



Occupational Therapy Assistant Program

Table of Contents

<u>Topic</u>	<u>Page</u>
Introduction	3
Contact Information	4
Accreditation Information	5
General Campus Policies	9
Grievance Policy	11
Support Services	11
OT Profession Information	16
Immunization Requirements	21
Criminal Background Checks	22
Progression through the Program	23
Transfer Policy	27
Disciplinary Procedures	29
Dress Code	30
Attendance Policy	31
Classroom & Campus Safety	33
Certification & Licensure	36
Fieldwork Policies & Procedures	37

Introduction

Welcome to the Occupational Therapy Assistant program at Tyler Junior College. You have chosen an exciting and rewarding career. The faculty and staff of the Occupational Therapy Assistant Program are here to help you meet your educational and career goals.

This program is a part of the School of Nursing and Health Sciences. Due to the nature of the healthcare education programs, the policies of the Occupational Therapy Assistant program and the School of Nursing and Health Sciences differ from the general policies of the College in certain instances. This handbook is intended to provide students with information related to College policies and program specific policies.

Your review of this handbook is part of your commitment as an Occupational Therapy Assistant student. Updated materials will be provided if changes are made to policies and procedures. You will be held responsible for all of the contents of this handbook; therefore, it should always be readily available for reference.

Students admitted to the Occupational Therapy Assistant program are expected to comply with all college policies including but not limited to: registration, payment of fees, academic honesty, campus civility, lanyard use, withdrawal from class, grievance procedures, attendance, and immunizations. A brief explanation of the institutional policies can be found in the first portion of this handbook followed by explanation of program specific policies. Detailed information regarding all institutional policies is included in the Tyler Junior College Catalog (www.tjc.edu/catalog) and in the Tyler Junior College Student Handbook (www.tjc.edu/studentHandbook)

Directions:

- Read the Student Handbook by the designated time.
- Request clarification or verification as needed.
- Sign and submit the contract sheet by designated time.

**Tyler Junior College
Occupational Therapy Assistant Program
P.O. Box 9020
Tyler, Texas 75711-9020
tjc.edu/ota**

Department Chair

Elizabeth Olivier OTR/L, MHS,
903.510.2362
Rogers Nursing & Health Sciences
2.238
eoli@tjc.edu

Academic Coordinator Fieldwork

Jennifer Garner, OTR, MS
903.510.2137
Rogers Nursing & Health Sciences
2.236
jgar@tjc.edu

Dean, Nursing and Health Sciences

Cliff Boucher PhD.
903.510.2130
Rogers Nursing & Health Sciences
2.255
cliff.boucher@tjc.edu

Staff Coordinator

Pam McDougal
903.510.2130
Rogers Nursing & Health Sciences
2.254
pmcd@tjc.edu

Nursing and Health Sciences Advisor

Jessie Tilmon, Lead Advisor
903.510.2662
Rogers Student Center, 2nd floor
jtil@tjc.edu

Student Support Services

Disability Support/ ADA accommodation
Margaret Rapp, Director
903.510.2878
tjc.edu/careerservices
Potter Hall 105
mrapp@tjc.edu

Career Services

903.510.2334
Rogers Student Center, 2nd

Veterans' Benefits Contact

Mike Collins
903.510.3750
Pirtle Technology 202
mcol@tjc.edu

Financial Aid Office

903.510.2385 Phone
903.510.2794 Fax
tjc.edu/FinAid
White Administrative Bldg,

Accreditation

The occupational therapy assistant program is **accredited** by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The program's graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. **Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.**

Tyler Junior College Mission Statement

To provide a comprehensive collegiate experience that is anchored in the rich traditions of a quality education, vibrant campus life and community service.

TJC Vision Statement

To be the region's premier comprehensive community college, recognized internationally for its academic and workforce programs, student life and community engagement.

Civility Statement

In keeping with its rich traditions, Tyler Junior College pledges to maintain a civil campus climate in which students, employees, and visitors can experience a safe, mutually supportive, academically encouraging, egalitarian, and tolerant community.

Statement of Nondiscrimination

Tyler Junior College gives equal consideration to all applicants for admission, employment and participation in its programs and activities without regard to race, creed, color, religion, national origin, gender, age, marital status, disability, veteran status or limited English proficiency (LEP). Tyler Junior College respects the legal rights of each person to work and learn in an environment that is free from unlawful sexual discrimination including sexual harassment and sexual violence, or harassment based on any other factor prohibited by law.

**Tyler
Junior College
Policies**

Drug-Free Campus and Zero Tolerance Policy

Tyler Junior College complies with the Drug-Free schools and Communities Act Amendment of 1989. Zero tolerance means any student found responsible for on-campus use, possession or distribution of controlled substances will receive legal and College disciplinary action which could result in suspension or expulsion from the College. For additional information regarding this policy students are referred to Article III of the *Student Handbook: Prohibited Conduct and Zero Tolerance Section*.

Smoke Free Campus Policy

Tyler Junior College is committed to providing a healthy working and learning environment. The *Smoke Free* policy applies to all faculty, staff, students, contractors, vendors, and visitors.

Smoking is prohibited in all TJC Campus buildings and indoor facilities, campus grounds and walkways, all campus-owned or leased vehicles, including parking lots.

Education regarding Tyler Junior College's Smoke-free policy is included in formal orientation for all incoming students. Signage is posted to inform members of the campus community and its visitors, including contractors and vendors, of the policy.

For additional information students are referred to the Human Resources Department, 2nd floor of the White Administrative Services (WASC) Building.

Campus Carry Policy

Open Carry

The open carrying of handguns or other guns is prohibited on any part of the TJC campus.

Concealed Handguns

Only licensed holders may carry a concealed handgun. If a student holds a Texas license to carry ("license holder"), then it is the student's responsibility to know and follow all applicable state laws, federal laws, and TJC policies regarding carrying a concealed handgun on the TJC campus. All TJC students are responsible for informing any guests of the TJC policies regarding carrying a concealed handgun. Any TJC student understands and agrees that a violation of TJC's Campus Carry Policies by the student or his/her guests will subject him/her to disciplinary action.

Tyler Junior College Lanyard Policy

Lanyards must be worn at all times with Student ID Cards visible.

1. Lanyards must be worn around the neck while on campus, and the ID card must be clearly visible at all times, unless it should be removed for safety reasons or an approved ADA variance.
2. Any lanyard is acceptable, but it must be similar in design and worn in the same manner as the official college lanyard.
3. No one will be allowed into class without wearing his or her ID/lanyard.
4. Students who do not have their ID/Lanyards may pick up a Day Pass at the Campus Police Office, Campus Police Substation located at the Rogers Student Center or from a TJC Ambassador.

The first Day Pass each semester is free of charge. For all subsequent Day Passes a \$5.00 cost recovery charge will be billed to the student's account.

Additional program specific lanyard guidelines are listed on page 25 of this handbook.

Attendance

Regular class attendance is fundamental for the success of the student; therefore, a student must report promptly and regularly to all classes. **Excessive unexcused absences or an inability to successfully complete the course may result in the professor dropping the student with a "F."**

See the TJC catalog regarding professor initiated withdrawals.

Student Absences on Religious Holy Days

A student may be excused from classes for a religious holy day **provided** the student notifies in writing each professor of each class that he/she will miss for a religious holy day prior to the holiday. Each student is responsible for work to be made up.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under SECTION 11.20, TAX CODE.

Student Absence Responsibility

Students who will be absent from class due to participation in a TJC sponsored activity are responsible for providing written notification to professors prior to the absence. Notification must include a description of the activity, the name of the organization sponsoring the activity, the faculty or staff sponsor for the organization, and the date(s) and time of the activity.

A student who is absent due to observance of a recognized religious holiday or a TJC sponsored activity, and who has appropriately informed the professor prior to the event, is entitled to make up missed course work. It is the student's responsibility to make arrangements with the professor(s). **See pg 31 for Occupational Therapy Assistant Program policies regarding absences and make up work.**

TJC Policy on Academic Dishonesty

Academic dishonesty includes the following prohibited behaviors:

- Cheating
- Plagiarism.
- Collusion
- Falsifying academic records
- Misrepresenting facts to the College or a College official.
- Any act intended to give unfair academic advantage to the student.

Each faculty/staff member is responsible within their classroom, lab, teaching area and discipline to address academic dishonesty appropriately to the instruction of the class. If the professor of record identifies that a student may have committed academic dishonesty, the student will be referred to the Academic Grievance (Grade Related) procedure located later in this manual, in the Student Handbook, and in the College Catalog.

Tyler Junior College Grievance Procedures

Academic Grievances

A student grievance is any dissatisfaction, complaint or alleged injustice a person encounters while associated with the College, as a student or prospective student. A grievance may result from academic experiences; non-academic matters involving administrators, staff, or student organizations; or matters related to alleged discrimination on the basis of race, color, national origin, age, gender, disability, creed, marital status, or limited English proficiency. All grievants should resolve problems where they arise and with the parties involved.

Academic grievances are categorized as GRADE-RELATED or NON-GRADE BUT RELATED TO CLASSROOM.

Procedures for addressing **academic** and **non-academic** grievances are available online at: https://www.tjc.edu/downloads/download/87/student_grievance_procedures

Student Support Services Programs

- Disability Services • Counseling Assistance • Deaf/Hard of Hearing Services

Students with the following, as well as other disabilities, may be entitled to classroom accommodations:

- Deaf/Hard of Hearing • Neurological Disorder • Psychological/Emotional
- Physical Disability • Reading Disorder • Speech/Language
- Vision • Learning Disorder • Other Disabilities

Disability Services and the Americans with Disabilities Act

ADA Services: Margaret Rapp mrapp@tjc.edu www.tjc.edu/ada
Potter Hall 105 903.510. 2878
TTY: 903-510-2394 FAX: 903-510-2894

Tyler Junior College welcomes students with disabilities. TJC is committed to providing students with disabilities equal access to its facilities, activities and programs. Section 504 of the Federal Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990 (ADA) require that public colleges and universities provide reasonable and appropriate accommodations for students with disabilities. Included in the qualifying conditions are: psychiatric, physical, learning or chronic health conditions.

