant instructor determines unsafe behavior is a possibility, the student should be removed from patient/client care responsibilities. The student should be given the opportunity to discuss the situation. It is the student's responsibility to disclose any prescription and non-prescription medication that he/she/they might be taking, and circumstances documented along with student comments. If, in accordance with hospital/facility policy, a laboratory test is necessary for drug screening, the student must submit to the test and is responsible for the cost of the drug test. Refusal to submit to the testing will be considered failure to follow hospital policy and may result in dismissal from the clinic with student earning a failing grade for the fieldwork rotation. If the drug screening is positive, disciplinary action may include, but is not limited to, a warning, mandatory counseling, dismissal from the clinical or dismissal from the program.

Professional Development on Fieldwork

Be receptive to guidance and regard constructive feedback as a learning tool. Actively assess, recognize, and express personal needs for further professional development. Demonstrate interest and actively participate in continuing education opportunities. Be willing to share professional knowledge and experience with others. Assume responsibility for learning. Be resourceful in finding answers to your questions. Actively seek learning experiences (e.g., look beyond scheduled learning experiences). Realize that as a student therapy assistant, you have valuable information and experiences to share with others. Be willing to share information, offer suggestions for OT and student programs, procedures, equipment, etc.

Problem-solving abilities – Demonstrate effective problem-solving skills in approach to patient treatment, and overall functioning within the department; readily identify and communicate problems impacting upon patient care and department functioning to appropriate individuals; maintain an open, objective attitude in assessing and confronting problem situations; appropriately act upon decisions and maintain communication and effective follow-up and feedback.

1. Be resourceful. Use common sense and think things through before asking someone else for the answer.
2. Utilize resources to help find answers to questions and suggestions for patient treatment.
3. Utilize student manual.
4. Make self-aware of material resources available in the unit.

Student Request to Delay Level II Fieldwork Experience

A student may request to delay their spring semester Level 2 Fieldwork for personal reasons. The Fieldwork will be rescheduled at another fieldwork site as early as possible. A student's academic progress may be impacted with a delay. There is only one opportunity to delay Level 2 FW. If the Fieldwork is not completed during the reassigned time frame the student will be withdrawn from the OTA program. Fieldwork must be completed within 18 months of the completion of the didactic portion of the program.

Students not able to do this will be handled on an individual basis, which may include repeating courses. The Academic Fieldwork Coordinator and Program Coordinator will direct this process and make the decisions required.

Holidays

Holidays which fall within a scheduled fieldwork placement are given to students in accordance with the affiliation facility policy. Patients/clients come first. Patients/clients do not disappear on national holidays. You may inquire about the facility's policy for observing holidays when you write to confirm your fieldwork. You will be expected to follow their policy regarding time off for holidays. This means you may be expected to work or make up time for holidays.

7.4 Evaluation Process of Work-Based Learning Sites

Fieldwork Evaluation Methods / Grading Scale

The Academic Fieldwork Coordinator assigns your final grade for Level 1 Fieldwork with input from the Fieldwork Educator and the student's assignments. Please refer to the syllabus for the grading scale each semester. All grades will be posted to the Canvas grade book. Lack of assigned communication with Academic Fieldwork Coordinator will lower your final grade (see syllabus/Canvas for specific information).

Level 2 Fieldwork is primarily based on the Fieldwork Performance Evaluation (FWPE). Secondary factors include:

- Quality of student communication with the clinical Fieldwork Educator
- Quality of student communication with the Academic Fieldwork Coordinator (as requested on Canvas & completed midterm assignments)
- Evaluation of the fieldwork site
- Assignments indicated in Canvas

The FWPE is a pass/fail instrument. Students must earn a sum score of 91 or higher to receive a Pass. Additionally, students must receive a score of 3 or higher on items 1 – 3 under Fundamentals of Practice in order to receive a pass. A student will not receive a pass on the FWPE if any item is scored as a one (1).

Additional assignments will also factor into the final grade. These may include journal reflection assignments, as well as midterm and student evaluation completion.

Tracking Student Academic Performance

It is important that the student communicate regularly with the Academic FW Coordinator as indicated in the course syllabus. Whenever student performance in FW falls below average, the student should contact the Clinical FW Coordinator in a timely manner to seek guidance as well as communicating with their clinical FW supervisor.

Level 2 Fieldwork Evaluations

Many evaluations occur during Level II Fieldwork by students & Fieldwork Educators, and the Fieldwork Team.

As a student, you will complete, and discuss, the following with your FWE:

1. The Penn Valley - OTA Level II Fieldwork Mid-term Feedback Form during each of your clinical affiliations
2. A self-assessment at Mid-term and the Final on the Fieldwork Performance Evaluation (FWPE).
3. The Student Evaluation of the Fieldwork Experience (SEFWE) and Student Comments

4. Communication as requested with the academic Fieldwork Coordinator (part of your final grade). The student may fail this class if noncompliant with the online class component.

The Fieldwork Performance Evaluation (FWPE)

The FWPE is the evaluation tool created by the AOTA to assess the OTA student during the fieldwork experience. The tool is used at mid-term to assess for progress and determine areas of improvement, and at the completion of the LII Fieldwork to assess for entry-level competence.

1. The FWPE is to be completed at midterm and the completion of the Level II fieldwork affiliation by the FWE, and a self-assessment is to be completed by the student.
2. The AFWC will send the evaluation
3. The FWE is to provide quantitative and qualitative feedback at mid-term to assist the student to gain entry-level competence by the completion of the fieldwork.
4. Concerns regarding performance are to be brought to the attention of the AFWC at midterm or prior.
5. Scores of a 1 on any item at midterm are to be discussed and will result in a learning contract.

At the end of the Fieldwork experience the following are to be submitted as follows:

- **Fieldwork Educator**
 - Final assessment on the FWPE
- **Student**
 - Self-assessment FWPE
 - Student Evaluation of the Fieldwork Experience
 - MCC OTA Program Student Mid-term evaluation of orientation
 - FW Data Form – may be uploaded on Canvas if in digital format
- The Academic Fieldwork Coordinator will facilitate the evaluation process, answer questions & assign the final grade. All parties are expected to communicate in a timely manner. Required documentation that is late will negatively affect the student's grade.

The FWPE

The Fieldwork Educator will complete an evaluation at mid-term and at final. On the FWPE:

4 = Exemplary performance

Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.

3 = Proficient performance

Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills

2 = Emerging performance

Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

1 = Unsatisfactory performance

Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

This scoring system on the FWPE focuses on the **presence/absence** of entry-level competency. Please focus on your Fieldwork Educator's narrative comments for information about the **quality** of your performance, such as strengths and weaknesses. Reviewing the Fieldwork site's objectives will assist you in achieving entry-level competency.

Your Fieldwork supervisor is to use narrative comments to communicate strengths and weaknesses to you.

PROGRESS DURING LEVEL II FIELDWORK

Mid-Term Difficulties

Notification

1. When student performance on Level II Fieldwork is unsatisfactory at or before mid-term, the student and the Fieldwork Educator will notify the Academic Fieldwork Coordinator as soon as possible.
2. The Academic Fieldwork Coordinator will discuss the situation and review progress with the student and the clinical Fieldwork Educator.
3. The student has two options:
 - a. If it is recommended, the student will continue with the fieldwork trying to make suggested progress in areas outlined by Fieldwork educator and seeking weekly feedback regarding performance.
 - b. If it is determined that the student has no chance of passing the Fieldwork experience, they may be withdrawn from the fieldwork with a grade of W at the determination of both the academic and clinical Fieldwork coordinators with consultation from the program coordinator. If the student is withdrawn, he/she/they will have to complete a separate remedial fieldwork experience. There is only one opportunity for a remedial fieldwork experience.
4. In either of the above options, the student will develop a plan to address the difficulties and issues encountered with consultation from the Academic Fieldwork Educator and Clinical Fieldwork Educator. The Clinical Fieldwork Educator must approve the plan. Without an acceptable

approved plan, the student will not proceed in the program. If delays exceed maximum program time allowed for completion (one semester), he/she/they will be ineligible to complete the program.

Following Midterm

If a student is passing at mid-term but **does not** end up passing at the final of FW, the Academic Fieldwork Coordinator and the Program Coordinator will collaborate to determine the next step. If the student had any documented incidence of unprofessionalism, had absences in excess of facility related closures or failed to earn at least all 3's in the fundamentals, they will **not** have the option for remediation.

Remediation

If a student fails either a Level I or Level II fieldwork at any time, the Academic Fieldwork Coordinator and the Program Coordinator will collaborate to determine if remediation is available. Remediation may be offered to a student only once during the program. The remediation fieldwork will be scheduled as soon as possible and may consist of a full or partial fieldwork experience. Students will not have a choice in the location or duration. If the student again has difficulty leading to failing performance, they will receive a failing grade and will be out of the program. A student who is dismissed from a fieldwork site due to repeated incidence of insubordination, or an ethical or legal violation will not be allowed remediation and will be dismissed from the program.

Final grade

The final grade will be determined as per the syllabus for that course. Final grade for Level II Fieldwork will be determined by the FWPE, class assignments and at the discretion of the Academic Fieldwork Coordinator. Remediation may result in a lower grade.

8. Industry Specific Expectations

8.1 Rules and Ethics

Overview of the AOTA Code of Ethics and Standards of Practice

The American Occupational Therapy Association (AOTA) establishes the Code of Ethics and Standards of Practice to guide the professional behavior, clinical decision-making, and responsibilities of occupational therapy practitioners. These foundational documents promote integrity, accountability, and quality of care in all aspects of practice and serve as a framework for both professional and student conduct.

Purpose

The AOTA Code of Ethics and Standards of Practice are designed to:

- Ensure safe, effective, and ethical care for clients and communities.
- Promote trust between occupational therapy practitioners, clients, and colleagues.

- Define professional expectations for all members of the occupational therapy profession, including students in academic and fieldwork settings.
- Provide guidance for resolving ethical conflicts and maintaining professional integrity.

AOTA Code of Ethics

The AOTA Code of Ethics (2020) outlines core principles that all occupational therapy practitioners and students are expected to uphold:

1. **Beneficence** – Demonstrate concern for the well-being and safety of clients by providing appropriate, evidence-based care.
2. **Nonmaleficence** – Avoid actions that cause harm or place clients at unnecessary risk.
3. **Autonomy** – Respect clients’ rights to make informed decisions about their care and maintain confidentiality of their information.
4. **Justice** – Promote fairness, equity, and inclusion in the delivery of occupational therapy services and professional interactions.
5. **Veracity** – Provide truthful, accurate, and objective information in all professional communications.
6. **Fidelity** – Treat clients, colleagues, and other professionals with respect, integrity, and loyalty, upholding commitments and professional relationships.

These principles form the moral foundation of occupational therapy and guide ethical reasoning in practice, education, and research.

