



OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
STUDENT HANDBOOK

2022-2023



*Occupational Therapy turns Hopeless in to Hope  
Can't into Can, Impossible into Possible*

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# 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](http://www.tjc.edu/catalog) ) and in the Tyler Junior College Student Handbook ( [www.tjc.edu/studenthandbook](http://www.tjc.edu/studenthandbook) )

## **Directions:**

- Read the OTA Student Handbook by the first day of class.
- Request clarification or verification as needed.
- Sign and submit the contract sheet by the first day of class.

## Resources & Contact Information

### OTA Program Faculty & Staff

#### Department Chair/ Dean

Elizabeth Olivier, OTD  
903.510.3194  
Rogers Nursing & Health Sciences  
2.255  
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#### Academic Fieldwork Coordinator

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#### OTA Faculty

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### Administration & Resources

#### Administrative Assistant

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Rogers Nursing & Health Sciences  
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#### Nursing and Health Sciences Advisor

Jessie Tilmon, Associate Director  
903.510.2662  
Rogers Student Center, 2<sup>nd</sup> floor  
[jtil@tjc.edu](mailto:jtil@tjc.edu)

#### Disability Services

Margaret Rapp, Director  
903.510.2878  
TTY: 903-510-2394  
Potter Hall 105  
[mrapp@tjc.edu](mailto:mrapp@tjc.edu)  
[www.tjc.edu/aa](http://www.tjc.edu/aa)

#### Veterans' Affairs

Jessica Mitchell  
903.510.3750  
Rogers' Student Center  
[veterans@tjc.edu](mailto:veterans@tjc.edu)  
[www.tjc.edu/veterans](http://www.tjc.edu/veterans)

#### Financial Aid Office

903.510.2385 Phone  
1<sup>st</sup> floor White Administrative Bldg.  
[tjc.edu/FinAid](http://tjc.edu/FinAid)

## 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 6116 Executive Blvd. Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://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 to certification, all states require licensure in order to practice. 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

The College champions student and community success by providing a caring, comprehensive experience through educational excellence, stellar service, innovative programming, and authentic partnerships.

### TJC Vision Statement

Educating everyone - the path to a better world.

### 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





## **Admission to Tyler Junior College**

Tyler Junior College is an open admissions college. There are programs within college, including the Occupational Therapy Assistant program, that have selective admission criteria. See program policies, page # and the OTA webpage for details, [www.tjc.edu/ota](http://www.tjc.edu/ota)

Tyler Junior College requires all applicants to submit a completed admissions application before attempting to register for classes. Applications may be completed in-person or online: [www.tjc.edu/apply](http://www.tjc.edu/apply) or [www.applytexas.org](http://www.applytexas.org) .

Admission is conditional until receipt of an official high school transcript or GED scores.

## **Admission of Transfer Students**

Students may be accepted in transfer from other colleges and universities when eligible to return to their former institutions.

Procedural guidelines for transfer students include:

- The student will furnish official transcripts from all colleges or universities attended.
- The student will continue on scholastic probation at TJC if he/she has been placed on probation at a previous institution.
- Students on Academic Suspension will not be considered for admission until their suspension term has been met.

## **Credit for Transfer Coursework**

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.
5. Additional criteria may apply to selective admission programs based on program specific policies. See page 22 for OTA program requirements.

Transfer students seeking to graduate from Tyler Junior College with a degree or certificate must complete **at least 25 percent** of the credit hours applicable to the degree or certificate through direct instruction at TJC. Credits awarded through transfer, credit by exam, or credit for prior learning do not count toward this requirement.

### **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, 2<sup>nd</sup> 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. A violation of TJC's Campus Carry Policies by any student or his/her guests will subject him/her 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. Students may not attend 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 34 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.

### **Excused Student Absences and Responsibilities**

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.

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 page 30-31 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 in a manner appropriate 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 Grade Related Academic Grievance procedure in the TJC Student Handbook and in the College Catalog. (See below)

### **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 students 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.

The OTA program adheres to institutional policies regarding student grievances. Procedures for addressing **academic** and **non-academic** grievances are available online at: [https://www.tjc.edu/downloads/download/87/student\\_grievance\\_procedures](https://www.tjc.edu/downloads/download/87/student_grievance_procedures)

#### **Student Support Services Programs**

[https://www.tjc.edu/student\\_support\\_services](https://www.tjc.edu/student_support_services)

Tyler Junior College offers a wide range of student support services including:

Disability Services	Counseling Assistance	Perkins CTE Success Program
Career Planning	TRiO Program	Academic Success Coaching
Campus Health Clinic		

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      [mrap@tjc.edu](mailto:mrap@tjc.edu)      [www.tjc.edu/ada](http://www.tjc.edu/ada)

Tyler Junior College welcomes students with disabilities and is committed to providing these students 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.