Disability Services serves as a liaison between the students with disabilities and faculty and staff at Tyler Junior College. The provision of assistance and reasonable accommodations is guided by TJC policies and procedures.

Appropriate documentation of a qualifying disability must be submitted before any accommodation can be arranged. The documents must confirm the presence of a disability that causes a substantial limitation as defined under Section 504 of the ADA.

If a student has a disability that qualifies under the ADA and requires accommodations, the student is responsible for contacting the ADA Student Coordinator to request accommodation.

The priority **deadline** for applying for assistance with the Disability Office is **four weeks prior to the beginning of the initial semester of enrollment**, to allow adequate coordination of services. The **deadline for applying for subsequent continuous semesters of enrollment is two weeks prior** to the start of regular college registration for that semester. **Four weeks** is needed if interpreters, readers, scribes, or modified equipment is needed. Applying after the above deadlines may result in a delay of accommodations for the semester. (Retrieved from:

https://www.tjc.edu/info/20045/disability_services/111/students_with_disabilities_han_dbook/7)

For additional information:

https://www.tjc.edu/info/20045/disability_services/111/students_with_disabilities_handbook

Deaf/Hard of Hearing Student Services—Interpreting Services

The deadline for applying for an interpreter or other communication assistance is four weeks prior to the end of regular college registration for that semester.

Deaf students should contact the deaf student interpreter coordinator
Voice 903-510-2841, VP-IP 64.17.208.240,
Direct VP # 903-510-3138 (videophone for Deaf/Hard of Hearing).

Counseling Assistance www.tjc.edu/counseling

Tracey Williams

twil@tjc.edu

Rogers Student Center room 302. 903.510.2041

TJC Counseling provides brief, solution-focused counseling for students who are facing personal difficulties that have become a barrier to academic success. Students must be currently enrolled at TJC in order to receive services. There is a six-session limit in a long semester.

To make an appointment students should complete an online request for a counseling appointment. <https://form.jotform.com/42254206382954>

If a student is in need of immediate assistance they may contact:

- Andrews Center: 903-597-1351
2323 W Front St, Tyler, TX 75702
- ETMC Behavioral Health Center: 903-266-2200
4101 University Blvd, Tyler, TX 75701
- East Texas Crisis Center: 903-595-5591
2401 Hughey Dr, Tyler, TX 75701
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis/Depression Textline: – text “GO” to 741-741

Learning Support Services:

Location: 2nd floor of Vaughn Library and Learning Resource Center

<https://www.tjc.edu/info/20044/tutoring>

903.510.2577

The Department of Learning Support Services offers academic support to encourage student enrollment and participation on a continual basis until graduation is achieved.

Available support includes:

Apache Tutoring provides FREE individual or group tutoring.
One-on-one tutoring for specific subject matter is available by appointment.
Writing Support and Learning Support tutors area available for “walk-ins” without an appointment

Online tutoring services are also available. For more information:
https://www.tjc.edu/info/20026/online_degrees/95/online_tutoring

Occupational Therapy
Professional Information
and
Program Information

Philosophical Base of Occupational Therapy

The TJC OTA program seeks to align itself with the published philosophy of the profession:

“Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation. Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation. The focus and outcome of occupational therapy are clients’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy. Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.”

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

Occupational Therapy Assistant Program Mission Statement

To provide highly trained and qualified occupational therapy assistants through a comprehensive collegiate experience built on educational excellence, stellar service, innovative programming, and authentic partnerships.

Statement of Nondiscrimination

The Occupational Therapy Assistant program supports and seeks to comply with the Tyler Junior College policy of nondiscrimination in admissions, hiring and participation in program activities.

Tyler Junior College gives equal consideration to all applicants for admission, employment and participation in its programs and activities without regard to race, creed, color, religion, national origin, gender, age, marital status, disability, veteran status or limited English proficiency (LEP). Tyler Junior College respects the legal rights of each person to work and learn in an environment that is free from unlawful sexual discrimination including sexual harassment and sexual violence, or harassment based on any other factor prohibited by law.

Occupational Therapy Assistant Program Philosophy

Inherent in the practice of Occupational Therapy is the recognition of the dignity and uniqueness of the individual formed by his/her life experiences within the larger context of the roles and occupations he/she fulfills in the broader community. We recognize this in the clients we serve; we recognize it in the students who seek to become Occupational Therapy practitioners.

The philosophical base of Occupational Therapy professes that; *All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health and well-being across the lifespan* (AOTA, 2017). The philosophical base further asserts that the experience of occupations is unique to each situation because of the dynamic relationship among factors in the individual, the context of the experience, and the characteristics of the occupation (AOTA, 2017).

The Occupational Therapy Assistant Program at Tyler Junior College seeks to educate students in an environment that recognizes and respects the uniqueness of each individual and the life experiences each brings to the classroom. The unique individuals in each cohort and the interactions among them influence the context and characteristics of the occupation that is *learning*. We believe that our students, through engagement and collaboration in the learning process, affect their own lives, the lives of each other, and develop the competence and professional skills they need to successfully transition from student to practitioner. To that end, the program curriculum seeks to provide:

- an education that promotes **evidence-based, client-centered practice**
- opportunities for inter and intra professional **collaboration**
- practical and relevant experiential learning activities that develop **clinical competence**.

Adult learning theories provide a basis on which to build such an instructional framework. Malcolm Knowles (1988) described basic assumptions about the ways in which adult learning differs from that of children. Of particular relevance is Knowles' description of adult learners' orientation to learning, their readiness to learn and the importance of the life experiences that adults bring to the learning situation. According to Knowles (1988), adults are motivated to learn when they recognize the need for new information or skills and the value of learning to help develop those skills. important implications of Knowles theory are that adult education should be active rather than passive and should focus on practical application rather than memorization and recall. Learning activities should help adult learners identify both their needs and their progress.

Jack Mezirow (1997) proposed that adult learning is transformative and occurs when adults confront situations that are in conflict with their experience. Mezirow viewed social discourse and self-reflection as key components of transformative learning. This is consistent with Knowles' (1988) idea that adults are motivated to learn when they recognize they are lacking knowledge or skills

that are relevant to their life situations. Both Knowles and Mezirow advocate collaborative learning environments focused on relevant, practical instruction. These ideas complement the Occupational Therapy profession's focus on meaningful and purposeful activity as a mechanism for adaptation and growth of the individual.

Occupational Therapy Assistant Program Goals

1. Prepare occupational therapy assistant graduates to practice within the legal, social, and ethical context of their profession.
2. Deliver a quality education that yields graduate occupational therapy assistants who are skilled and competent practitioners ready for productive employment upon completion of the program.
3. Prepare graduates to serve their patients and employers with honor, integrity, respect and compassion.
4. Prepare students to function safely as practitioners, able to make sound clinical decisions and provide effective intervention within their scope of practice as occupational therapy assistants.
5. Prepare students to work collaboratively to provide evidenced based best-practices for their patients.
6. Provide opportunities that encourage continuing education fostering lifelong learning and professional growth as a practitioner.
7. Be recognized as a leader of high value with remarkable student outcomes including outstanding community service, graduation rates, board pass rates and job placement rates for each class.
8. Prepare students to promote wellness in individuals and their communities.
9. Promote the field of occupational therapy via research and public education.

Occupational Therapy Code of Ethics (abridged)

The Occupational Therapy Code of Ethics is an official document of the American Occupational Therapy Association and a public statement addressing ethical concerns of the profession. The Code outlines Standards of Conduct expected from occupational therapy practitioners. (AOTA, 2015)

Members of AOTA are committed to promoting inclusion, diversity, independence, empowerment, and safety for all recipients of occupational therapy services. This commitment extends to professional colleagues, students, educators, businesses, and the community. (AOTA, 2010)

BENEFICENCE

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

NONMALEFICENCE

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

AUTONOMY AND CONFIDENTIALITY

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

JUSTICE

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

VERACITY

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

FIDELITY

Principle 6. Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

American Occupational Therapy Association. (2010). Occupational therapy code of ethics and ethics standards (2010). *American Journal of Occupational Therapy*, 64(Suppl.), S17--S26. doi: 10.5014/ajot.2010.64S17-64S26

Program Policies

Applicants who successfully complete the application requirements are *provisionally* accepted into the OTA program. Prior to enrollment students are required to: complete a limited physical examination, provide documentation of immunizations, complete a drug screen and criminal background check. Failure to provide this documentation by the date included in the acceptance letter packet will result in forfeiture of a student's place in the program.

Pre-Enrollment Requirements

Immunizations:

Texas Administrative Code, Title 25, Part 1, Chapter 97, Subchapter B, Rule 97.64 states:

Students enrolled in health-related courses which will involve direct patient contact with potential exposure to blood or bodily fluids in educational, medical, or dental care facilities must provide documentation of the following immunizations or serologic immunity before they may engage in patient care activities:

- 1) Tetanus-diphtheria. One dose of a tetanus-diphtheria toxoid (Td) is required within the last ten years. The booster dose may be in the form of a tetanus-diphtheria-pertussis containing vaccine (Tdap)
- 2) Measles, Mumps, and Rubella Vaccines.
 - a. Students born on, or after January 1, 1957, must show, prior to patient contact, acceptable evidence of vaccination of two doses of a measles-containing vaccine administered since January 1, 1968 (preferably MMR vaccine).
 - b. Students born on, or after January 1, 1957, must show, prior to patient contact, acceptable evidence of vaccination of one dose of a mumps vaccine.
 - c. Students must show, prior to patient contact, acceptable evidence of one dose of rubella vaccine.
- 3) Varicella Vaccine. Students are required to have received one dose of varicella (chickenpox) vaccine on, or after the student's first birthday or, if the first dose was administered on, or after the student's thirteenth birthday, two doses of varicella (chickenpox) vaccine are required.
- 4) Hepatitis B Vaccine. Students are required to receive a complete series of hepatitis B vaccine prior to the start of direct patient care or show serologic confirmation of immunity to hepatitis B virus.