8.2 HIPAA Confidentiality

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law designed to protect the privacy and security of individuals’ health information and to ensure that this information is used and shared appropriately in healthcare settings. All occupational therapy students, practitioners, and healthcare professionals are required to understand and follow HIPAA regulations when handling protected health information (PHI).

Purpose and Scope

HIPAA establishes national standards for safeguarding Protected Health Information (PHI), which is any information that identifies an individual and relates to their past, present, or future physical or mental health, the provision of healthcare, or payment for healthcare services. PHI can exist in written, verbal, or electronic form.

The law applies to all “covered entities”, which include healthcare providers, health plans, and healthcare clearinghouses, as well as “business associates” that handle PHI on their behalf. Occupational therapy practitioners and students in clinical or fieldwork settings are considered part of a covered entity and must comply with HIPAA standards.

Professional Responsibility

Violations of HIPAA can have serious legal, professional, and ethical consequences. Compliance with HIPAA reflects a practitioner's commitment to ethical practice, respect for client rights, and adherence to the professional standards established by the American Occupational Therapy Association (AOTA) and regulatory agencies.

HIPAA in Occupational Therapy Education

Students in occupational therapy programs are expected to uphold HIPAA principles at all times, particularly during **fieldwork experiences, classroom simulations, and documentation activities**. This includes:

- Maintaining confidentiality when discussing patient cases.
- Removing identifying information from assignments and reports.
- Securing all written and electronic records.
- Refraining from sharing PHI through unapproved communication methods (e.g., personal email or social media).

Be aware of the following guidelines regarding client confidentiality during Fieldwork. If your site has more stringent expectations, you are required to follow the site's policies.

Students **may NOT share** the following Personal Health Information (PHI):

1. Full name
2. City or address of the client
3. Specific dates of services
4. Phone, fax, e-mail, webpage/URL, IP address
5. Social security number, medical record number, health plan number, any account number, certificate/license number, VIN/license plate number, identifying number on medical devices
6. Biometrics (e.g., fingerprints)
7. Photo
8. Anything else that is unique (e.g., very rare diagnosis, uncommon name, etc.)

Students **may share** the following PHI:

1. Age (if <90)
2. Gender
3. Race
4. Ethnicity
5. Marital status

At the site:

1. Students may NOT use any pass codes assigned to staff at Fieldwork site. (e.g., Fieldwork educator's pass code to log on to the computer). Students often are assigned a separate pass code.

8.4 Legal Standards

[Overview of Legal Standards and Regulations Governing Occupational Therapy Practice](#)

Occupational therapy (OT) practice is governed by a framework of federal and state laws, professional standards, and ethical guidelines that ensure the provision of safe, effective, and ethical care to clients. These regulations establish the legal and professional boundaries within which occupational therapists (OTRs) and occupational therapy assistants (OTAs) must operate.

Licensure and State Regulation

In the United States, OT practitioners must be licensed or otherwise regulated by the state in which they practice. State practice acts and accompanying administrative rules define the scope of practice, supervision requirements, and standards of professional conduct for occupational therapy. These laws are enforced by state licensure boards, which have authority to issue, suspend, or revoke licenses based on compliance with legal and ethical standards.

National Certification

Graduates of accredited OT and OTA programs must pass the National Board for Certification in Occupational Therapy (NBCOT) examination to obtain national certification (OTR or COTA). Certification verifies competency in entry-level practice and is often required for state licensure. Practitioners must also complete continuing education and adhere to NBCOT's Professional Practice Standards and Code of Conduct to maintain active certification.

Federal Regulations

OT practice is also influenced by federal legislation that governs healthcare delivery, access, and reimbursement. Key laws include the Health Insurance Portability and Accountability Act (HIPAA) for patient privacy and data protection, the Americans with Disabilities Act (ADA) ensuring accessibility and equal opportunity, and the Centers for Medicare & Medicaid Services (CMS) regulations that define documentation and billing requirements for reimbursement.

Professional and Ethical Standards

The American Occupational Therapy Association (AOTA) establishes the Occupational Therapy Code of Ethics, Standards of Practice, and Guidelines for Supervision, Roles, and Responsibilities. These documents provide the foundation for professional integrity, evidence-based practice, and client-centered care. Practitioners are expected to uphold ethical principles such as beneficence, nonmaleficence, autonomy, justice, veracity, and fidelity in all professional interactions.

Continuing Competence and Accountability

To remain in compliance, OT practitioners must engage in ongoing professional development, maintain accurate and lawful documentation, follow supervision requirements, and report any breaches in ethical or legal standards. Failure to adhere to these regulations may result in disciplinary action by state licensing boards or certifying bodies.

8.5 Professional Standards

AOTA Standards of Practice

The Standards of Practice for Occupational Therapy (2021) define the minimum requirements for competent and ethical practice. They apply to all occupational therapy practitioners, including occupational therapists (OTRs) and occupational therapy assistants (OTAs). The standards address:

Professional Standing and Responsibility – Practitioners must maintain current licensure or certification, engage in lifelong learning, and practice within their scope of competence and legal boundaries.

Screening, Evaluation, and Re-evaluation – OTs are responsible for directing and interpreting evaluations; OTAs contribute to data collection and documentation under supervision.

Intervention Process – OTs develop and oversee intervention plans; OTAs implement treatment and document progress consistent with the plan and established goals.

Outcomes – Practitioners evaluate the effectiveness of interventions, measure progress, and make necessary adjustments to support client-centered outcomes.

Ethical and Professional Expectations for Students

Students in occupational therapy assistant programs are expected to adhere to the AOTA Code of Ethics and Standards of Practice throughout their academic coursework, clinical experiences, and professional interactions. Ethical behavior includes:

Maintaining client confidentiality and dignity.

Practicing honesty and professionalism in communication and documentation.

Recognizing and reporting ethical concerns or potential violations.

Engaging in self-reflection and seeking supervision when ethical questions arise.

Adherence to these standards demonstrates readiness for professional practice and supports the mission of occupational therapy to promote participation, health, and quality of life for all individuals.

Dress Code

The OTA student is expected to represent themselves and MCC in a professional manner both when off campus at an OTA program event and when outside speakers are presenting to the class. In these instances, students are expected to dress professionally. No athletic pants/joggers/sweat-pants, jeans, shorts, tennis shoes or t-shirts will be allowed on these occasions. Students are expected to wear slacks, dress shirts or collared shirts or sweaters when representing the OTA program. Hats may not be worn on fieldwork or when guest speakers are present. Students will be asked to remove hats when taking an exam during class or lab. For fieldtrips and guest speakers, unless otherwise noted, students are expected to dress professionally as noted above. No jeans, shorts, tennis shoes or t-shirts.

Any violation of the dress code could result in the student being asked to leave the experience and/or up to 10 points deducted from the class.

Should a public health emergency occur, you may be required to wear a mask or face covering on any MCC campus or facility, including the classroom setting, until/unless notified by MCC of the removal of this requirement. Not adhering to this requirement may result in disciplinary action as defined in the MCC Student Code of Conduct.”

******* Additionally, PPE items may be required in lab courses or fieldwork sites and will be provided by the program or the fieldwork site.**

Communication Policy

Receiving and responding to email communication is extremely important during the program. Communication via email from MCC is sent to students through their student email, a free, web-based email account provided to all students. You should check your student email account on a regular basis for important information from the financial aid and advising offices, communications from your instructor, as well as general information of interest to all MCC students.

Student email login details are included in a confidential mailer sent to all new students. Student email can be easily forwarded to your personal email account, so you don't miss important messages.

NOTE:

- On a regular basis means **at a minimum** 2x/day during the school week and at least once on weekends.
 - Should a student be in a situation where access to email may be limited they will need to notify the instructor in advance.
- If a response is requested, at minimum an acknowledgment should be sent **within 24 hours**, and the requested information should be sent before the indicated deadline in the original email.
- If professional email communication is a required component of the course, the instructor may have a point/grade deduction policy. This must be indicated on the syllabus and covered during the initial course of the semester.

9. Facilities, Equipment, and Safety Guidelines

9.1 Lab and Classroom Expectations

Learning Spaces, Labs, and Classroom Expectations

The following policies outline the rules, etiquette, and expectations for all learning environments within the Occupational Therapy Assistant (OTA) program, including classrooms, laboratories, and other instructional spaces. These standards reflect the professional values and behaviors expected of future occupational therapy practitioners.

Commitment to a Respectful and Inclusive Learning Environment

All OTA courses emphasize that the classroom is a professional and inclusive environment. Students are expected to respect the dignity, privacy, and individuality of peers, instructors, and staff. The OTA program at Metropolitan Community College – Penn Valley strives to create a welcoming and accepting environment that supports all community members. Bullying, discriminatory language, hateful remarks, or “othering” behavior will not be tolerated. Every

member is expected to contribute to an atmosphere of mutual respect, fairness, and professionalism regardless of race, religion, language, gender identity, sexual orientation, ability, or socioeconomic status.

Professionalism and Conduct

Students must demonstrate professionalism in all academic settings, including lectures, laboratories, and fieldwork. Professional behavior includes:

- Appropriate communication and teamwork with faculty and peers.
- Punctuality and attendance at all scheduled classes and labs.
- Respectful behavior, both in-person and online.
- Adherence to the MCC Student Code of Conduct and OTA Program Handbook policies.

In certain semesters, each student begins the semester with Professionalism Points in their OTA course. Unprofessional behavior results in deductions and, if persistent, probation according to program policy. Examples of unprofessional conduct include tardiness, disrespect, poor hygiene, or disruptive behavior in class or lab settings.

Attendance and Punctuality

Attendance and timeliness are critical to success in the OTA program. Students must arrive on time and prepared for class or lab sessions, notify instructors before class if they will be absent or late, and understand that excessive tardiness or absences may result in point deductions or probation. Attendance at labs is mandatory, as hands-on learning cannot be replicated through notes or recordings. Requests to attend alternative lab sessions must be made at least one week in advance and approved by the instructor.

Technology and Classroom Etiquette

Use of technology should enhance learning, not distract from it. Cell phones must be silenced or set to vibrate and are not to be used during class time for calls or messages. Laptops, tablets, or other electronic devices may be used only for instructional purposes. Recording (audio or video) of lectures or labs requires instructor permission. If technology use becomes disruptive, students may be asked to turn off or put away devices.

Unprofessional or Disruptive Behavior

Behaviors that interfere with learning or create a hostile environment are unacceptable. Examples include:

- Repeated tardiness or absences.
- Dishonesty (cheating, plagiarism, misrepresentation).
- Disruptive conduct that impedes teaching or peer learning.
- Inappropriate use of social media impacting the program.

Documented unprofessional conduct may result in probation or dismissal from the OTA program in accordance with the MCC Code of Conduct.