### **Counseling Assistance**

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>

For immediate assistance students may contact:

- Andrews Center: 903-597-1351  
2323 W Front St, Tyler, TX 75702
- 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: Vaughn Library and Learning Resource Center  
<https://www.tjc.edu/info/20044/tutoring>  
903.510.2577

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** are 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](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 the most prevalent ethical concerns of the occupational therapy profession. It sets forth core values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel in all areas of occupational therapy.” (AOTA, 2020, p.1)

The Preamble to the Code of Ethics affirms that “AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service... and to empowering all beneficiaries of service to meet their occupational needs.” (AOTA, 2020, p.1)

### BENEFICENCE

**Principle 1.** Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

### NONMALEFICENCE

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

### AUTONOMY AND CONFIDENTIALITY

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

### JUSTICE

**Principle 4.** Occupational therapy personnel shall promote equity, inclusion, 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 clients (persons, groups, or populations), colleagues and other professionals with respect, fairness, discretion, and integrity.

American Occupational Therapy Association. (2020). AOTA 2020 Occupational therapy code of ethics (2020). *American Journal of Occupational Therapy*, 74 (Suppl. 3), <https://doi.org/10.5014/ajot.2020.74S3006>

## Program Policies

Applicants to the program are awarded application points based on their prior academic performance and performance on the HESI A2 exam. With appropriate documentation, students may be eligible for additional applications points for previous completion of a degree or educational certificate as well as for current employment in healthcare. The program will award application points for work experience but does not award academic credit for work experience.

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. Details and exceptions to the immunization can be found in the TJC College catalog. [https://www.tjc.edu/downloads/file/1507/student\\_handbook](https://www.tjc.edu/downloads/file/1507/student_handbook)

### **Covid-19**

Students are not required to be vaccinated against Covid 19 to enroll in the college or to enter the OTA program. Students must, however, comply with the requirements of the fieldwork sites to which they are assigned. If a site requires the Covid-19 vaccine, the student may submit to the site a request for vaccine waiver for medical or religious reasons. The final decision regarding the waiver lies with the fieldwork site. If the waiver is denied and the program is unable to place a student in a clinical site, the student's progression through the program and ability to complete the program may be affected. Students may not graduate without completing all fieldwork requirements.

**\*\*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 Campus Health Clinic on the 2<sup>nd</sup> floor of Rogers Nursing and Health Sciences Center to obtain the necessary immunizations. Students are required to provide their immunization records, letter of acceptance into the program, and their student 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 Campus Health Clinic the 2<sup>nd</sup> floor of the Rogers Nursing and Health Sciences Center.

### Criminal Background Check and Drug Screen

Criminal background checks and drug screens are required for all students accepted into Nursing & Health Sciences programs.

- Students are conditionally accepted into the Occupational Therapy Assistant program each summer pending the results of a criminal background check and drug screen. If there are no issues found during these checks, the student may begin the program in Fall.
- Additional background checks and drug screens 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.
  - Students may be dismissed from the OTA program and the institution if the findings are deemed serious enough to warrant such action. Dismissal decisions will be made in accordance with institutional policies.

***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](http://www.epctote.state.tx.us)

National Board for Certification in Occupational Therapy: [www.nbcot.org](http://www.nbcot.org)

### **Transfer Policy**

In addition to the institutional transfer policy found on page 9. The following requirements must be met by students seeking to transfer from another OTA program into the Tyler Junior College OTA program.

### 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. Pass a criminal background check and drug screen as required for admission for all students in the Tyler Junior College OTA Program

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

### **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](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.



### Advising

Students are required to meet with their assigned faculty advisor a minimum of one time per long semester to review the progress, plan for the next semester, and review the professional behaviors assessment. Faculty will complete a professional behaviors assessment on all assigned students. The assessment will be based on information collected from faculty who teach the particular student in the given semester. Students will complete a self-assessment. The assessment will be signed by both the student and the faculty advisor. Student professional behaviors assessments will become part of the student's program record and will be housed in the office of the Program Director.

Student concerns arising during Level II fieldwork that require faculty advising will be addressed by the academic fieldwork coordinator and shared with program director. Documentation of the advising concerns, plan, and/or resolution will become part of the student's program record.