Students must show proof of immunization to **bacterial meningitis** prior to enrollment at TJC. Refer to the TJC student handbook for details and exceptions.

****The Hepatitis B series requires 4-6 months to complete and must be done by the beginning of the second semester of the program. Students should begin the**

process as soon as they are accepted into the OTA program. Students will be required to provide documentation of immunization prior to starting fieldwork. Students may use the TJC Health Center in the Rogers Student Center to obtain the necessary immunizations. Students are required to provide their immunization records, letter of acceptance into the program and school ID.

Limited Physical Examination

Students will be provided with the necessary forms related to the pre-admission physical examination. Students may visit a private physician, clinic, health maintenance organization (HMO), or medical center for the physical examination. Immunizations and physical examinations are available through the student clinic, operated by ETMC, on the 2nd floor of the Roger's Student Center.

Criminal Background Check and Drug Screen

Students in the Occupational Therapy Assistant program will be required to undergo a minimum of two criminal background checks:

- One background check is required for every student prior to admission to the Occupational Therapy Assistant program.
- Additional background checks may be required by fieldwork facilities in keeping with their institutional requirements.
- Students may be denied placement in a given fieldwork site based on the results of a background check in accordance with the guidelines of that institution.

A felony conviction may affect a graduate's ability to sit the NBCOT Certification Examination or attain state licensure. See NBCOT website for specific eligibility requirements. <http://www.nbcot.org/pdf/Cert-Exam-Handbook.pdf>

If a criminal background check reveals information that could potentially affect a student's eligibility to take the certification exam, it is the responsibility of the student to contact the state licensing board and the national certification board to determine if the student will be eligible for certification or licensure (Early Determination Review). Students should complete this process prior to, or during, the first semester of enrollment.

Texas Board of Occupational Therapy Examiners: www.epctote.state.tx.us

National Board for Certification in Occupational Therapy: www.nbcot.org

Drug screens are required for all students enrolled in Health Sciences programs and will need to be updated along the criminal background checks.

Program Length and Costs

The Tyler Junior College Occupational Therapy Assistant Program is five (5) semesters long, including one Summer semester. Students begin classes in the Fall and progress, as a cohort, through the five semesters in an unbroken sequence. Courses are offered one time each academic year. Failure to maintain the required "C" average can result in delayed graduation or dismissal from the program.

Tuition and fees are subject to change without notice. Students should refer to current, published Tyler Junior College catalog for information regarding tuition and fees:

http://www.tjc.edu/info/20002/paying_for_college/171/how_much_does_it_cost

Students can expect to incur additional costs including, but not limited to, those related to: maintaining current criminal background check and drug screen information, completing immunizations to meet campus or fieldwork site requirements, travel for fieldwork or on-site learning opportunities in the community, textbooks, CPR certification, clinical attire, clinical site parking, certification and licensure.

Students must purchase or rent all course textbooks noted as “required”. Students may use their own discretion regarding the purchase or renting of textbooks noted as “recommended”.

Facilities

OTA program classes will meet in the Rogers Nursing and Health Sciences Center, room 1.132. On-site learning opportunities may occur in facilities around the Tyler and East Texas region. Students will be notified of the location and times of these activities in advance.

Progression through Program

The OTA program admits one class per year in the Fall. Students will progress through the program as a cohort. Students must achieve a grade of “C” or better in each class in order to progress.

Students failing to achieve a “C” in a **non-OTHA** course have the option to retake that course in any semester that it is offered. Students will be required to complete the course(s) successfully before beginning Level II fieldwork. Students who have not successfully completed all required courses prior to the Spring Semester of their second year will be delayed in beginning their Level II fieldwork and delayed in graduation.

Students failing to achieve a “C” in any **OTHA course** will not be allowed to progress in the program. Students will be required to apply for readmission the next time the course is offered. See: **Withdrawal and Readmission** for details regarding the readmission process. Upon successful completion of that course and all others, the student will be allowed to progress.

If readmitted and the student then fails to achieve a “C” or better in any OTHA course, the student will be dismissed from the program with no option for readmission.

Students are required to meet with assigned faculty a minimum of one time per semester in order to review the student’s progress and to plan for course registration, fieldwork, and graduation.

All didactic learning must be complete before a student may begin Level II fieldwork. Students may delay beginning their Level II fieldwork depending on clinical space availability; however, the Level II Fieldwork must be completed within 12 months of completing didactic coursework.

The standard OTA program grading scale applies to all Level I and Level II fieldwork experiences. See **OTA Program Grading Scale** below for further details. Level II fieldwork experiences must be completed in order to be eligible to graduate.

In the event that a student is unsuccessful on a Level I fieldwork assignment, the student will be required to wait until the next time the Level I fieldwork course is offered in order to retake it. This will delay graduation.

A student who is unsuccessful on a Level II fieldwork assignment will be given one opportunity to successfully complete the experience at a different fieldwork site. Students are allowed a second attempt for **ONLY** one fieldwork experience and it must be completed within 12 months of the completion of didactic coursework.

Upon successful completion of Level II fieldwork, students are eligible to apply for graduation. Students should refer to the TJC catalog for instructions regarding the appropriate process for applying to graduate.

Withdrawal and Readmission:

Withdrawal

The Occupational Therapy Assistant Program complies with the Tyler Junior College policy regarding timelines for withdrawal from a class. It is important for students to note that Occupational Therapy Assistant courses are offered only one time per year and must be taken in the order outlined in the degree plan. Withdrawal from an OTHA course will delay graduation, fieldwork placement, and could potentially result in removal from the OTA Program.

Details regarding the TJC withdrawal policy and procedure for withdrawing from a class are available in the College Catalog or Student Handbook.

Readmission Policy

Students who withdraw from the OTA Program for **nonacademic reasons** may be readmitted **within one calendar year** under the following conditions:

1. The student can demonstrate that the situation which necessitated withdrawal from the program has been resolved.
2. The student left the OTA program in good standing with the program and the college.
3. There is space available in the appropriate cohort.

4. The student passes a new criminal background check and drug screen.
5. The student is able to successfully complete a skills check-off for all clinical skills taught in prior courses.
6. The student demonstrates continued mastery of material taught prior to withdrawal, including passing end of course exams for all previous OTHA courses.

Students who withdraw or fail to progress for **academic reasons** may be readmitted under the following conditions:

1. The reason for withdrawal was not related to academic dishonesty.
2. The student withdrew in good standing with the College and remains in good standing.
3. The student's request for reinstatement is approved by a program appeals committee. The committee shall consist of OTA program faculty and at least faculty or staff member of the college not directly associated with the OTA program.
4. There is space in the appropriate cohort.
5. The student passes a new criminal background check and drug screen.
6. The student is able to successfully complete a skills check-off for all clinical skills taught in prior courses.
7. The student demonstrates continued mastery of material taught prior to withdrawal, including passing end of course exams for all previous OTHA courses. Required minimum score for each exam will be 70%.
8. The student retakes all classes that were not passed with a "C" or better.
9. Subsequent to reinstatement, the student will be subject to probationary requirements as outlined by the Program Appeals Committee.

Classes are offered in a set sequence and only one time per year, therefore a student needing to retake an OTA class will be required to wait one calendar year. If reinstated, the student will progress through the program with the new cohort.

If the student does not successfully complete the course when it is retaken, or subsequently fails an additional OTHA course, the student will be dismissed from the OTA program with no option for readmission.

Students who leave the program for **more than one calendar year** for any reason will be required to reapply and complete the full admission process as a new applicant.

Graduation Requirements

In order to graduate from the Occupational Therapy Assistant Program, students must complete all required coursework with a grade of “C” or better, successfully complete all Fieldwork requirements, and fulfill all Tyler Junior College requirements. This includes submitting the necessary application for graduation to the Advising Office. Students are referred to the Tyler Junior College catalog for full details.

OTA Program Grading Scale

A	90 -100%
B	80 - 89%
C	75 - 79%
F	0 - 74%

This grading scale applies to all courses in the OTA program. Specific grade calculations related to weighted assignments may vary by course and will be described in the syllabus for each course.

In order to successfully complete a course, students must achieve an overall class average of 75% with no less than a 75% average on exams and lab skill checks. In order to successfully complete any Level I fieldwork assignment, students must achieve a 75% or better in the performance portion of the course as well as an overall 75% in the course.

Lab Skill Checks

Students will have a maximum of three (3) opportunities to achieve a passing score on individual skill checks. A student that fails on the first attempt can score no better than a 75% on the subsequent attempts.

It is the responsibility of the student to schedule time with the course instructor for reinstruction and remediation. Students who do not successfully pass each skill checkoff within the allowed three (3) attempts cannot progress in the program.

For cumulative lab practicums, students will have a maximum of two opportunities to pass the practicum: the initial attempt plus one retake.