Summary Statement

The OTA program integrates professional ethics, mutual respect, and responsibility across all academic and lab environments. Students are accountable for maintaining high standards of conduct, contributing positively to their learning community, and preparing for the expectations of the occupational therapy profession.

9.2 Equipment Usage and Maintenance

Laboratory Etiquette and Safety

Lab activities are designed to simulate clinical practice, and students are expected to conduct themselves as professionals. Expectations include:

- Adherence to safety protocols and infection control standards.
- Proper use and care of equipment and materials.
- Collaboration and mutual respect during hands-on skill practice.
- Maintaining cleanliness and order in shared lab spaces.

Failure to follow safety rules or professional expectations during labs may result in loss of points or disciplinary action consistent with OTA program and MCC policies.

9.3 Safety Policies and Emergency Procedures

Safety Procedures and Policies

The safety of students, faculty, and clients is a priority of the Occupational Therapy Assistant (OTA) Program at Metropolitan Community College – Penn Valley. Students are expected to follow all institutional safety guidelines and professional standards for maintaining a safe learning and clinical environment. These procedures apply to all learning spaces, including classrooms, laboratories, and fieldwork settings.

General Safety Responsibilities

- Know the location of all emergency exits, fire alarms, and first aid kits in each classroom or laboratory.
- Report any unsafe conditions, accidents, or injuries immediately to the instructor or MCC Campus Police.
- Follow all posted safety signs, labels, and instructions.
- Participate in emergency drills and comply with directions from MCC officials and faculty.
- Limit distractions, remain aware of your surroundings, and practice situational awareness at all times.

Emergency Contact Information

MCC Police (Emergency): 816-604-1111

MCC Police (Non-Emergency): 816-604-1200

Email: police@mcckc.edu

Rave Guardian App: Recommended for quick access to emergency services and safety resources.

Fire Safety

If a fire, smoke, or explosion occurs, activate the nearest fire alarm and evacuate immediately—even if there are no visible signs of fire.

1. Pull the alarm and alert others in the area.
 2. Evacuate using the nearest exit—do not use elevators.
 3. Close doors behind you to contain fire and smoke.
 4. Move to a safe area at least 300 yards from the building.
 5. Report details of the incident to MCC Police when safe to do so.
- R.A.C.E. Acronym:
 - R – Rescue: Remove anyone in immediate danger.
 - A – Alarm: Pull the fire alarm and call for help.
 - C – Contain: Close doors to confine the fire.
 - E – Extinguish/Evacuate: Use an extinguisher if safe or evacuate the area.

 - P.A.S.S. Acronym (for fire extinguisher use):
 - P – Pull the pin.
 - A – Aim the nozzle at the base of the fire.
 - S – Squeeze the handle.
 - S – Sweep side to side until the fire is out.

Medical Emergencies:

In case of a medical emergency on campus, individuals need to call campus police at (816) 604-1200 or 911. Cost for emergency services is the responsibility of the individual undergoing medical care.

In the case of potential medical emergencies (i.e. allergic reactions, seizures, etc.), the student is responsible for communicating with the faculty and fieldwork location as to the plan of care and location of any emergency medical interventions (Epi-Pen or other). Students are expected to follow the facilities medical emergency procedures and the cost for emergency services is the responsibility of the individual undergoing medical care.

- Call MCC Police immediately.
- Do not move an injured person unless necessary for safety.
- Begin CPR or first aid only if trained and certified.
- Automated External Defibrillators (AEDs) are available throughout campus.
- Stay with the person until medical personnel arrive.

Hazardous Materials and Utility Emergencies

- Evacuate the area and alert others nearby.
- Eliminate ignition sources (turn off electrical devices if safe).
- Do not attempt to clean spills unless trained and authorized.
- Report all incidents immediately to MCC Police and faculty.

Active Shooter or Security Threat

Follow the Run, Hide, Fight protocol:

- Run: Evacuate if possible. Know your exits and keep your hands visible.
- Hide: Lock doors, silence phones, and stay out of sight.
- Fight: As a last resort, act with aggression and defend yourself with available items.

- Once safe, follow law enforcement instructions and remain in place until cleared.

Universal Precautions

Occupational therapy students must use Universal Precautions at all times to prevent exposure to bloodborne pathogens and other infectious materials. These include:

- Treat all blood and bodily fluids as potentially infectious.
- Use personal protective equipment (PPE) such as gloves, gowns, masks, or eye protection when appropriate.
- Perform hand hygiene before and after patient contact, glove removal, or touching potentially contaminated surfaces.
- Dispose of sharps (needles, blades, etc.) in approved containers immediately after use.
- Clean and disinfect surfaces and equipment according to facility protocols.
- Report any exposure incidents immediately to the instructor or site supervisor and complete appropriate documentation.

Following Universal Precautions aligns with OSHA Bloodborne Pathogens Standards and CDC infection control guidelines, ensuring the safety of all students and clients.

Health Information and Requirements

Please refer to your course syllabi for the most recent illness-related policies and procedures.

Students are asked not to come to campus if they have been exposed to any communicable disease (i.e., covid, measles, influenza, et.al.), have tested positive for it, OR are not feeling well.

Health Insurance:

Student health insurance is the sole responsibility of the student and is recommended to be carried by all students.

Emergency:

In case of a medical emergency on campus, individuals need to call campus police at (816) 604-1200 or 911. Cost for emergency services is the responsibility of the individual undergoing medical care.

In the case of potential medical emergencies (i.e. allergic reactions, seizures, etc.), the student is responsible for communicating with the faculty and fieldwork location as to the plan of care and location of any emergency medical interventions (Epi-Pen or other). Students are expected to follow the facilities medical emergency procedures and the cost for emergency services is the responsibility of the individual undergoing medical care.

Extended Absence:

Extended absence from the program due to a situation beyond the student's control will be dealt with on an individual basis. Faculty will attempt to work with the student to make up coursework as needed. If the absence is excessive the student will be withdrawn from the courses currently enrolled. Level II Fieldwork may be completed within 18 months of completion of didactic coursework only with the approval of both the fieldwork coordinator and program coordinator. Students who are allowed to extend their Level II fieldwork will have to demonstrate competencies through exams and laboratory check-outs and will not be guaranteed input on their placements. Failure to complete fieldwork within 18 months of the completion of didactic coursework will result in withdrawal from the program.

CPR Certification:

Students will take the required CPR class through the American Heart Association. Evidence of current CPR Certification must be provided prior to scheduling Level I and Level II Fieldwork.

Blood Borne Pathogens, Universal Precautions and HIPAA:

All students must successfully complete the bloodborne pathogen, universal precautions and HIPAA examinations prior to beginning their first fieldwork rotation.

Clinical Compliance Requirements: Immunizations, Background Checks and Physical Examinations

Students must submit a yearly physical examination

**On January 1, 2004, the Joint Commission instituted new regulations that must be followed in order for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these new regulations requires all persons who are involved with direct patient care activities, i.e., employees, volunteers and students, must have criminal background checks, as well as other healthcare-related checks.*

Official Documentation (lab results) for each titer must be provided. Immunization dates (mm/dd/yyyy) must be included in an official document stating the student's name, date of immunization, and name of immunization. An "Official Document" must show the health care provider's name/organization, and phone number and have appropriate signatures, for example a physician's prescription pad, an official clinical record. TB testing results must show the student's name, health care provider's name/organization, date placed, date read, results in millimeters induration, and have appropriate signatures.

TITER / IMMUNIZATION REQUIREMENTS

Hepatitis B –

The Hepatitis B Vaccine Official Documentation must be provided for all three injections and a titer drawn showing proof of immunity.

OR

A signed Hepatitis B waiver must be on file in the document manager on Clinical Student. Note: signing the waiver releases you from having a titer drawn if you have had the 3 injections. It is the choice of the student whether he/she/they want information regarding immunity.

Timeline - The second dose should be administered at least 1 month after the first dose; the third dose should be administered at least 2 months after the second dose (and at least 4 months after the first dose).

Chickenpox (varicella) –

Complete an IGG titer. Titer must be dated and the result showing evidence of immunity must be a part of the Official Documentation. (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be taken.

OR

Have two immunizations completed and upload the Official Documentation to Clinical Student. There will need to be a **minimum of 4 weeks** between injections.

Measles, Mumps, Rubella – (Typically given in infancy at age of 12-15 months for first dose and completed prior to beginning Kindergarten)

Complete an IGG titer for each (measles, mumps, rubella). Titers must be dated and the result showing evidence of immunity for each (measles, mumps, and rubella) must be a part of the Official Documentation. (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be taken.

OR

Have two immunizations completed **A Minimum of 28 days after the first vaccination** and upload the Official Documentation to Clinical Student.

Tuberculosis Screen –

Skin Test - Must have official documentation of a current annual skin test (cannot be over one year old). If you have an expired or never had a TB skin test, then the 2 step Mantoux skin test is required. Results must be documented in millimeters of tissue involvement (induration). **See next page for further information.**

Alternative tests – T-Spot or QuantiFERON Gold – blood tests

If TB test is positive or the student has history of positive skin tests, a Negative Chest X-Ray (less than two years old) is required.

Tetanus-Diphtheria –

The initial series is typically given in childhood and boosters are required every ten years. The booster should be of Tetanus-Diphtheria and acellular pertussis (TDaP). If the booster has been given within the last ten years, provide official documentation of the date (month/day/year) of the immunization. If the booster is ten years old or older, have the TDaP immunization and provide official documentation of the date (month/day/year) of the immunization. Titers are **not** acceptable for any portion of TDaP.

Information on Two-Step TB Skin Test

The two-step test is NOT the usual PPD skin test in which you receive an injection of PPD and the test area is observed one time at specific time frame. The two-step PPD test is used to detect individuals with past TB infection who now have diminished skin test reactivity. This procedure reduces the likelihood that a boosted reaction is later interpreted as a new infection. The reason for the 2 stage PPD test appears to be the "booster phenomenon." It occurs in some people who were infected with TB in the past because the body loses its ability to react to the tuberculin solution. Thus, when these people are tested many years after the initial infection they may have a negative reaction. However, if they are tested a second time within up to one year of the first test, they may have a positive reaction. This positive reaction is due to a "boosted" ability to react to the tuberculin solution. To avoid misinterpretation between a boosted response and a new infection, many facilities employ the 2-step testing procedure. In this procedure a person is given a baseline PPD test. If the test is negative, a second test is administered one to three weeks later. If the second test is negative, the person is considered uninfected. If the second test is positive, then the person is considered to have a "boosted" reaction to an infection that occurred a long time ago. Beyond that, secondary testing is useful to help offset potential false negative testing results.

The Four Visit Approach

Visit 1, Day 1

The PPD antigen is applied under the skin.

Visit 2, Day 3

The PPD test is read. If the first test is positive, it indicates that the individual is infected with TB. A chest X-ray and evaluation is necessary. If the individual is asymptomatic and the chest X-ray indicates no active disease, the individual can enter patient care areas.

Visit 3, Day 7A second PPD skin test is applied to those individuals in whom the PPD skin test is negative.

Visit 4, Day 9

The second test is read. A positive test 2nd test indicates TB infection in the distant past. The individual is referred for a chest X-ray and evaluation by a physician. An asymptomatic individual whose chest X-ray indicates no active disease may enter patient care areas. Positive PPD tests at this point could indicate TB infection. Thus, a chest x-ray is necessary.

Influenza & Covid Vaccination

At this time MCC does not require students receive an Influenza or the Covid-19 vaccination series, however, fieldwork sites/health care facilities have the right to require any student participating in a live clinical setting be vaccinated against influenza &/or COVID-19 and supply proof of influenza &/or COVID-19 vaccination including dates. If influenza &/or COVID-19 vaccinations are required, MCC Allied Health programs must follow the requirements the clinical site concerning immunization requirements. The health care facility is not required to make any accommodations to faculty in regards to vaccinations. These guidelines are required by clinical sites for patient safety.

Criminal Background Checks & Drug Screen

Clinical sites require that only students with an acceptable consumer report, as it relates to criminal background/drug screen, be allowed to participate in clinical rotations. Therefore, prior to commencing the clinical portion of your program, you will complete a background check/drug screening through the clinical information management system.

MCC shall not use the results of a background check as criteria for admission to any program or course.

However, you should know that you will not be able to obtain a license to practice or be allowed to participate in clinicals should you have an unacceptable background as defined by state law regarding health care providers. An unacceptable background includes a felony and/or class "A" misdemeanor conviction.

Information Management

Health Information will be managed by Clinical Student, a secure platform with whom the student will enroll to complete background checks, drug testing and medical document management. Enrollment with Clinical

Student includes the background check, drug test and document manager for a cost of approximately \$140. A Family Care Safety Registry report is also required at a cost of an additional \$15. All required items must be uploaded to the Clinical Student website to be reviewed and approved for compliance for the student to be eligible for clinical Fieldwork placement.

Drug-Free Workplace, Campus and Community - Drug Screen Policy

MCC – Penn Valley is committed to maintaining high standards in all programs including allied health and nursing education and practice. Safe practice includes efficient, reliable, and unimpaired student performance at all times including in the classroom and in a clinical setting. Being under the influence of drugs or alcohol poses serious safety and health risks not only to the user but also to all persons who come in contact with the user. Students are required to perform all education-related activities in appropriate mental and physical condition

MCC-PV has adopted the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. The policy is one of zero tolerance. Together with the college's Drug-Free policy, the Code of Student Conduct imposes prohibited conduct and possible disciplinary action. If in violation of these policies, students subject themselves to disciplinary actions up to and including suspension or expulsion from the college and its programs.

Clinical facilities are committed to providing a safe environment in order to protect its patients, residents, employees and visitors; to provide the highest level of service; and to minimize the potential for accidents and injuries. Therefore, many of the clinical contracts between MCC – PV and hospitals, clinics, and other facilities have a component requiring drug screening for allied health and/or nursing students. The clinical site might require that an MCC – PV allied health and/or nursing student complete and pass a drug screen prior to being admitted into the facility as a student. Additionally, some clinical facilities require random drug testing during the duration of a clinical rotation. Refusal to submit to a drug screen or testing positive can make a student ineligible to participate in clinical training. Students are not eligible to continue to a subsequent semester without successful completion of the clinical component in any semester of coursework.

The cost for further drug screening may be covered by the clinical facility. If not, the student is responsible for the cost.

10. Industry Certifications and Licensure

10.1 Available Certifications through the Program

Certification and Licensure Overview

Following graduation with an Associate of Applied Science (AAS) degree as an Occupational Therapy Assistant (OTA), individuals must complete national certification and state licensure requirements before beginning professional practice.

National Certification

Graduates are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination for Occupational Therapy Assistants. Successful completion of this exam allows individuals to earn the credential Certified Occupational Therapy Assistant (COTA).

The NBCOT exam assesses knowledge and competency required for entry-level OTA practice.

Passing the exam is required to use the “COTA” credential and to apply for state licensure.

Candidates must meet eligibility requirements set by NBCOT, including graduation from an accredited OTA program and compliance with character and conduct standards.

10.2 State and National Licensing Requirements

State Licensure

After earning NBCOT certification, individuals must apply for state licensure in the state(s) where they plan to practice.

Each state has its own licensing board that establishes requirements, fees, and renewal procedures.

Licensure typically requires proof of NBCOT certification, verification of academic completion, and a back-ground check.

Maintaining licensure may require continuing education and adherence to professional and ethical standards.

Continuing Competence

To maintain active certification and licensure, OTAs must engage in continuing professional development.

NBCOT certification renewal occurs every three years and includes continuing competency activities.

State licensure renewal requirements vary but often include continuing education in clinical skills, ethics, or emerging practice areas.

10.3 Certification Exam Preparation Resources

OTA Program NBCOT Certification Examination Preparation Workshop Overview

The OTA program holds a 3-day NBCOT Prep Workshop following the students’ Level II Fieldwork semester. The workshop is designed to help Occupational Therapy Assistant (OTA) students strengthen their readiness for the national certification examination. The workshop begins by identifying participant’s areas of need, and emphasizing review of key content areas rather than the entire program. Students will engage in sessions on test-taking strategies, time management, and interpreting complex exam questions. Additional resources, including a glossary of essential terms, review handouts, and guidance on effective study tools, are provided to support independent preparation. The workshop also revisits the OT Knowledge Exam (OTKE) to analyze challenges, such as question wording and pacing, and to identify areas of strength. Across three days, students will

participate in targeted content reviews, simulated practice testing under timed conditions, and group discussions to reinforce learning. The final session includes guidance on the NBCOT and licensure application process, ensuring that graduates are confident and well-prepared for professional certification.

11. Graduation and Program Completion Requirements

11.1 Graduation Checklist

FULL-TIME OTA Program - Degree Verification Checklist			Hours	Completed
ENGL	101	Composition & Reading I	3	
***	100	Any Biological or Physical Science (BIOL, PHYS, GEOL, CHEM)	4-10	
BIOL	150	Medical Terminology	2	
OTHA	100	Introduction to Occupational Therapy (online or on-ground)	2	
TOTAL			11-17	
General Education				
PSYC	140	General Psychology <i>Note – recommend as prerequisite; may be taken summer between year 1 & 2</i>	3	
COMM	100	Fundamentals of Speech OR COMM102, or COMM223, or COMM 233 <i>- Note – recommend as prerequisite; may be taken summer between year 1 & 2</i>	3	
HIST		Completion of American Institutions requirement for the Associate Degree: 120. HIST 121, or POLS136 <i>Note – recommend as prerequisite; may be taken summer between year 1 & 2</i>	3	
		Civics exam	LMS	
			6-9	
FALL 1 SEMESTER				
HLSC or BIOL or BIOL	108 109 110/210	Anatomy & Physiology Health Professions (OR - Biol 109 or Biol 110 and 210) <i>Note – recommended prior to application; must be taken prior to spring semester year 1 OTA program</i>	4-10	
OTHA	102	Documentation Guidelines	2	
OTHA	103	Clinical Conditions (Hybrid – 1 day on person remainder online)	2	
OTHA	106	Therapeutic Interventions I	4	
OTHA	114	Introduction to Fieldwork	1	
OTHA	116	Level I Fieldwork I	.5	
TOTAL			13.5-19.5	
SPRING 1 SEMESTER				
OTHA	118	Assessment and Intervention	3	
OTHA	120	Pediatrics	2	

OTHA	121	Level I Fieldwork II	1	
OTHA	130	Kinesiology: Applied Analysis of Movement	4	
OTHA	154	Applied Neurology	2	
<i>TOTAL</i>			12	
SUMMER SESSION				
<i>Optional:</i> OTHA210 – Level I Fieldwork III – Psychosocial (Must be followed by OTHA211 in the Fall semester)			1	
<i>Note</i> – students may take 1 general education course during this summer as needed				
<i>TOTAL</i>			3	
FALL 2 SEMESTER				
OTHA	201	Mental Health	2.5	
OTHA	202	Physical Dysfunction: Applications for Practice	3	
OTHA	203	Gerontology	2	
OTHA	208	Therapeutic Interventions II	4	
OTHA	212	Level I Fieldwork III	2	
or OTHA	or 211	Level I Fieldwork III - Experiential	1	
OTHA	217	Occupational Therapy Capstone	2	
<i>TOTAL</i>			15.5	
SPRING 2 SEMESTER				
OTHA	222	Level II Fieldwork	12	

PART-TIME OTA Program - Degree Verification Checklist			Hours	Completed
PROGRAM PREREQUISITES				
ENGL	101	Composition & Reading I	3	
***	100 +	Any Biological or Physical Science (BIOL, PHYS, GEOL, CHEM)	4-10	
BIOL	150	Medical Terminology	2	
OTHA	100	Introduction to Occupational Therapy (online or on-ground)	2	
HLSC or BIOL	108 or 110/210	Anatomy & Physiology Health Professions (OR - Biol 109 or Biol 110 and 210)	4-10	
PSYC	140	General Psychology	3	
COMM	100	Fundamentals of Speech OR COMM 102 OR COMM 223 OR COMM 233	3	
HIST or POLS	120,121 136	Completion of American Institutions requirement - POLS136	3	
Civics exam			LMS	
<i>TOTAL</i>			24-36	
SUMMER 1 SESSION				
OTHA	102	Documentation Guidelines	2	
OTHA	114	Introduction to Fieldwork (Hybrid)	1	

			<i>TOTAL</i>	3	
FALL 1 SEMESTER					
OTHA	103	Clinical Conditions (Hybrid – 1 day on person remainder online)		2	
OTHA	106	Therapeutic Interventions I		4	
OTHA	116	Level I Fieldwork I		.5	
			<i>TOTAL</i>	6.5	
SPRING 1 SEMESTER					
OTHA	118	Assessment and Intervention		3	
OTHA	120	Pediatrics		2	
OTHA	121	Level I Fieldwork II		1	
			<i>TOTAL</i>	6	
SUMMER 2 SESSION					
OTHA	130	Kinesiology: Applied Analysis of Movement		4	
			<i>TOTAL</i>	4	
FALL 2 - SEMESTER					
OTHA	154	Applied Neurology		2	
OTHA	202	Physical Dysfunction: Applications for Practice		3	
OTHA	203	Gerontology		2	
			<i>TOTAL</i>	7	
SPRING 2 SEMESTER					
OTHA	201	Mental Health		2.5	
OTHA	208	Therapeutic Interventions II		4	
OTHA	211	Level I Fieldwork III - Experiential		1	
			<i>TOTAL</i>	7.5	
SUMMER 3 SESSION					
OTHA	210	Level I Fieldwork III - Psychosocial		1	
OTHA	217	Occupational Therapy Capstone		2	
			<i>TOTAL</i>	3	
FALL 3 SEMESTER					
OTHA	222	Level II Fieldwork		12	
			<i>TOTAL</i>	12	
				<i>Total Credit Hours AAS degree</i>	73-85

11.2 Capstone Projects or Final Assessments

Community Immersion Program Development Project

The final semester of the Occupational Therapy Assistant (OTA) program includes a Community Immersion Program Development Project. This project is based on the principles of service learning, through which students collaborate with a community or not-for-profit agency in the metropolitan area. The purpose is to apply the knowledge and skills developed throughout the OTA program to create, implement, and evaluate an

occupational therapy–based program that meets the organization’s identified needs while promoting the profession’s core values.