“Professional Behaviors” comprises a minimum of 10% of each course’s total possible points. Expectations include but are not limited to:

- regular attendance in class
- arrival on time for class, lab and on site learning
- adequate preparation for class/lab
- timely submission of assignments
- consistent adherence to the OTA Program dress code
- consistent adherence to safety rules during lab and fieldwork
- timely and appropriate communication with instructors relative to course work or attendance issues
- written and verbal communication with peers, faculty, clients, supervisors, and co-workers that is free of profanity; free of racial, ethnic, religious or other slurs, and is marked by respect and cooperation
- timely modification of specific behaviors when provided feedback from instructor
- respectful and appropriate relationships with fellow students, faculty, clients, families and other staff or students with whom the student has contact as a member of the Tyler Junior College Occupational Therapy Assistant Program
- acceptance of personal responsibility for learning and behavior

Students will have a formal assessment of professional behavior documented during each semester of didactic coursework. Students will be informed at the start of each semester which course will contain the professional behaviors evaluation. Students who receive an unacceptable professional behaviors evaluation and do not demonstrate sufficient improvement to receive an acceptable score the following semester may be dismissed from the program.

Transfer Policy

Tyler Junior College Credit Transfer Policy

All successfully completed course work taken at an accredited college or university will be evaluated for credit toward a degree at Tyler Junior College. Consideration will be given for comparability of course work and applicability of that course work to a Tyler Junior College degree or certificate program. Credit will be transferred if:

1. An official transcript is received before the end of the student’s first academic semester of enrollment.
2. Credit for courses in which a passing grade (“C” or better) has been earned may be transferred to TJC from colleges and universities.
3. The College will consider course work completed at colleges and universities outside the U.S. on an individual basis.
4. To complete the transcript evaluation process, the student may be required to document course learning outcomes from previous institutions.

OTA Program Criteria

Students requesting transfer credit for previous OTA course work must:

1. Have credit earned in an ACOTE accredited OTA program
2. Provide an official transcript of all previous OTA course work sufficiently in advance of registration to allow for transcript evaluation.
3. Provide course description and syllabi for each course for which transfer credit is requested. (In order to determine comparability of content)
4. Pass comprehensive end of course exams for all courses for which credit is requested.
5. Demonstrate current mastery of all skills that require a “skills check off” in the Tyler Junior College OTA Program.
6. Provide documentation from the previous OTA program director that the student is in good standing and eligible for re-admission to the previous program.
7. Complete a criminal background check as required for admission for all students in the Tyler Junior College OTA Program
8. Pass a drug screen.

In addition to the above criteria, students will be eligible for admission based on availability of slots in the appropriate student cohort.

Complaints Against the Program

The Occupational Therapy Assistant Program operates in compliance with the Tyler Junior College policy for addressing student grievances. Detailed information regarding grievance policy and procedures is found in the Tyler Junior College student handbook, the Tyler Junior College Catalog and at www.tjc.edu/grievances.

Human Subject Policy

In order to adequately master many technical skills involved in the provision of occupational therapy services, it is necessary to practice those skills on human subjects. Students will be asked to allow faculty and other class members to apply specific treatment modalities and to practice specific skills on them. All activities will be conducted with attention to safety, modesty, and maintenance of dignity.

Professional Ethics and Confidentiality

During the course of the Occupational Therapy Assistant Program, students will interact with clients and patients in medical, educational and community settings. All information regarding patients/clients is confidential. Students must protect and maintain patient confidentiality as established by regulatory agencies and professional standards. **Failure to comply with confidentiality requirements is grounds for dismissal from the Occupational Therapy Assistant Program.**

This includes, but is not limited to, information gathered or shared via social media and electronic devices.

Social media is a tool/platform for sharing information and having conversations which a great number of people can access. For example:

- Blogs: Wordpress, Blogger
- Social Networking Sites: Facebook, Twitter, LinkedIn, Instagram
- Virtual Social Worlds: Second Life
- Collaborative Projects: Wikis
- Content Communities: YouTube, Flickr

PED (Portable Electronic Devices) are:

Devices that can record, store, process and/or transport data, video/photo images, and/or voice. Examples of these include: laptops, PDAs, pocket PCs, palmtops, MP3 players, memory sticks, cell phones, PEDs with cell capability, and pagers. (US. Department of Homeland Security)

Students must be aware that nothing on social media is truly “private”. Patient or client information shared via social media will be considered a breach of patient confidentiality and cause for disciplinary action. Students who are uncertain about the appropriateness of sharing or responding to something on a social media platform, should consult their professors.

Progressive Disciplinary Procedure

The OTA Program faculty are committed to assisting students to be successful in the program. The progressive disciplinary procedure outlined below is intended to provide students with feedback regarding their performance in a timely manner and in sufficient time to make positive academic and behavioral changes that will increase their likelihood of success.

Step 1: Warning

The professor will provide the student with a verbal warning or written feedback regarding his/her status. The professor will review criteria for successful completion of the course and make recommendations for improvement. Recommendations may include but are not limited to - utilization of peer study groups, consultation with student support services program, assistance from TJC counselors.

At the discretion of the professor based on the situation, this step may be skipped, and a formal conference conducted.

Step 2: Conference

The student will meet with the professor outside of class to review the identified academic or behavioral concerns. Additional OTA faculty or the Dean of the School of Nursing and Health Sciences may be invited to attend the conference at the discretion of the professor and Program Director or by request of the student. A formal plan of action will be developed and documented. The plan will identify specific academic or behavioral objectives that require improvement and a plan/contract, including timelines, to assist the student in correcting the deficit areas. The plan will be signed by the student and faculty. The student will be provided a copy of the plan. The Program Director and other faculty, identified by

the student and professor, will be provided copies. The plan will remain in the student's department file and will be updated as timelines indicate.

If at any time the student does not comply with all terms outlined in the remediation plan, the student may be placed on probation or withdrawn from the program

Step 3: Probation

Probationary action may be taken for:

- Unsatisfactory clinical performance
- Unsatisfactory clinical attendance and punctuality
- Inability to maintain physical and mental health necessary to function in the program
- Unethical, unprofessional behavior, and/or unsafe clinical practice
- Frequent or persistent refusal to participate in clinical/laboratory learning activities
- Unsafe or unprofessional clinical practice that compromises patient or staff safety
- Behavior which compromises clinical affiliations
- Failure to comply with all terms outlined in the remediation plan.

Probation is a trial period in which the student must improve or be withdrawn from the program.

The student will be required to meet with the professor and Department Chair. The Dean of the School of Nursing and Health Sciences may be asked to attend as a neutral party representing the college. The student, faculty and any additional TJC representatives will develop, review and sign a Probation Report explicitly stating expectations that must be met during the probationary period in order for the student to remain in the OTA program.

Step 4: Withdrawal

If at any time during the probationary period, the student fails to meet any of the conditions of the probation contract, the student may be withdrawn from the program.

If at the end of the probation period, the student has not met the criteria for satisfactory performance outlined in the probation contract, the student will be withdrawn from the program.

A student who is placed on probation for unsafe or unprofessional conduct will be withdrawn from the program if subsequent safety or professional conduct violations occur at any time during the program. (If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of "F" or "U" as applicable.)

Some situations do not allow for the progressive discipline process due to the severe nature or timing of the occurrence. Incidents of this nature may require

the student to be placed on probation or withdrawn from the program immediately. Examples of these include, but are not limited to:

- Violations of patient confidentiality
- Academic dishonesty
- Falsification of documentation
- Unprofessional behavior/unsafe behavior that seriously jeopardizes patient, student, staff, or supervisor safety
- Unprofessional behavior that seriously jeopardizes clinical affiliations.

NOTE: If the occurrence is past the official college date for withdrawal from a course, the student will receive a performance grade of “F” or “U” as applicable.

OTA Program Dress Code

Students are required to wear one of the following for regular class meetings unless otherwise specified by the course instructor:

- Embroidered program polo shirt & slacks/”walking” shorts
- Royal blue scrubs

Acceptable dress for laboratory classes that involve the study of bony landmarks and muscles or application of physical agent modalities includes comfortable clothes that allow freedom of movement while still maintaining modesty. Closed toe shoes with non-skid soles are required during patient care lab activities.

In cold weather, students may wear an embroidered OTA program fleece jacket or other similar outwear.

Non-uniform garments must be free of offensive language or images.

Loose fitting garments, wide sleeves, and dangling jewelry are not allowed. These items can interfere with safe participation in patient care training activities and result in injury to the student.

Students are required to wear TJC OTA program polo shirts for all clinical/fieldwork days. Students may wear slacks, scrub pants or other pants as directed by the fieldwork site. Students may wear royal blue scrubs for fieldwork if approved by the fieldwork site.

If a facility has a dress code requirement that specifies a uniform other than the OTA program options, the facility requirements will take precedence.

Occupational Therapy Assistant Program Lanyard Policy

Students will not be allowed in the classroom/lab without a lanyard.

For a first offense: In keeping with TJC policy as outlined in the student handbook, students will be required to obtain a day pass from Campus Police before being admitted to class.

Second offense: the student will be required to obtain a day pass from Campus Police before being admitted to class and **5 points** will be deducted from professional behaviors grade for that course.

Third offense: students will be required to obtain a day pass from Campus Security before being admitted to class and **10 points** will be deducted from the student's professional behavior grade for the course.

The fourth offense: the student will not be admitted to class and will be counted "absent". The student will be required to make up work in accordance with the attendance policy. The student may attend subsequent classes that day once a lanyard is obtained.

Attendance:

Students are encouraged to attend all classes to receive full benefit of instruction. If a student is unable to attend class, the student **MUST** contact the instructor by phone or email **BEFORE** class to notify them of the absence.

If a student has **3 absences** in any one class, **10 points** will be deducted from the professional behavior portion of the grade for the course. **For each absence after the 3rd occurrence, points will be deducted from the student's FINAL GRADE:** 2 points for the first occurrence, 5 points for each subsequent.

If a student must be absent for **greater than 3 days consecutively**, the student must provide a note from a physician stating that the student can return to class.

Extenuating circumstances which are severe, unavoidable and verifiable (e.g. prolonged hospitalization of the student, spouse or child) may be discussed with the professors and will be considered on a case-by-case basis.