What Is Service Learning?

“Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Learn and Serve America National Service-Learning Clearinghouse).

Through this experience, students will:

- Learn by doing
- Serve their community
- Experience citizenship
- Improve self-confidence
- Connect with community issues
- Improve personal and professional skills
- Expand professional network opportunities
- Build their resume

Rationale

Through participation in the Community Immersion Program Development project, students will refine professional competencies that are essential for future success in the field of occupational therapy. These include skills in problem solving, organization, program planning and implementation, and needs identification. Students may complete this project individually or with a partner.

Description

Students will design and implement an occupational therapy–based program consisting of at least six group sessions for a not-for-profit or community-based organization that does not currently offer occupational therapy services.

Each student (or team) will submit a project binder documenting the development and outcomes of their Community Immersion Program Development project and will present a summary of their work to peers and faculty.

The project binder should include:

- Reflective journal of the experience
- Session plan description for each session
- Activity analysis for one selected activity
- Justification statement demonstrating how the program meets the identified needs of the target population and supports the occupational therapy profession
- Marketing materials or examples
- Completed quality measure(s)

- Sustainability plan
- Communication log
- Time log

12. Appendix & Additional Resources

12.1 Forms and Templates

The following are forms and templates required for the OTA program and for participation in Fieldwork during the OTA program.

Student Fieldwork Assignment Agreement

Physical Examination Form

Mid-Term Professional Behavior Assessment

Post Exposure Procedure

Model Release

Student Confidentiality Statement

Informed Consent

Hepatitis B Information & Waiver

Consent For Drug & Alcohol Testing Release of Liability

Infectious Disease Policy

Statement of Understanding

Communication Policy Acknowledgement

Student Data Form

Compliance Acknowledgement

Disclosure of Prior Relationships with Faculty

Student FW Assignment Agreement

I understand it is my responsibility to:

Provide the Program with such confidential information as may be required or deemed necessary for the training and guidance of students (i.e., physician's statement of good health, record of current immunizations, academic transcript, references, and/or CPR certification, criminal background check, etc.), through Clinical Student.

1. Comply with the existing pertinent rules and regulations of the fieldwork centers,
2. Provide proof of purchase of health insurance and any other requested documentation if required by the fieldwork site & know that if not covered I will be responsible for all expenses if becoming ill or hurt during FW,
3. Send a letter to the assigned Level 2 Fieldwork Coordinator/Supervisor at least one month in advance of the beginning date of the fieldwork, or as required by the Academic Fieldwork Coordinator
4. Provide the necessary and appropriate uniforms required but not provided by the assigned facilities and dress in an appropriate manner in accordance with the dress code policy of the center,
5. Make my own living arrangements as housing is not provided by the assigned facility,
6. Provide my own transportation to and from the fieldwork center (of up to 70 miles each direction) and during the fieldwork, if required by the centers in order to meet the objectives of the student fieldwork program (i.e., as may be required for a fieldwork in home health, schools, or in a community facility).
7. Obtain and pay for any special procedures required by the fieldwork site; i.e. drug testing, background checks.
8. Inform the Academic Fieldwork Coordinator of any affiliation with any health care facility throughout the program.
9. Have an available Internet connection and computer to communicate consistently with the PV AFWC.

I am able to review information on file about the fieldwork centers. I have been informed and fully understand patients at any given fieldwork center may have contagious diseases. I understand there may be some risk involved in undertaking fieldwork activities. I have agreed to schedule Level II fieldwork at the fieldwork sites I will be assigned. I hereby agree to hold harmless the Occupational Therapy Assistant Program at Metropolitan Community College - Penn Valley – Health Science Institute, and their agents and employees for any liability arising out of such possible exposure.

Signed: _____ Date: _____

(Student)

MCC HEALTH SCIENCE INSTITUTE PHYSICAL EXAMINATION FORM

THE PHYSICIAN/NURSE PRACTITIONER IS REQUESTED TO PERFORM A COMPLETE PHYSICAL EXAMINATION.

THE PHYSICIAN/NURSE PRACTITIONER MUST COMPLETE THIS ENTIRE FORM.

Student Name:	
CONDITION OF:	
EYES	
VISION TEST <input type="checkbox"/> RIGHT EYE <input type="checkbox"/> LEFT EYE	
WITH GLASSES <input type="checkbox"/> RIGHT EYE <input type="checkbox"/> LEFT EYE	
EARS	
HEARING <input type="checkbox"/> RIGHT EAR <input type="checkbox"/> LEFT EAR	
TEETH	
NOSE	
SINUSES	
THROAT (ADENOIDS & TONSILS)	

THYROID	
SKIN	
LUNGS <ul style="list-style-type: none"> ■ ABNORMAL SIGNS 	
HEART <ul style="list-style-type: none"> ■ SIZE ■ SOUND ■ MURMURS ■ RHYTHM 	
ABDOMEN <ul style="list-style-type: none"> ■ SCARS ■ TENDERNESS ■ PALPABLE MASSES 	
POSTURE	
CONDITION OF FEET AND ARCHES	
ORTHOPEDIC CONDITIONS	
STATE NATURE OF ANY PHYSICAL LIMITATIONS	
STATE NATURE OF ANY MENTAL LIMITATIONS	

Please review the "FUNCTIONAL ABILITIES NECESSARY FOR PARTICIPATING IN THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM" on the back of this form. Do you see any reason why this student would not be able to perform these standards?

YES NO

If there are any reasonable accommodations that would allow the student to perform as an MCC Health Science student, please list them.

I HAVE EXAMINED THIS STUDENT AND FOUND HER/HIM/THEM ABLE TO PARTICIPATE IN A PROGRAM OF STUDY WITHIN THE NURSING OR ALLIED HEALTH DIVISIONS OF MCC-PENN VALLEY WITH THE FOLLOWING RESTRICTIONS (please check **one**):

None Specify

DATE:

P-R-I-N-T-E-D NAME OF PHYSICIAN/NURSE PRACTITIONER:

ADDRESS OF PHYSICIAN/NURSE PRACTITIONER:

PHONE NUMBER OF PHYSICIAN/NURSE PRACTITIONER:

Signature of physician/nurse practitioner:

Please note:

1. **All titer results (lab reports) and official immunization documentation are to be given to the student/patient.**

PHYSICAL EXAM FORM / 2025

Official documentation of immunizations and/or titers must include:

- **Complete dates (mm/dd/yyyy)**
- **Results of IGG titers (positive/immune or negative/not immune)**
- **Student/patient name**
- **Health care provider’s name/organization**
- **Phone number and appropriate signatures—such as a physician’s prescription pad**
- **Official clinical record**

Dates written on this sheet are not acceptable.

TITER / IMMUNIZATION REQUIREMENTS
<p>Hepatitis B –</p> <p>The Hepatitis B vaccine is recommended for health care workers by the Centers for Disease Control (CDC). Official documentation must be provided for <u>all three</u> injections <u>and</u> a titer drawn showing proof of immunity,</p> <p>OR</p> <p>a signed Hepatitis B waiver must be on file</p>
<p>Chickenpox (varicella) –</p> <p>Complete an IGG titer (titer must be dated; reference ranges must be present with the results and the results must demonstrate evidence of immunity). (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be given.</p> <p>OR</p> <p>Give two immunizations 4 weeks apart</p>
<p>Measles, Mumps, Rubella –</p> <p>Complete an IGG titer for each (measles, mumps, rubella) Titer must be dated, reference ranges must be present with the results and the results must demonstrate evidence of immunity; (measles, mumps, rubella). (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be given.</p> <p>OR</p> <p>Give two immunizations 4 weeks apart</p>
<p>Tuberculosis Screen –</p> <p>A two-step Mantoux skin test is required.</p> <p>A two-step can be completed in one of two ways:</p>

1. Two recent screening three weeks apart OR
2. One annual screening less than one year old and one additional screening.

A student may opt to provide a QuantiFERON blood test or T-Spot with negative results in place of the Two-step Mantoux skin test.

Proper documentation of the skin test will include:

Date the test was given with the signature of the person giving the test and the results of the skin test recorded in mm of induration with the results being read in 48-72 hours. The final results must also include the date the screening was read with the signature of the person reading the results.

Negative Chest X-Ray (less than five years old) required if TB test is positive or has history of positive skin tests. Annual symptoms assessment will be required every year thereafter.

Tetanus-Diphtheria – *Must have been received within 8 years from today's date.*

The initial series is typically given in childhood and boosters are required every ten years. The booster should be of Tetanus-Diphtheria and acellular pertussis (TDaP). If the booster has been given within the last ten years, provide official documentation of the date (month/day/year) of the immunization. If the booster is ten years old or older, give the TDaP immunization and provide official documentation of the date (month/day/year) of the immunization.

Titers are not acceptable for any portion of TDaP.

Influenza Vaccine – Clinical facilities require that all health care workers have an annual flu shot. Documentation must be provided of the date of the immunization, the type of vaccine given, and the signature of the person administering the injection. ***Those with allergies to the influenza vaccine (all types) must provide written documentation from the health care provider that indicates the student cannot receive the immunization due to severe and/or life-threatening allergy to the vaccine. DUE IN FALL OF EACH YEAR.***

MCC-PENN VALLEY
HEALTH SCIENCE INSTITUTE

FUNCTIONAL ABILITIES NECESSARY FOR PARTICIPATING IN NURSING AND ALLIED HEALTH PROGRAMS

Functional abilities to meet these roles include cognitive, sensor/perceptual, psychosocial/emotional and physical principal capabilities to provide safer care to individuals or groups of individuals.