Tardies:

Students are expected to be on time for class as a consideration to the professor and other students. Students that are **tardy more than 3 times** to one class will have **5 points** deducted from their professional behavior grade for the course. **Three (3) tardies** will be considered the **equivalent of an absence**. Points will be deducted as previously described for absences.

Students who arrive late to class for an exam or any other time sensitive assignment will **not** be allowed additional time to complete the exam or assignment.

Make-up Work:

Any work missed due to absence must be made up. The student should schedule a meeting with the professor immediately upon returning to class to develop a plan for completing the work.

Missed exams or skills checks must be scheduled with the professor and completed **within 3 days** of the absence. Students do not have the option to make up daily quizzes that are missed.

If a student is absent for 2 or more exams or skill checks, 10% will be deducted from the assessment grade for each occurrence.

Late Work Policy

Assignments are due by the end of the class period on the date assigned. Five (5) points will be deducted from the grade for every day the assignment is late. Points deducted for late work are above and beyond any points deducted in the general grading of the assignment.

Projects are due **on or before** the due date. **Students that are absent on the day a project is due, will not be given an extension. Late projects will not be accepted.** Students may submit projects by fax, email, or personal delivery through another classmate or family member.

Submission Policy

Students are required to submit assignments **electronically**. A hard copy submission may be required also. In the event of an assignment being submitted late, the electronic date and time stamp will establish the date the assignment was submitted and will be used to determine the number of points to be deducted. For confidentiality reasons and in keeping with TJC campus policy, assignments must be submitted via **TJC email** or through **CANVAS**. Assignments submitted via personal email are not accepted.

Classroom Etiquette

Tyler Junior College is committed to promoting a level of classroom etiquette conducive to maximize teaching and learning. It is with this context that the following statements on expected level of classroom etiquette are prepared.

Each student is expected to:

1. Attend class each time the class meets.
2. Be on time for class and remain for the entire period. It is inconsiderate to other classmates if a student arrives late and leaves early.
3. Refrain from talking while the professor is lecturing. Idle chattering and giggling is disruptive to the class and disrespectful to the professor and other classmates.
4. Without prior approval from your professor, do not use cell-phones, computers, or any other electronic devices in class.
5. Be attentive and participate in class

Cell Phone Policy:

Cell phones are allowed in class under the following conditions:

1. Phones should be on silent and out of sight of students. Students may check messages and voicemail during breaks.
2. Extenuating circumstances e.g. illness of a spouse or child need to be discussed with professor at the **beginning of class** to determine an appropriate accommodation.

3. Cell phones are not allowed during exams or lab evaluations. No exceptions.

Videotaping/Recording

Audio or video recording of OTA classes is prohibited unless permission is expressly provided by the professor following a written request from the student. The CANVAS learning platform used by Tyler Junior College provides students access to a variety of instructional material which will minimize or negate the need for individual recordings.

Classroom and Campus Safety

Campus Safety

The safety of students, staff, and visitors is paramount. The Tyler Junior College Crisis Management Plan is posted in the OTA laboratory and classrooms. This plan includes emergency numbers and procedures for the appropriate response to emergency situations.

Evacuation routes, gathering places and shelter-in-place procedures are reviewed as part of the initial student orientation.

Classroom Safety

Students are expected to abide by all safety instructions related to the proper use and storage of materials and equipment utilized in the OTA curriculum.

- Faculty will provide instruction regarding proper use of equipment and supplies needed to meet learning objectives.
- All scissors and other “sharps” are to be counted and returned to the locked storage cabinets in the OTA lab after each class period during which they are used.
- All aerosols and flammable products are to be stored in the lockable flameproof cabinet in the lab.
- Students are expected to clean any spills as soon as they occur.
- Students may use the refrigerator and microwave in the laboratory for their lunches. They are expected to remove all personal perishable foods at the end of each week.
- Expiration dates are to be monitored and perishable foods removed from the lab refrigerator accordingly.
- Students are to notify the professor immediately of any safety hazards identified. This includes but is not limited to: frayed electrical cords, loose nuts or connectors, cracked or broken equipment, missing parts, expired perishables, or water leaks.

Students are allowed access to equipment and materials in the classroom laboratory between class meetings in order to allow for independent study/practice. Students must contact a faculty member in order to request

access to materials and equipment. For the safety of students and visitors all storage cabinets and closets are locked when not being used for instruction. It is the responsibility of students to return all materials and equipment to their proper places and notify faculty so that the storage areas may be secured upon completion of independent learning activities.

Material Safety Data Sheets for products used in the laboratory/classroom space are housed in the laboratory/classroom and available to students and faculty.

Safety information relevant to potential chemical exposure on campus is located online. Material Safety Data Sheet information is available at the link below.

<http://hq.msdsonline.com/tylerjuniorcollegesl/Search/Default.aspx>

Infection Control

“Safety” includes not only prevention of physical injury but protection from communicable diseases. To ensure a clean laboratory environment and to facilitate infection control, the following policies will be in effect:

1. Treatment mats, work surfaces and equipment will be cleaned using a bactericidal agent after each class session in which they are used.
Exceptions: splint pans, paraffin bath.
2. Soiled linen will be laundered after each use.
3. Splint pans will be cleaned yearly upon completion of student learning activities which require this equipment.
4. Students are to dispose of paraffin used in learning activities rather than returning it to the paraffin bath
5. Students are expected to comply with good hygiene practices related to regular hand washing.
6. Students are expected to comply with standard precautions during campus learning and fieldwork activities. Students will receive instruction in proper handwashing and the use of PPE as part of their didactic coursework. Students are required to pass a laboratory skill check related to infection control as part of their didactic coursework.

Inclement Weather

Students are encouraged to register for TJC Alert Notifications. In the event of campus closure or delayed opening due to inclement weather, students will receive notification via text message.

Students who do not register for notifications are directed to check the TJC Homepage for information. Students should check the homepage before attempting to go to class during periods of impending severe weather.

Student Contact Information

It is the responsibility of the student to inform the OTA faculty, in writing, of any changes in personal information: name, phone number, address, etc. while the student is enrolled in the OTA program. This includes the final semester of fieldwork.

All students enrolled at Tyler Junior College have a TJC e-mail account. **All contact via e-mail must go through the student's TJC account. E-mail sent via a non-campus account will not receive a response.**

Certification and Licensure

The Tyler Junior College Occupational Therapy Assistant Program is *Accredited* with the Accreditation Council for Occupational Therapy Education. Graduates of the Tyler Junior College Occupational Therapy Assistant program are eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification of Occupational Therapy (NBCOT). Upon successful completion of the exam, the student will be a Certified Occupational Therapy Assistant (COTA).

A felony conviction may affect a graduate's ability to sit the NBCOT Certification Examination or attain state licensure. See NBCOT website for specific eligibility requirements. <http://www.nbcot.org/pdf/Cert-Exam-Handbook.pdf>

The Certification Examination is provided by:

National Board for Certification of Occupational Therapy (NBCOT)
12 South Summit Avenue Suite 100
Gaithersburg, MD 20877
301.990.7979

The state of Texas requires state licensure for all Occupational Therapy practitioners. Issuance of a state license is dependent upon successful completion of the certification exam. Students seeking employment outside of Texas are encouraged to contact officials in the state under consideration.

Texas State Licensure for Occupational Therapy practitioners is provided by:
Texas Board of Occupational Therapy Examiners (TBOTE)
333 Guadalupe, Suite 2-510
Austin TX 78701-3942
501.305.6900
<http://ecptote.state.tx.us>

Professional Membership

Student membership in national and state professional organizations is encouraged. These organizations provide valuable professional and educational resources. Students are eligible for membership upon enrollment in the Occupational Therapy Assistant Program. The cost of these memberships are the responsibility of each student.

American Occupational Therapy Association
Association
(AOTA)
4720 Montgomery Lane, Suite 200
516W
Bethesda, Md. 20814-3449
301.652.2682
www.aota.org

Texas Occupational Therapy
(TOTA)
1106 Clayton Lane, Suite
Austin, TX 78723
512.454.8682
www.tota.org

Occupational Therapy Assistant
Program
Fieldwork Policies
And
Procedures

Clinical Fieldwork Policies and Information

The Tyler Junior College OTA curriculum, in sequence and scope, resembles a life-span approach. The fieldwork experiences will reflect the same philosophy and progression. Our desire is to introduce students to basic information and move progressively to more complex and detailed information as their knowledge base increases.

Failure to adhere to any policy set forth in the fieldwork program may result in disciplinary action. A second offense may result in probation or removal from the program. Offenses related to patient/client safety may result in immediate dismissal from the program as outlined in the Progressive Disciplinary Procedure described in an earlier section of this handbook.

Levels of Fieldwork

Fieldwork for the Occupational Therapy Assistant Program has two components, Level I and Level II clinical experiences

Level I – The fieldwork sites will progress from primarily non-medical and community-based sites such as special education classrooms, adult day care centers and senior living centers (Clinical I) to more specialized sites such as an adult day programs, inpatient behavioral health centers, or community mental health. (Clinical II) For the final Level I experience (Clinical III), students will progress to traditional occupational therapy experiences with OT practitioners. Level I fieldwork may or may not involve supervision by an Occupational Therapist or Certified Occupational Therapy Assistant (COTA). This level of fieldwork is intended to help the OTA student develop a basic level of awareness, comfort and understanding of clients as well as to support the classroom portion of the curriculum.

Level II – The fieldwork sites will incorporate all curriculum learning and the opportunity to demonstrate the connection between the experiences in Level I and the classroom learning to further their progression and development into entry-level OTA practitioners. In this experience, the student is responsible for delivery of Occupational Therapy services under the direct supervision of an Occupational Therapist (OT/OTR) or Certified Occupational Therapy Assistant (COTA). Level II fieldwork involves increased collaboration in the supervisory relationship and increased independence in the application of occupational therapy interventions.

Level II fieldwork is intended to be the practicum experience for the TJC OTA program. It is an opportunity for students to integrate all of the didactic learning from their academic coursework, and the practical experiences of the Level I fieldwork, in order to be considered entry-level practitioners at the completion of

their fifth and final semester. To ensure that students are prepared to practice as generalists, the AFWC reviews each student's Level I fieldwork placements prior to assigning the student to a Level II site. The first goal of the Level II assignment is to ensure that each student has varied experiences to ensure clinical contact with key populations or within settings that may not have been scheduled or available during Level I assignments. For example, if a student has not worked with the pediatric clients on any Level I clinical, that student will be assigned a pediatric placement for Level II. The second goal of Level II placement is to select placements that match student's level of clinical aptitude at the beginning of the rotation, and then allow skills to develop towards a successful fieldwork outcome. A final goal is to afford the student the opportunity to gain proficiency in a setting where he or she hopes to be employed following certification and licensure. Student requests are accepted and honored where possible.

The fieldwork experience at both levels is an integral and crucial part of the overall educational experience.

For students in the Tyler Junior College Occupational Therapy Assistant Program, Level I fieldwork will begin in the second semester of enrollment and will continue through the third and fourth semesters. The fifth, and final, semester of the program is entirely devoted to Level II fieldwork. Students will provide client care under the direct supervision of an Occupational Therapist or Certified Occupational Therapy Assistant (COTA) on a full time basis for two, eight (8) week fieldwork experiences.

Level I fieldwork must be completed along with didactic coursework before beginning Level II fieldwork. Level II fieldwork **must be completed within 12 months of completing didactic coursework** and must be complete before the student may sit for the certification exam to become a Certified Occupational Therapy Assistant (COTA).

Requirements Prior to Beginning Fieldwork

Universal Precautions

Fieldwork experiences are necessary in order to apply techniques and theories in a professional setting. When working with clients in these settings, there is a risk of exposure to communicable diseases. Students will be educated on Universal Precautions and patient/client safety practices during didactic coursework. They are expected to adhere to these precautions and safety guidelines while engaged in fieldwork.

CPR Training

Students must successfully complete CPR training for Healthcare Providers prior to the start of the first Level I clinical experience. Training will be provided on

campus through Tyler Junior College. Students are responsible for the cost of the training. This training is necessary in order to maintain compliance with fieldwork site requirements.

Immunizations

Students are required to provide documentation that they have the required immunizations or proof of serologic immunity in compliance with Texas Administrative Code, Title 25, Part 1, Chapter 97, Subchapter B, Rule 97.64 by **December 1st** of the student's first semester.

Required immunizations are:

- tetanus-diphtheria
- measles, mumps, rubella
- varicella
- hepatitis B

In addition to those immunizations required by the Texas Administrative Code, students must have a current negative TB test on file with the college. If the TB test is positive, a negative chest x-ray report must be on file.

Criminal Background Check and Drug Screen

Students in the Occupational Therapy Assistant Program will be required to undergo a minimum of two criminal background checks:

- One background check is required for every student prior to admission to the Occupational Therapy Assistant Program.
- An additional background check will be required prior to the start of the Summer semester in order to maintain compliance with fieldwork site requirements as detailed in the fieldwork contracts.
- Additional background checks may be required by fieldwork facilities in keeping with their institutional requirements.
- Students may be denied placement at a fieldwork site based on the results of a background check, in accordance with the guidelines of that institution.

A felony conviction may affect a graduate's ability to sit the NBCOT Certification Examination or attain state licensure. See NBCOT website for specific eligibility requirements. <http://www.nbcot.org/pdf/Cert-Exam-Handbook.pdf>

Drug screens are required for all students enrolled in Nursing and Health Sciences programs and **will need to be updated along with the criminal background checks.**

Note: If there are site specific requirements including, but not limited to: immunizations, drug screens, and background checks are more stringent than

Tyler Junior College requirements, the site specific requirements shall supersede the Tyler Junior College requirements.

Fieldwork Schedule:

Spring Semester – Year 1

- Level I Community-Based Fieldwork
 - One day a week (minimum 105 hours), unpaid

Summer Semester – Year 1

- Level I Psychosocial Fieldwork
 - Two days a week (minimum 108 hours), unpaid

Fall Semester - Year 2

- Level I Practice with an OT practitioner Fieldwork
 - One day a week (minimum 105 hours), unpaid

Spring Semester – Year 2

- Level II Fieldwork A- Full-time, 40 hours per week/8 hours per day: (unpaid)

Spring Semester – Year 2

- Level II Fieldwork B – Full-time, 40 hours per week/8 hours per day: (unpaid)

Students must complete Level II Fieldwork within 12 months of completing didactic coursework.

Fieldwork Placement

The criteria for selecting fieldwork sites for the TJC OTA Program include proximity to the college, location in relation to student's residence, availability of a qualified supervisor, and diversity of student experience.

Level I qualified supervisors include licensed professionals such as licensed professional counselors, recreational therapists, and activity directors. Personnel who are not licensed but have documented expertise in the area of work assigned will also be used such as non-regulated activity director with multiple years of experience. In the event that a licensed or qualified professional is not available, a licensed TJC OTA faculty member will be assigned supervisory duties. For Level II sites, either a COTA or an OTR employed by the facility and having a minimum one year of work experience will be responsible for supervision of the OTA student.

The process for establishing fieldwork sites begins with an initial contact to establish willingness of the site to accept students. Following an affirmative response, the program's administrative assistant completes the standard MOU and forwards it to the site for review and signatures. TJC MOUs renew automatically unless one or the other party provides 90-180 days written notice of withdrawal from the agreement.

Concurrent with completion of the MOU, the AFWC maintains the Fieldwork Data forms with the facilities that have MOUs. These forms are housed in the AFWC office and include site specific information and requirements. The Fieldwork Data forms are available for student review and are updated as needed with a minimum update annually, when there are students assigned to that facility.

Site specific objectives have been developed through collaboration with the Fieldwork Advisory Board established by the AFWC. The objectives are provided to the students on their learning management system (CANVAS) course and to each facility based on specific practice areas. The Facility Fieldwork Manual is also provided to facilities when a student is scheduled at their location.

Site requirements vary greatly between fieldwork facilities. Prior to students' placements, the site coordinators for students, the human resource departments (as applicable), and the AFWC communicate regarding needs for student documentation (student information sheet, immunization records, and background checks/drug screens) and any site-specific paperwork. After students receive their placements, students contact facilities and complete any additional paperwork required by the facilities. The AFWC is responsible for maintaining site specific objectives, data related to the fieldwork sites, and can communicate facility needs to the students. When the students are given their placements, they are provided with contact information for the facility and instructed to email/call the facilities to determine dress code, hours, and additional information prior to beginning their rotation.

Tyler Junior College maintains contractual agreements with area facilities to provide clinical education to students in a wide range of health sciences programs. The OTA AFWC is the primary contact person for all sites providing fieldwork education to Occupational Therapy Assistant students.

Students may engage in fieldwork only at facilities that have an established clinical education contract with TJC. The AFWC works with fieldwork educators at these sites to ensure that the fieldwork experience supports the OTA program objectives.

Student slots at fieldwork sites are reserved weeks and months in advance and as such are very difficult to change. **Students may not swap fieldwork assignments with classmates and may not contact fieldwork sites to arrange their own placement.**

If a student wishes to cancel a fieldwork experience, the student must submit the request in writing to the Academic Fieldwork Coordinator. The student will be required to meet with the Program Director and AFWC to present compelling and documentable reasons to justify the cancellation. If granted, the student and

AFWC will develop a plan for completing the fieldwork experience at another facility or at a later date.

A delay in completing Level I fieldwork will delay a student's progression in the program and will delay graduation. If a Level II fieldwork is delayed, it must be scheduled and completed within 12 months of completing the didactic coursework.

The OTA program cannot accept liability for a fieldwork experience that is canceled by a facility. In the event of a facility cancellation, the AFWC will work with the student to identify a suitable replacement experience. The dates and location of a rescheduled fieldwork experience cannot be guaranteed and will be dependent upon the availability of fieldwork educators to provide supervision. Every effort will be made to arrange a fieldwork experience that will allow the student to progress through the program without interruption; however, this may not be possible due to facility schedules and availability of qualified fieldwork educators.

A student who wishes to engage in a fieldwork experience at a facility that does not have a clinical education contract with the Tyler Junior College OTA program should submit a written request to the AFWC for consideration. It will be the responsibility of the AFWC to determine the appropriateness of the site and its compatibility with the standards and policies of the OTA program.

Students are expected to have reliable transportation. Students are responsible for expenses related to travel, food, required clinical attire, and any additional drug screenings or criminal background checks specific to the various fieldwork sites.

Questions or concerns related to fieldwork or fieldwork sites should be directed to the AFWC before contacting a fieldwork site. Once assigned to a fieldwork site, the student may contact the Fieldwork Educator (FWE) regarding dress code, schedule or other issues relevant to the fieldwork experience if the information is not available through the AFWC.

Site visits and Specific Objectives:

The AFWC and FWEs on site collaboratively establish site specific objectives for student learning. A Fieldwork Advisory Board will meet approximately once per year to collaborate and make modifications to site-specific objectives, as well as to advise the Fieldwork Program and AFWC on issues that affect the FW Program.

AFWC will make a minimum of one site contact (email, phone, in-person) per facility, per semester where there are students on fieldwork. AFWC will maintain

contact with FWEs (fieldwork educators) throughout the semester to assess students' progress.

Level II fieldwork objectives have been established based on skills included on the AOTA FWP assessment form. For Level I fieldwork, FWEs have been provided with a departmentally developed Level I Fieldwork Evaluation form. The AFWC will maintain a site visit log for face-to-face visits and for any contact with a CI or student that results in a significant modification or change.