I. COGNITIVE REQUIREMENT	
ACADEMIC STANDARD	FUNCTIONAL ABILITY
Includes the comprehension and application of information and the ability to assimilate information with previous learning to form new understandings.	Meet conditional admission requirements for PVCC. This may include COMPASS, GPA, TEAS™ and similar test scores.
II. SENSORY/PERCEPTUAL REQUIREMENTS	
VISION STANDARD	FUNCTIONAL ABILITY
Visual acuity sufficient to observe, read, or otherwise accurately interpret visual stimuli or obtain, and record client information or provide safe environment and emergency response to situations. Common aids to correct vision may be utilized.	Read small print, charts, orders, medication labels, ampules, vials, syringes, technological tools and monitoring equipment. Vision sufficient for accurate assessment of clients by using visual inspection to implement appropriate interventions. Includes the ability to recognize emergency lights and/or equipment functions/alerts, clarity of medications, or other situations necessary for client safety.
HEARING, SMELL, SPEECH STANDARD	FUNCTIONAL ABILITY
Sufficient hearing and smell to discriminate and assign meaning to sensory input. Speech to communicate and to be understood clearly by others.	Be alerted to sounds and odors that signal emergency situations. Utilize standard equipment that allows for hearing of heart, lung and other sounds that contribute to a patient assessment. Ability to communicate by both obtaining and delivering the information appropriate in a patient care situation.
III. PSYCHOSOCIAL REQUIREMENT	
INTERPERSONAL STANDARD	FUNCTIONAL ABILITY

<p>Psychosocial skills, emotional stability and sensitivity sufficient to maintain a cooperative atmosphere among other health care persons and clients and families. Ability to respond to a variety of clinical situations with therapeutic interpersonal techniques.</p>	<p>Establish and maintain effective relationships. Ability to function in a variety of situations with varying degrees of stress, including emergent and rapidly changing situations.</p>
<p>IV. PHYSICAL REQUIREMENT</p>	
<p>PSYCHOMOTOR STANDARD</p>	<p>FUNCTIONAL ABILITY</p>
<p>Maintain motor coordination, strength, flexibility, dexterity, balance and sensory capabilities sufficient for safe and accurate assessment and performance of client care.</p>	<p>Adhere to infection control standards, provide direct client care; including walking, lifting, turning, moving clients safely during care, in activities of daily living and in emergent situation including CPR. The ability to manipulate standard equipment.</p>

Midterm meetings are completed each semester during the academic year for all Occupational Therapy Assistant students. Per ACOTE accreditation, OTA faculty are responsible for the advisement of all OTA students regarding coursework, professional behaviors, and fieldwork education. Each student will participate in a mid-term report/conference that will update them on their performance and allow them the opportunity to voice questions or concerns. Both the student and an instructor will complete the midterm assessment and then meet to discuss the ratings. Students are expected to reflect on their performance in all areas honestly and participate fully in the midterm process. If a student is having problems a plan for improvement will be initiated to assist the student in becoming more successful. A copy of the mid-term report will be kept in the student's file located in the program coordinator's office.

Metropolitan Community College
Occupational Therapy Assistant Program
Mid-Term Professional Behavior Assessment

Student _____ Date _____ Program Term _____					
Instructions: For each section, review the skill/behavior and rate the area on a scale of 1-5 (1 = poor, 3 = inconsistent/developing, 5 = exceptional). Offer comments/examples to support the rating given. Complete the strengths and areas of growth based on the assessment.					
Dependability <ul style="list-style-type: none"> ✓ Punctual and consistent attendance ✓ Adheres to class/FW schedule ✓ Contacts instructors prior to absence from class/FW ✓ Takes responsibility for missed work ✓ No incidents of cheating/plagiarism ✓ Respects HSI and FW site property ✓ Adheres to MCC and OTA program policies 	1	2	3	4	5
Comments:					
Active Learning <ul style="list-style-type: none"> ✓ Actively participates in all learning activities ✓ Offers own thoughts/ideas in discussions/class collaborations ✓ Formulates/asks relevant questions ✓ Identifies need for further information or clarification and appropriate time to seek this information ✓ Identifies relevant resources to access information ✓ Uses effective written communication skills ✓ Uses "down time" and lab time productively 	1	2	3	4	5
Comments:					
Preparation <ul style="list-style-type: none"> ✓ Completes assignments on time and meets due 	1	2	3	4	5

<ul style="list-style-type: none"> dates ✓ Brings needed materials to class/FW/lab ✓ Reviews, reads and researches assigned materials ✓ Ready to engage in activities when class begins ✓ Uses available resources to track own work/due dates ✓ Maintains professional appearance during class ✓ Follows dress/safety requirements for lab/FW 	<p>Comments:</p>
<p>Interpersonal Relations</p> <ul style="list-style-type: none"> ✓ Understands roles of peers/educators ✓ Accepts personal differences and others opinions ✓ Sensitive to others' personal space/belongings ✓ Avoids use of offensive language/statements ✓ Listens attentively to peers/educators ✓ Avoids interrupting or monopolizing conversations ✓ Initiates conversation at appropriate place and time ✓ Ends conversations when appropriate 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Communication</p> <ul style="list-style-type: none"> ✓ Recognizes impact of non-verbal communication (eye contact, voice tone/pace/volume, facial expressions, gestures) ✓ Offers two-way communication ✓ Contributes in group efforts/discussions equally ✓ Expresses self in a manner that encourages dialogue (direct, polite, clear, asks questions of others, etc.) ✓ Receptive to feedback ✓ Practices active listening 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Problem Solving</p> <ul style="list-style-type: none"> ✓ Recognizes problems and begins to examine solutions independently ✓ Applies current resources and identifies those needed to develop answers/solutions to issues ✓ Confident with own knowledge and abilities ✓ Comfortable making mistakes and learning ✓ Exercises judgment in use of materials/resources 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Safety and Health</p> <ul style="list-style-type: none"> ✓ Approaches tasks in an alert, conscientious and self-paced manner ✓ Ensures a neat, organized and hazard free environment ✓ Handles tools and equipment correctly ✓ Consults with educator for any potentially 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>

<ul style="list-style-type: none"> dangerous situation ✓ Assumes responsibility for adequate sleep, nutrition and health care needs ✓ Recognizes and attends to own stressors/personal needs ✓ Identifies and uses a support system ✓ Seeks advisement when needed ✓ Utilizes resources available at MCC or as advised by instructors 	
<p>Flexibility</p> <ul style="list-style-type: none"> ✓ Welcomes new learning and challenges ✓ Applies own creativity to generating alternatives ✓ Formulates critical thinking on various topics/approaches ✓ Comfortable with ambiguity, variables and change ✓ Cooperative in schedule group work or changes in schedules 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>
<p>Self-Direction</p> <ul style="list-style-type: none"> ✓ Takes initiative in all phases/aspects of learning ✓ Works within knowledge/competency ✓ Accepts responsibility for actions and outcomes ✓ Assesses own performances and adjusts as needed ✓ Modifies behavior based on feedback ✓ Utilizes professional literature effectively 	<p style="text-align: center;">1 2 3 4 5</p> <p>Comments:</p>

Summary

Grades:

Strengths:

Areas of Concern:

Plan of Action:

Student signature and date

Faculty signature and date

POST-EXPOSURE PROCEDURE

Nursing and Allied Health

Either of the following exposures could put a student at risk of HIV infection if the exposure involves blood, tissue, or other body fluids containing visible blood:

- Percutaneous injury (e.g., a needle stick or cut with a sharp object)
- Contact with mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or affected by dermatitis)

After occupational HIV exposure, a short-term course of ARV drugs (e.g., one month) may be used to reduce the likelihood of infection. This is referred to as post-exposure prophylaxis (PEP), and is a key part of a comprehensive universal precautions strategy during clinical placements.

In healthcare settings the occupational risk of becoming HIV-infected due to a needle stick is low (less than 1%). Most cases involve injuries from needles or sharps that have been used on a patient who is HIV-infected. The risk of HIV transmission from exposure to infected fluids or tissues is believed to be lower than from exposure to infected blood.

Guidelines for Providing PEP

Healthcare workers shall report occupational exposure to HIV immediately after it occurs. Early rapid testing of the source patient (the patient involved in the incident) can help determine the need for PEP—and may avert the unnecessary use of ARV drugs, which may have adverse side effects. If necessary, **PEP should begin as soon as possible after exposure, ideally within 2 hours**. Currently, there is no single approved PEP regimen; however, dual or triple drug therapy is recommended and believed to be more effective than a single agent.

The treating physician will determine the treatment period (2-4 weeks) and make the drug selection for PEP based on the following factors:

- Type of injury and transmission device
- Source patient's HIV viral load and treatment history
- ARV drugs available

Some healthcare workers taking PEP experience adverse symptoms including nausea, malaise, headache, and anorexia. Pregnant students or women of childbearing age who may become pregnant may receive PEP, but must avoid efavirenz, which has harmful effects on the fetus.

Managing exposure to HIV

Immediate steps

Any student exposed to blood or body fluids must take the following steps:

- Wash the wound and skin sites exposed to blood and body fluids with soap and water. Wash for at least 5 minutes using ample soap.

- For injuries that break the skin and where bleeding occurs, allow bleeding for a few seconds before washing with soap and water.
- Topical use of antiseptics is optional.
- Do not apply caustic agents, such as bleach, onto the wound or inject antiseptics or disinfectants into the wound.
- Flush mucous membranes, such as eyes, exposed to blood and body fluids with water.
- Immediately inform the clinical supervisor, or person in charge, of the exposure type and the action taken. Call your Clinical Coordinator and/or Program Coordinator to apprise him/her of your situation.

Once informed, the clinical supervisor will:

- Assess the exposure to determine the risk of transmission.
- Call the Clinical Coordinator and/or Program Coordinator to update him/her of the situation so that the following steps can be taken.
 - Inform the patient and student about the exposure and request permission for HIV testing.
 - If there is risk of transmission, follow the written protocol of hospital/facility for rapid testing.
 - If there is not a written protocol, immediately arrange for the patient and student to visit their personal physician. If they do not have a personal physician or the exposure occurs after hours, send them to the nearest emergency room after gaining permission of the patient and student.
 - Provide immediate support and information on post-exposure prophylaxis (PEP) to the student.
 - Record the exposure on the appropriate form/s and forward the information to the individual or department assigned to manage such exposures at the site and send a copy to the student's Clinical Coordinator/Program Coordinator.
 - Maintain the confidentiality of all related records.

Please note that the student is responsible for all costs related to post-exposure procedures. The clinical facility may provide the treatment at no cost to the student.

General Guidelines for PEP

- In all cases of exposure, start PEP within 2 hours of the exposure, whether or not patient's HIV status is known.
- PEP is usually discontinued if there is confirmation that the patient's HIV test is negative.
- If the patient is HIV-infected (with a positive test result), continue PEP.
- ARV therapy should be provided according to national or facility protocol. A minimum of two weeks and a maximum of four weeks treatment is recommended. When possible, consultation with a HIV specialist, particularly when exposure to drug resistant HIV may have occurred, is recommended.
- If the student's initial HIV test is positive, counsel the person on the test result and refer to a HIV/AIDS program for care and treatment.