Recommendations & examples of site specific objectives have been reviewed and approved by the Fieldwork Advisory Board. FWEs on site will be provided with these objectives prior to start of the fieldwork experience. These objectives are based on recommendations provided by AOTA and can be used as applicable in the supervision of the OTA.

The Fieldwork Data Form developed for each fieldwork site includes information provided by the sites regarding their supervisory patterns. This information is available to students prior to beginning fieldwork and is updated at least once per year.

Fieldwork Supervision:

Most fieldwork placements will involve 1:1 supervision; however, in some situations, one individual may supervise more than one student with sufficient time and resources.

Supervisors are encouraged to provide students with frequent feedback using forms provided by the OTA program to assist with supervisory meetings. Level II fieldwork students are expected to meet with their supervisors a minimum of 1x weekly and to maintain a supervisory meeting log.

Fieldwork Attendance

While on Fieldwork, students are expected to conduct themselves as members of the facility staff. This includes adhering to facility policies related to timeliness and attendance.

Students are expected to work the typical schedule for the facility to which they are assigned. This may include traditional and nontraditional schedules e.g. 4 -10 hour days, weekend shifts, early or late arrival. The schedule may vary within a facility based on the unit to which a student is assigned. Student schedules, typically, will be the same as that of the fieldwork supervisor.

Each student is required to notify the fieldwork supervisor **and** AFWC in the event the student will be absent or late. This must be done **PRIOR** to the start of the scheduled workday.

Any absence from fieldwork consisting of three consecutive days or more due to health issues requires a signed physician's release stating that the student can return to the fieldwork site without restrictions. This includes any illness, surgery, accident, or injury which could affect the safety of the student or clients in the fieldwork setting.

Students must submit a written request to the fieldwork supervisor and the AFWC for any planned absence (not related to illness).

It is the policy of the Tyler Junior College OTA Program that any time missed on fieldwork must be made up. It is the responsibility of the student to make arrangements with the FW supervisor to make up the time. *At the discretion of the fieldwork supervisor, this requirement may be waived or modified.* The AFWC must be notified by the fieldwork supervisor if this occurs.

Inclement Weather Policy:

Students should monitor the local news broadcasts during periods of severe weather for announcements regarding facility closures or delayed opening.

OTA program fieldwork sites are located throughout the east Texas area. It is possible that some sites will be more significantly affected than others by inclement weather. Students should monitor announcements related to their home area **and** fieldwork area in order to determine the safety of attempting to travel.

In the event of a facility closure or delayed opening, students will not be required to make up the missed time if the school district the facility is in is also closed or delayed.

If the facility is open but the student cannot travel safely from his/her home to the site, the student will be required to make up the missed day unless otherwise instructed by the fieldwork supervisor. **It is the responsibility of the student to contact the fieldwork supervisor regarding absences or late arrivals related to weather** just as the student would for an absence related to illness or injury.

Fieldwork Assignments

Students must demonstrate mastery of the learning objectives set forth for each fieldwork experience. They are required to carry out client care and departmental duties related to the clinical practice setting as assigned by the Fieldwork supervisor.

In addition to working with Occupational Therapy practitioners and gaining clinical experience, students may be required to complete a range of assignments pertinent to the practice setting. This may include, but is not limited to, creating or modifying adaptive equipment, presenting a case study, researching and reporting on an assigned topic. Any learning experience assigned by the fieldwork

supervisor must be completed during the fieldwork in order to successfully complete that fieldwork experience.

Level I fieldwork also may include classroom assignments assigned by OTA program faculty related to the fieldwork.

Health Insurance Portability and Accountability Act of 1996 (HIPPA)

Prior to beginning fieldwork, students must demonstrate understanding of the requirements set forth in the **Health Insurance Portability and Accountability Act of 1996 (HIPPA)** regarding patient confidentiality. In keeping with **HIPPA** guidelines, students must maintain patient/client confidentiality at all times and in all assignments. Students may not remove any confidential information from fieldwork sites.

Dress Code/Appearance/Grooming

Personal cleanliness and good grooming are essential for individuals engaged in the delivery of healthcare services. Students are expected to practice good personal hygiene on a regular basis for their own health and the health of others.

Students are expected to abide by the guidelines listed below. In the event that a fieldwork site has more stringent requirements, the facility guidelines will take precedence.

- Students are required to wear their Tyler Junior College lanyard or facility issued name badge
- Closed toe shoes with non-skid soles are required
- Socks must be worn if there is the likelihood that shoes will be removed. Bare feet do not reflect good public health practice.
- Jewelry: Wedding bands/rings are permitted but should not interfere with patient treatment or safety. Special attention should be given to cleaning around jewelry during hand washing.
- Hair must be clean and pulled away from the face. Hair should not obscure vision or interfere with patients/clients.
- Fingernails must be clean and filed smoothly. The fingernails should not extend beyond the fingertips. Only clear nail polish is acceptable.
- Mustaches/beards must be neatly trimmed.
- Tattoos must be covered during fieldwork.
- Facial or tongue piercings will not be allowed during patient care (or lab simulated) activities.

Students will be provided with site specific information related to dress code, hygiene, and grooming prior to the start of fieldwork; however, it is the responsibility of the student to ensure that the information they are given continues to be current. Students are required to comply with any changes and to notify the AFWC so that departmental information may be updated.

Professional Conduct

Students are expected to conduct themselves in a professional and respectful manner with all individuals they encounter on campus and in fieldwork. This includes clients/patients, family members, facility staff, faculty and other students.

Constructive feedback, positive and negative, is a necessary and important part of the fieldwork experience. Students are expected to accept feedback with a mature and respectful attitude and to respond to feedback by implementing the recommendations from the fieldwork supervisors or faculty in a timely manner and to the best of their ability. Students are responsible for communicating directly with the fieldwork supervisor to clarify expectations or report progress.

Students and fieldwork educators are expected to conduct themselves professionally and with an attitude of collaboration and cooperation. In the event that personal conflicts arise between a student and a fieldwork educator or other staff of a fieldwork site, the AFWC should be notified so that appropriate interventions can occur. **It is appropriate for a student to initiate this contact when necessary.**

Students should contact the AFWC if they have concerns regarding their fieldwork performance and their potential success or failure. Early and proactive communication will help the AFWC and fieldwork supervisors develop strategies to assist the student toward a positive outcome.

Students participating in fieldwork experiences are actively enrolled students of Tyler Junior College and as such continue to be bound by the Tyler Junior College Student Code of Conduct. Students on fieldwork are subject to disciplinary action just as they would be if their learning environment were campus based rather than community based. Refer to the Tyler Junior College Student Handbook for details.

Students engaged in fieldwork have the same protection, rights and responsibilities under the Tyler Junior College Grievance Policy as they would have if they were engaged in campus learning. In the event that a student experiences a situation that requires investigation under the TJC Grievance Policy, the student must notify the AFWC in a timely manner. All issues will be addressed in accordance with the Tyler Junior College Grievance Policy.

www.tjc.edu/grievances

Students are expected to comply with facility policies regarding use of personal electronic devices such as cell phones, pagers, personal computers, and MP3 players/ I pods. Facility policies generally prohibit the use of these devices

during patient care. Students should consult their supervisors for specific instructions.

Student Responsibilities for Fieldwork

Students are responsible for:

- Arranging for reliable transportation to and from the clinical site.
- Contacting the FWE at least *two weeks* in advance of the start date *or as indicated* on fieldwork documents. The student should request or verify information related to the fieldwork experience such as directions to the site, start time, orientations requirements, additional background checks/drug screenings, dress code, etc.
- Completing a Personal Data Sheet and a memorandum of insurance and health information to be forwarded to the clinical site by the AFWC.
- Notifying the AFWC of any change in address or telephone number.
- Obeying all policies and procedures of the fieldwork site.
- Fulfilling all duties and assignments given by FWE within the time specified.
- Maintaining an accurate timesheet during clinical rotation.
- Completing and submitting to the FWE one copy of the Student Evaluation of the Clinical Site
- Proactive communication with the AFWC if problems arise during fieldwork
- Maintaining and providing documentation of current CPR certification, background check, drug screen, TB test, and immunizations in addition to any other site specific requirements

Financial Aid Considerations for Level II Fieldwork

The combined Level II fieldwork experiences are the equivalent of 4 credit hours of course work. This negates a student's eligibility for financial aid since it does not constitute full time enrollment. Students are encouraged to accept the full amount of financial aid awarded in the Fall semester and reserve appropriate funds from that award. Deferring financial aid payments until the Spring will result in forfeiture of funds due to the limited number of credit hours available that semester.

Enrolling in additional non-program courses in order to achieve full time status will not qualify the student for financial aid. Federal financial aid guidelines prohibit payments for courses outside of the student's degree plan.

Students who are eligible for PELL Grants are encouraged to contact the Financial Aid office to determine their eligibility for assistance during this final semester.

Insurance:

Students enrolled in the OTA program have accident and medical malpractice insurance. (See fees and fee schedule for details). The student's personal health insurance is considered the primary source for coverage of medical care.

In the event of injury to a student:

- All injuries sustained during fieldwork must be reported to the fieldwork supervisor immediately.
- The student should follow all procedures specified by the facility regarding onsite injuries.
- If the injury occurs in a facility that is not equipped to provide care on the premises e.g. public school, community-based program, the student should seek appropriate medical attention off site.
- Students are to notify AFWC as soon as possible.
- Students are to complete the required institutional paperwork for each incident: claim form, HIPAA authorization, and insurance information form). These forms are available in the AFWC office or through Campus Services (903.510.3313).
- Students are to notify Campus Police to complete an incident report for each event. (903.510.2258).

In the event of injury to a patient/client:

- Report all instances of patient injury or potential injury to the fieldwork supervisor immediately.
- Complete all site specific paperwork relative to patient safety.
- Notify AFWC of the incident as soon as possible.
- Notify Campus Police of the incident.
- Complete any required campus paperwork.

Acting as a Witness:

OTA students are NOT allowed to act as a witness for patients on any legal documents including a living will or consent forms.

Progression of Fieldwork – Level I:

The first experience provides students the opportunity to develop professional interpersonal interaction skills with clients and other professionals in settings where

- 1) the clients are medically healthy and

2) are present because the setting is part of their context for daily functioning.

Activities and experiences during this fieldwork are related to the practice of Occupational Therapy but are not being provided by occupational therapy practitioners. Settings could include public schools, day programs, or work training facilities.

Students will have opportunities to process their fieldwork experiences via an online discussion board with weekly prompts from the AFWC and in classroom/lab discussions as appropriate to specific topics. Also, online discussion posts are used for processing student responses, case studies, and development of clinical reasoning skills.

Students enrolled in this fieldwork experience will have completed OTHA 1341 Occupational Performance Birth through Adolescence, OTHA 1301 Introduction to OT, OTHA 1309 Human Structure and Function in OT, and OTHA 1315 Therapeutic Use of Occupations & Activities I. Students who are placed with children for this clinical will be able to observe typical and atypical development in these settings to compare to and emphasize the learning acquired in OTHA 1341. Students will also have opportunity to apply the activity analysis skills and activity modification skills acquired in OTHA 1315 for both children and adults. Students will have an overview of OT principles, AOTA documents, and basic therapeutic intervention ideas that can be applied to clinical rotations with adult clients.

The second experience introduces students to clients with diagnosed conditions or clients who are receiving support services due to significant and detrimental life circumstances. Student experiences on this fieldwork will focus primarily on psychosocial issues.

Settings for this fieldwork include mental health treatment facilities, dementia care units, community health facilities, and adult day programs. Students will have the opportunity in fieldwork to engage with clients experiencing situations and conditions discussed in that didactic course. Online discussion posts also are used for processing. This fieldwork experience runs in the semester after the course OTHA 2309 Mental Health in OT. This allows students to apply knowledge and skills learned regarding diagnoses, group leadership skills, and functional activities in a psychosocial setting.

The final Level I experience involves working with clients in traditional Occupational Therapy practice situations. Students will work under the supervision of an Occupational Therapy practitioner during this fieldwork placement. This fieldwork experience occurs in the final semester of didactic coursework. Students will have the opportunity to apply the developmental,

psychosocial and physical dysfunction intervention skills they have learned in the previous three (3) semesters. Students will have opportunities to process their fieldwork experiences via an online discussion board with weekly prompts from the AFWC and in classroom/lab discussions as appropriate to specific topics.

Opportunities to practice professional documentation are embedded within each fieldwork.

Policy for Level I Fieldwork Supervisor Qualifications:

The TJC OTA Program policy for Level I fieldwork supervisor qualifications includes maintaining documentation of education and/or licensure for licensed and regulated personnel who are not Occupational Therapy Practitioners. The AFWC will maintain information related to experience and qualifications for those Level I supervisors who do not have a regulated license for their position.

The AFWC will maintain Facility Data Forms where the facility personnel qualifications are outlined and updated/verified at least once per year.

Policy for Evaluation on Level I Fieldwork:

Students will have three Level I fieldwork experiences during the four semesters of didactic coursework. These fieldwork experiences are part of the curriculum course offerings and will be documented on student transcripts. A copy of the evaluation of student performance for each fieldwork experience will be included in the student's departmental file.

Level I fieldwork will not be substituted for any portion of the required Level II fieldwork. Students will not be allowed to complete a Level II fieldwork in a setting where they completed a Level I fieldwork.

TJC OTA fieldwork students will be assessed on Level I Fieldwork by using the **Level I Fieldwork Evaluation Form**. As our curriculum is based on the idea of building upon prior knowledge and bringing forward knowledge to develop aptitudes, the skills acquired in Level I fieldwork will provide a foundation for clinical reasoning skills needed in Level II fieldwork. This assessment form addresses clinical reasoning, values and beliefs for ethical practice, professionalism and competence in career responsibilities.

Each Level I clinical setting/course has an evaluation form that is unique to the setting, emphasis, and goals for that semester. Level I fieldwork grades are assigned in accordance with the published grading scale used in didactic coursework. Level I fieldwork experiences are graded in accordance with program guidelines. In order to successfully complete any Level I fieldwork

assignment, students must achieve a 75% or better in the performance portion of the course as well as an overall 75% in the course.

Progression for Fieldwork – Level II

The TJC OTA curriculum requires students to complete 2- 8 week Level II Fieldwork experiences in the final semester of the program. Students are expected to fulfill their fieldwork obligation working full-time in accordance with the facility definition of "full- time". This requirement is detailed in the OTA Student Handbook.

Opportunities for completing the Level II fieldwork on a part time basis will be considered and evaluated based on the needs of the student and/or facility personnel. When approved, students will fulfill the fieldwork time requirements by working at least the equivalent of 50% of an FTE as defined by the facility.

It is the policy of the TJC OTA program to place students at two different sites in order to complete the required 16 weeks Level II fieldwork. It is possible, however, for a student to complete a fieldwork experience at a single site which provides multiple services, if this is determined to be necessary. In that instance, every effort would be made to place the student under the supervision of a different Occupational Therapy practitioner for the second portion of the fieldwork in order to provide an optimal, varied learning experience.

Level II fieldwork is intended to be the capstone experience for the TJC OTA program. It is an opportunity for students to integrate all of the didactic learning from their academic coursework, and the practical experiences of the Level I fieldwork, in order to be considered entry-level practitioners at the completion of their fifth and final semester.

Policy for Evaluation on Level II Fieldwork:

During Level II fieldwork, the students will be assessed using the **AOTA Fieldwork Performance Evaluation for the OTA (FWPE)**. This form addresses clinical reasoning, values and beliefs for ethical practice, professionalism and competence in career responsibilities.

Students will be assessed at midterm and at the end of clinical rotation using the FWPE which includes several items relating to psychosocial factors, safety, and client-centered, occupation-based outcomes. Copies of the midterm and the original of the final evaluation will be submitted to the AFWC and kept in the students' files.

Additionally, students are expected to meet with their supervisors at least weekly to review progress and caseload. A collaboration log is provided by the program

that is encouraged, but required, to be utilized for the meetings with their supervisors.

Policy for Level II Fieldwork Supervisor Qualifications:

The TJC OTA Program policy regarding fieldwork supervisor qualifications for Level II fieldwork includes maintaining documentation of OT practitioners' education, licensure, practice experience, and student supervision experience. The AFWC will maintain Facility Data Forms (FDF) which include information related to OT practitioners' qualifications. The FDF will be updated/verified annually for every facility where students have been using for clinical experience. The Fieldwork Supervisor may be a staff member of the facility or a member of the educational program.

Fieldwork educators are encouraged to access the AOTA website link to Fieldwork Education for resources to aid them in preparing to supervise fieldwork students. FWEs will be provided with forms developed by the Program for recording student supervisory meetings. The AFWC will be available by phone or email to respond to issues or FWE concerns during the course of the student's Level II fieldwork.

Policy for Submission of Grades for Level II Fieldwork:

Students on Level II Fieldwork will be formally evaluated using the AOTA Fieldwork Performance Evaluation for the OTA Student. Formal evaluation of students will occur at midterm (4 weeks) and final (8 weeks) during the Level II experiences. FWEs are required to complete the FPE at the midterm (4 week) mark and submit it by fax or email to the AFWC. The AFWC will contact the supervisors by email, phone, or conduct a site visit to ensure the student is maintaining a passing effort. The final grade will be submitted by mail or in person by the end of the 8-week rotation. The final rotation form will need to be submitted by Wednesday of the final week of the semester to ensure eligibility for graduation. Grades will be based on a letter grade to correspond to the number grade earned. An "A" will be an average of 90-100; a "B" will be an average of 80-89; and a "C" will be an average of 70-79 for all work submitted with in the 8-week rotation. The practicum grades will be calculated as follows:

Score on FWPE = 75%

Student Assessment of Fieldwork Supervision = 10%

Discussion Posts through CANVAS = 15%

Total = 100%

Policy for Student Evaluation of Fieldwork Experience:

Students will be required to complete a Student Evaluation of Supervision Form at the conclusion of each of Level I and Level II fieldwork experience. The results will be reviewed by the AFWC. The AFWC will ensure a copy is kept by the facility/fieldwork supervisors after the final FW evaluations of the students have been received at the college. Copies of the completed Student Evaluation of Supervision Forms will be maintained in the Fieldwork Sites manual.

Policy for FW Supervision where no OT services exist:

The TJC OTA Program policy for Level II fieldwork experience at a facility where no Occupational Therapy services exist includes designating an OTR, or COTA with 3 years of experience and under the supervision of an OTR, to be the supervising therapist for the fieldwork. The supervision will be completed with a minimum of 8 hours a week direct supervision and contact information including phone and email as needed. A supervisor of another licensed profession would be designated for on-site supervision in the absence of the Occupational Therapy practitioner. The facility agreement would be reflective of this policy to ensure understanding of both the Program and the facility.

Policy for FW Supervision outside of the U.S.:

The TJC OTA Program policy for fieldwork experience outside of the U.S. includes verification of the qualifications of the supervising Occupational Therapy practitioner. The practitioner would need to provide documentation that they have graduated from a program that is approved by the World Federation of Occupational Therapists as well as documentation of a minimum of one year of clinical experience. The TJC OTA student would be required to abide by all international laws and would be responsible for acquiring appropriate travel documents and visas.