MODEL RELEASE

**Metropolitan Community College - Penn Valley
Occupational Therapy Assistant**

I do hereby consent and authorize the Junior College District of Metropolitan Kansas City, Missouri, its component colleges and their agents, to take photographs and/or recordings (audio, video, film) of me and to cause the same to be copyrighted, published, displayed, reproduced, retouched, altered, exhibited, or circulated, with or without advertising, sponsorship, for any and all purposes, including publications and advertisements of all kinds in all media: and do hereby assign to said parties all right, title and interest in and to all such material.

I further release said Junior College District, its component colleges and their agents, from any and all claims for damages for libel, slander, invasion of the right of privacy or any other claim based on the use of said material.

No Promises have been made to me to secure my signature to this consent and release.

Brief Description of Said Material:

CAREER VIDEO, PRINT MATERIALS, ADVERTISING, AND WEBSITE FEATURES

Name _____

Date: _____

Student ID # _____

(Signature) _____

(Address) _____

Witness to signature

STUDENT CONFIDENTIALITY STATEMENT

Metropolitan Community College - Penn Valley Occupational Therapy Assistant

Objective:

To preserve the medical record and hold inviolate the privileged contents of the record and any other information of a confidential nature.

Policy:

The medical record is the property of the health care facility, while the personal data contained in the record are considered confidential communication in which the patient has a protectable interest. It is compiled, preserved and protected from unauthorized inspection for the benefit of the patient, hospital and physician. It is the responsibility of each occupational therapy assistant student not to discuss any confidential information with any individual, inside or outside of the hospital or classroom except as such discussion is part of the performance of duty within the health care facility.

Computer generated information, whether of a medical, personal or financial nature is considered confidential information and is subject to the same restraints regarding discussion and disclosure.

Student submission of patient related documentation to campus faculty, for any classroom or clinical assignment must not contain any information which identifies the patient. Failure to remove patient information from any documents, submitted to program faculty, external to the clinical affiliate, is in direct conflict with HIPAA, and will not be tolerated under any circumstance.

Any violation of this policy may result in disciplinary action up to and including possible dismissal from the program.

I have read and understand the above statement that I must not disclose confidential information, except as such disclosure is part of the performance of duties related to my clinical assignment. I further understand that such disclosure may result in disciplinary action up to and including possible dismissal from the program.

Signature _____

Printed name _____

Date _____

STUDENT INFORMED CONSENT

**Metropolitan Community College - Penn Valley
Occupational Therapy Assistant**

I, _____, understand that students will be expected to perform occupational therapy clinical skills on each other. I am willing to participate in these activities. This agreement is voluntarily executed and by signing, I so state.

I will inform the instructor of any condition which may be considered a precaution or contra-indication for a particular procedure and will thereby be excused according to instructor's direction.

I understand that if I become ill or injured, my condition may require a physician's release for return to school or clinical.

I will demonstrate professionalism in the lab by careful administration of procedures and consideration of the privacy, modesty, and respect of other students

I understand that as a student, I may be exposed to environmental hazards and infectious diseases including, but not limited to, tuberculosis, hepatitis B and HIV (AIDS) while in a clinical facility.

Neither Metropolitan Community College nor any of the clinical facilities used for clinical practice assumes liability if a student is injured on the campus or in the clinical facility during training unless the injury is a direct result of negligence by the college or clinical facility. I understand that I am responsible for the cost of health care for any personal injury I may suffer during my education. I understand that I should purchase private health insurance.

I understand and assume responsibility for the policies, objectives, course requirements and inherent risks involved in the education of occupational therapy assistant students on the Penn Valley campus of the Metropolitan Community College.

Signature _____

Printed name _____

Date _____

Hepatitis B Vaccine Fact Sheet

What is Hepatitis B?

Hepatitis B is a liver disease that can lead to cirrhosis, liver cancer and even death.

How can you get Hepatitis B?

It is caused by a virus (HBV), which is very contagious and transmitted primarily by exposure of personnel to infected blood, skin puncture, body secretions, sexual contact, and from mother to newborn.

What are the signs/symptoms of Hepatitis B?

After exposure, symptoms usually occur after four to six weeks. They may be so minimal that they are attributed to the flu or so involved as to cause nausea and jaundice with elevated liver enzymes and possible permanent liver damage.

What precautions can be taken?

Precautions to prevent infection include isolation barriers (such as gloves), avoidance of accidental puncture wounds or cuts, and immunization.

How do you become immunized?

A person's immunity level can be elevated by inoculation with hepatitis B immune globulin. Three vaccines are currently available – Heptavax B, Recombivax and Energix. A series of three shots over a six-month period is necessary.

Who should be immunized?

Any person who will have potential contact with blood and infectious materials should be immunized. Your physician or County Health Department will be able to provide additional information regarding the vaccine and/or the disease.

Are all people who are vaccinated protected from getting Hepatitis B?

Although there is not a 100% guarantee that you will get immunized after the vaccination series, the chances are very high.

What are the possible side effects?

A sore, achy arm at the injection site is the most common. Other less common side effects include swelling and redness, warmth at the injection site, low-grade fever, fatigue, headache, joint aches, etc., which usually subside within 48 hours.

How long will the effects of the vaccine last?

It is not clear how long the vaccine is effective. However, booster shots are not routinely recommended within seven years of the vaccination.

What must you do if you opt not to get the Hepatitis B vaccine?

Neither any education partner nor any of the affiliated clinical partners in which students are assigned pays or provides for the provision of health care to students exposed to or infected with a disease while they are students with the college or at the clinical agency. Any student, therefore, who is diagnosed with an infectious disease or is exposed to an infectious disease, is responsible for his/her own health care.

Should the student decide not to protect him-/herself from potential Hepatitis B infection by getting the HBV vaccine, that student must sign the attached Hepatitis B Vaccine Waiver Statement.

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Collegiate Nurse Educators of Greater Kansas City Kansas City Area Nurse Executives

Hepatitis B Vaccine Waiver Statement

Hepatitis B is a viral infection of the liver caused primarily by contact with blood and other body fluids from infected persons. Hepatitis B vaccine can provide immunity against Hepatitis B infection for persons at high risk.

I understand that during my lab and clinical experience I may be exposed to blood or other potentially infectious materials, thus I may be at risk of acquiring Hepatitis B Virus (HBV). MCC officials have recommended that I be vaccinated with the Hepatitis B vaccine. However, I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine I continue to be at risk for acquiring Hepatitis B. I also understand that due to fieldwork site vaccination requirements beyond that of the MCC OTA program I will not be allowed to attend certain site that required the Hepatitis B vaccine which could possibly impact progressing in the OTA program. I further understand that neither the College or University at which I am enrolled, its health career programs nor the clinical agencies are responsible for the payment of or provision for health care should I acquire Hepatitis B or become exposed to the Hepatitis B virus.

Declination of immunization:

I have received and reviewed the information pertaining to Hepatitis B.

Choose one of the following:

I understand the risks involved and choose to decline the Hepatitis B vaccine.

OR

I am in the process of /or/ have received the Hepatitis B series but have not had a positive titer drawn.

Dates Hepatitis B vaccines given:

Signature

Date

Print Name

**CONSENT TO DRUG/ALCOHOL TESTING
AND
RELEASE OF LIABILITY FORM**

I have read, understand and agree to MCC-Penn Valley's Drug-Free Workplace, Campus and Community Drug Screen Policy in accordance with which I may be required to undergo drug/alcohol testing both by MCC-Penn Valley and by any clinical site to which I may be assigned as part of my clinical rotation. A positive test may not only cause me to be excluded from clinical placement but may also result in my removal from the Allied Health or Nursing program to which I have been admitted and may cause me to be suspended and/or expelled from the College. I understand that if I have tested positive I may not be permitted to take any state licensure examination.

My signature below indicates that:

1. I consent to the testing as outlined in the Drug-Free Workplace, Campus and Community Drug Screen Policy.
2. I understand that I may be responsible for all costs incurred with the drug testing.
3. I hereby release and hold harmless the Metropolitan Community College ("MCC"), including MCC-Penn Valley, and MCC's Board of Trustees, employees, and agents from any and all claims arising from the administering of any test, the analysis of test results, and the use and disclosure of test results: provided, however, this release and hold harmless shall not apply to **intentional torts, gross negligence or activities involving the public interest.**

My signature indicates that I have read and understand this consent and release form, and that I have signed it voluntarily.

Signature _____

Printed name _____

Date _____

INFECTIOUS DISEASE POLICY

Metropolitan Community College - Penn Valley Occupational Therapy Assistant Program

The risk of contracting Hepatitis B virus or other infectious diseases are greater than the risk of contracting HIV. Therefore, recommendations for the control of Hepatitis B infections will effectively prevent the spread of AIDS. In such recommendations are therefore incorporated herein.

1. Sharp items (needles, scalpel blades, and other sharp instruments) shall be considered as potentially infective and be handled with extraordinary care to prevent accidental injuries. Proper disposal of sharp items according to OSHA guidelines shall be followed.
2. Disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture resistant containers located as close as practical to the area in which they were used. To prevent needle stick injuries, needles shall not be recapped, purposely bent, broken, removed from disposable syringes, or otherwise manipulated by hand.
3. When the possibility of exposure to blood or other body fluid exists, routinely recommended universal precautions should be followed. The anticipated exposure may require gloves alone, as in handling items soiled with blood or other body fluids, or may also require gowns, masks and eye coverings when performing procedures where splashing is possible. Hands should be washed thoroughly and immediately if they accidentally become contaminated with blood or body fluids.
4. To minimize the need for emergency mouth-to-mouth resuscitation, mouth-pieces, resuscitation bags, or other ventilation devices should be located and available for use in areas where the need for resuscitation is predictable.
5. Pregnant students or students engaged in health care are not known to be at greater risk of contacting the HIV virus than students who are not pregnant. However, if a student develops infection with the HIV virus during pregnancy, an infant has an increased risk of infection through prenatal or perinatal transmission. Because of this risk, pregnant students should be especially familiar with precautions regarding the HIV virus.
6. Occupational Therapy Assistant students engaged in health care who are infected with the HIV virus and who are not involved in invasive procedures need not be restricted from work unless they have some other illness for which any health care worker would be restricted.
7. For Occupational Therapy Assistant students engaged in health care who have been diagnosed as HIV positive, there is an increased danger from infection due to disease. Students who are HIV infected are at risk of acquiring or experiencing serious complications of such diseases. Of particular concern is the risk of severe infection following exposure to patients with easily transmitted infectious diseases (e.g. tuberculosis or chicken pox). HIV infected

students will be counseled about potential risk associated with exposure to or taking care of patients with transmissible infections and should continue to follow universal precautions to minimize their risk of exposure to other infectious agents.

8. The Occupational Therapy Assistant student's physician, in conjunction with the appropriate college official, will determine on an individual basis whether the student who is HIV positive, with symptoms, can adequately and safely perform patient care.
9. An Occupational Therapy Assistant Program student with an infectious disease who cannot control bodily secretions and students who have un-coverable oozing lesions will not be permitted to participate in health care services. The determination of whether an infected student should be excluded from providing health care shall be made on a case-by-case basis by the student's physician and the appropriate college officials.
10. Occupational Therapy Assistant students who are exposed to infectious body fluids in the clinical area must report to the clinical instructor immediately. The hospital shall be notified and the hospital protocol for such exposure followed.

Signature _____

Printed name _____

Date _____

STATEMENT OF UNDERSTANDING**Metropolitan Community College - Penn Valley
Occupational Therapy Assistant Program**

I have read this student handbook for the Occupational Therapy Assistant Program conducted at Metropolitan Community College - Penn Valley, in its entirety as well as the MCC Code of Conduct found at <https://www.mcckc.edu/codeofconduct>. I understand the policies and procedures in the OTA handbook and agree to comply with each and every one of the policies and procedures as stated in this student handbook. I understand failure to comply with any policy or procedure can result in disciplinary action including but not limited to dismissal from the program.

Signature _____

Printed name _____

Date _____

Communication Policy Acknowledgement

Communication Policy

Receiving and responding to email communication is extremely important during the program. Communication via email from MCC is sent to students through their student email, a free, web-based email account provided to all students. You should check your student email account on a regular basis for important information from the financial aid and advising offices, communications from your instructor, as well as general information of interest to all MCC students.

I acknowledge that I am to check email on a regular basis and respond as requested as follows:

- On a regular basis means **at a minimum** 2x/day during the school week and at least once on weekends.
 - Should a student be in a situation where access to email may be limited they will need to notify the instructor in advance.
- If a response is requested, at minimum an acknowledgment should be sent **within 24 hours**, and the requested information should be sent before the indicated deadline in the original email.
- If professional email communication is a required component of the course, the instructor may have a point/grade deduction policy. This must be indicated on the syllabus and covered during the initial course of the semester.

I understand failure to comply with any policy or procedure can result in disciplinary action including but not limited to probation or dismissal from the program.

Signature _____

Printed name _____

Date _____

Student Data Form

Name (First, Middle, Last):	
Pronouns:	
Address:	
Phone Number:	
Birthday:	
Student ID:	
Personal Email:	
Emergency Contact: (name, phone number, relationship)	

Gender Identity: _____

Race & Ethnicity (choose all that apply):

- American Indian or Alaskan Native Asia Black Hispanic
 Native Hawaiian or Pacific Islander White Other _____

I prefer not to disclose information about my race, ethnicity, and/or gender identity

American Heart Association CPR

- I will need CPR training and am interested in taking CPR through MCC.
- I will need CPR training and will find my own place to take it.
- I currently am CPR certified through the American Heart Association.

Compliance Acknowledgement

I acknowledge that the requirements for clinical compliance (Clinical Student) have been reviewed in the 2025 OTA Program New Cohort Orientation. I understand that if I do not meet the compliance requirements by **October 17, 2025** OR have not developed a plan for completion with the Academic Fieldwork Coordinator prior to the deadline my final grade in OTHA114: Introduction to Fieldwork will be lowered by one letter grade.

Student Printed Name

Student Signature and Date

Disclosure of Prior Relationships

I know the following instructors outside of the student/instructor relationship:

Lisa Koch
How? _____

Ashlee Snyder-Cox
How? _____

Tasha Bright
How? _____

Melanie Crapisi
How? _____

I have no relationship with the above instructors outside of student/instructor.

Student Name & Date

12.2 Academic Calendars - Academic Calendar

Fall 2026

August

- Aug 13-14 - Full time New Faculty Orientation
- Aug 17 - Campus In-service
- Aug 17 - Faculty Report Day
- Aug 19 - Fall semester begins

September

- Sep 7 - Labor Day (Offices/Campuses Closed)

October

- Oct 12 - Last day of first-8-week classes
- Oct 13 - All District In-Service (Offices/Campuses Closed)
- Oct 14 - Second-8-week classes begin

November

- Nov 25 - No Classes, Offices Open
- Nov 26-27 - Thanksgiving Holiday Break (Offices/Campus Closed)
- Nov 30 - Classes resume

December

- Dec 5 - Last day of regular session classes
- Dec 7-12 - Finals
- Dec 14-15 - Grading days (grades due by 2 pm, Dec. 16)
- Dec 21-1 - Holiday break (Offices/Campuses closed)

Spring 2027

January

- Jan 14-15 - Faculty Convocation/Assessment Days
- Jan 18 - Martin Luther King Day (Office/Campuses Closed)
- Jan 19 - Spring Semester Begins

March

- Mar 13 - Last day of first-8-week classes
- Mar 15-20 - Spring break (Offices/Campuses closed)
- Mar 22 - Classes Resume/ 2nd 8 Weeks Begins

May

- May 10 - Last day of regular session classes

12.3 Frequently Asked Questions (FAQs)

FAQ/ Answers to Frequently Asked Questions

1. When does the program begin?

- OTA program application period and acceptance is once a year per pathway. The full-time program begins in the Fall semester in August, and the Part-time program begins in June

2. How long does the OTA program take to complete?

- Once admitted to the program the OTA coursework is completed as follows:
 - Full-time program is completed within 2 years (4 semesters – held during the traditional academic year)
 - Part-time program runs year-round and is completed in 8 semesters, including summer.
 - Note: The final semester is full-time due to clinical requirements.
- Students applying with previous degrees awarded still take the OTA coursework as outlined in the curriculum checklist. The program is the indicated duration regardless of previous general education coursework taken.

3. What is the format of the program & how much is offered online?

- Classes meeting during the day during the regular work week, which is consistent with clinical setting availability, excluding weekends. The schedule changes each semester, with an increased number of days per week for the full-time cohort. Fieldwork each semester is based on the working schedule of the fieldwork educator so flexibility will be required.
 - Note: The schedule for the part-time program has been determined for the summer and fall of 2025 but has not yet been completed after that.
- There is one course that is solely offered online. OTHA 100, a prerequisite, can be taken on-line through distance education in Fall, Spring or Summer semesters.
- There are courses that are offered in a hybrid format with sessions in-person on campus 1x/week and then completed online.

4. Can I take classes part-time?

- Yes, upon acceptance to the part-time program. Full-time students may be able to transition to part-time as determined by the program.

5. What classes do I need to complete before I apply?

- For the Full-time program:
 - The following courses must be completed successfully prior to admission to the program (Note: if a student is enrolled in a prerequisite they may apply to the program, but admission is contingent on successful completion)

- English 101 – Composition and Reading I
- Any 100 level Biological or Physical Science of 4 or more credit hours
- Biology 150 – Medical Terminology
- OTHA100 – Introduction to Occupational Therapy
- Anatomy and Physiology and Introduction to Occupational Therapy must have been taken within the last five years to be accepted
- Completion of **all** required general education prior to starting in the OTA program would help to “lighten” the student’s load, and is recommended. Completion of the anatomy and physiology requirement prior to application to the program is strongly recommended. The A&P course(s) must be successfully completed by the end of the first semester of OTA full-time program to progress to the spring semester.
- For the Part-time Program
 - Students will have to have completed ALL General Education courses and Prerequisites for the program to be part-time.
 - Any exceptions will need to be discussed with/approved by the OTA Program Director

6. What is the timeline for applying and notification?

- Applications are due:
 - Part-time Program – To be March 1 (there was an error on the MCC website that has been corrected – but due to that error for the Summer 2025 admissions we will accept applications until April 15th)
 - Full-time Program - Prior to June 1st
- Students will be notified via email within 2-3 weeks of the application deadline
- Students who meet the application criteria will be notified to schedule an interview
- Students accepted into the program will be expected to attend an orientation session in advance of the semester. Part-time program – to be scheduled last week April; Full-time program in July (TBD)

7. Can I take prerequisites in the summer and still apply for the coming Fall?

- Yes. Students may take prerequisites in the summer while applying for the OTA Program; admission into the program is contingent on passing the prerequisite class with a C grade or better.

8. Do I need to take a placement test?

- All students who have not taken placement tests in the past 3 years will be required to take the Accuplacer placement tests to establish reading and writing level. Even students with a degree will need to take the placement test prior to application to the program. Math is NOT required
- Scores:
 - Read = 256 or higher

- Writing = 246 or higher
- It is strongly recommended that students with scores on the lower end of the scale address reading and writing prior to beginning the program
 - Reading – OT is a medical field and there is a significant amount of scientific & technical reading required
 - Writing – OT practitioners are required to complete a significant amount of documentation on a daily basis in a short amount of time

9. Does the coursework transfer to an OT degree?

- No - OTA coursework will **not** transfer to a four-year institution; however, some general education coursework may transfer. The OTA level does not allow you to enter a Master's program to become an Occupational Therapist

10. What is the GPA needed to remain in the program?

- Students must complete all courses with a grade of "C" or better in each course required for the degree and must successfully pass all laboratory checkouts as outlined in each course syllabus. Also, students are expected to maintain a GPA of at least a 2.0 in the program.

11. How many applications does the program receive?

- This number varies significantly from year-to-year. The average range over the past few years is 17-22 for the full-time program
- This is the first cycle for the Part-time Program
- Competitiveness:
 - Varies based on the number of applications received
 - Applications are reviewed and a scoring rubric is utilized
 - Points are awarded for:
 - GPA
 - Having completed prerequisites and general education courses.
 - Volunteer experience in a related field
 - Work experience (related field, dependability, etc.)
 - Application essay
 - Interview (limited number of points – more to meet the students)
 - Live writing sample
 - If there is a greater number of applicants for the number of seats the determination is made using based on composite rubric score
 - A waiting list is created, and should a student turn down their acceptance, that seat is offered to the students on that list in order.

12. Vaccinations, CPR, and Background checks

- Due to fieldwork being completed in medical and school settings, and the OTA Program's accreditation requirements, students, once accepted, will be required to:

- Maintain CPR certification
- Complete a physical exam
- Submit proof of required vaccination records (requirement is based on the medical or educational setting and is not an MCC requirement)
- Complete a background check – students will not be able to obtain a license to practice or be allowed to participate in clinicals should they have an unacceptable background as defined by state law regarding health care providers. An unacceptable background includes a felony and/or class "A" misdemeanor conviction.
 - Prospective students may contact the NBCOT for an early determination review at professional.conduct@nbcot.org or for the code of conduct.

13. Checklists

- There is an application checklist in the packet

14. Science Pre-req Classes

- Appropriate science classes:
- Biology:
 - BIOL101 – General Biology
 - BIOL102 – Environmental Science – is relevant to OT in content
- Chemistry
 - Chem105 – Intro for Health sciences
- Physics
 - PHYS101 – Intro to Physics – prepares for Kinesiology but would need a math score
- Geology - least relevant to OT

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