### Progression through Fieldwork

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** on page 26 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 students' performance on AOTA FWPE will constitute 75% of the course grade. Students must earn at least a 91 on the FWPE to pass each Level II fieldwork. Students who receive a score of 91 or above on the FWPE will receive at least 75 for the course. The remaining 25% of the course grade will be based additional assignments developed by the AFWC.

Students who do not achieve a 91 or above on the AOTA FWPE will receive an "F" in the course and will be required to complete another 8-week fieldwork. Students are allowed only one opportunity to repeat a fieldwork. If the student is not successful on the second attempt, the student will be dismissed from the program.

A student who fails the first Level II fieldwork and then successfully completes it on the second opportunity must also pass the second Level II fieldwork. As stated above, students are allowed only one opportunity to repeat a Level II fieldwork.

If a student is not able to achieve the minimum midterm passing score (62) and the student, fieldwork educator (FWE) and the AFWC are in agreement, the student can extend the fieldwork up to 2 weeks in order to achieve the minimum passing score. The maximum grade possible for students who extend a fieldwork and successfully complete it is a "B".

The maximum grade possible for a student who fails a level II fieldwork, or withdraws, and repeats the entire fieldwork is a "C". In order to achieve a grade of "C", the student must achieve a score of 70 or above on the AOTA FWPE and satisfactorily complete all work assigned by the AFWC.

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 within 12 months of completing didactic coursework, 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 long semester of didactic coursework. 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.

### **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.**

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

#### 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)

Photographs or videos taken for any reason without a photo release signed by an individual with the legal authority to do so are **strictly forbidden** and are a violation of client confidentiality.

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, GroupMe, Google Docs, Microsoft 365
- Content Communities: YouTube, Flickr

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 and based on the situation (ex: sexual harassment), 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, the 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 academic or fieldwork performance
- Unsatisfactory attendance and punctuality in class or fieldwork
- Inability to maintain physical and mental health necessary to function in the program
- Unethical, unprofessional, and/or unsafe behavior on campus or on fieldwork
- Frequent or persistent refusal to participate in clinical/laboratory learning activities
- Any 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 disciplinary 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.

In the event that Institutional policies regarding student conduct are more stringent than, or are in conflict with, program policies, institutional policies shall take precedence.

#### **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 3<sup>rd</sup> 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 presented to the professors and will be considered on a case-by-case basis.

### Attendance and Pregnancy

Students who become pregnant while enrolled in any portion of the OTA program, are expected to notify faculty in a timely manner.

Students are encouraged to schedule pregnancy-related medical appointments around their class and fieldwork schedules in order to minimize lost instructional time. In keeping with the TJC policy regarding accommodations during pregnancy, absences that occur due to pregnancy-related medical appointments will be excused and will not count against the student's attendance record. Students are required to provide documentation of pregnancy-related medical appointments that result in missed class or fieldwork time.

In the event of pregnancy-related complications or the delivery of a baby during the course of a semester, students will be excused from class and fieldwork until released by the student's physician or midwife.

If a student is unable to continue with program coursework on the advice of a physician or midwife for pregnancy-related reasons, the student will be given an "I" incomplete for the courses and allowed to resume her place in the program the next time the needed courses or fieldwork are offered (within one year of initial withdrawal). Students who wish to avoid an incomplete that will delay their progress through the program are encouraged to meet with faculty to explore viable options for alternate learning approaches. Students must be aware such options may not be available in all situations.

#### **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.

“Assignments” are coursework such as lab assignments that are begun in class, completed at home, and due the next class meeting or unit specific assignments that are assigned and due within that specific learning unit/instruction module.

“Projects” involve longer term, more detailed coursework such as those assigned at the start of a course and due at midterm or end of term.

### **Submission Policy**

Course instructors will determine the method for submitting assignments in their respective classes.

When assignments are submitted electronically, a hard copy submission may be required also. In the event an assignment is submitted late, the electronic date and time stamp will establish the date it was submitted and will be used to determine the number of points to be deducted.

Institutional policies require that assignments be submitted via **campus 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. In keeping with this commitment, the OTA program has the following expectations of its students:

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 are disruptive to the class and disrespectful to the professor and other classmates.
4. Without prior approval from the professor, cell-phones, computers, or any other electronic devices should not be used 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**

Video recording of OTA classes is prohibited unless permission is expressly provided by the professor. The CANVAS learning platform used by Tyler Junior College provides students access to a variety of instructional materials which will minimize or negate the need for individual recordings.

**OTA Program Dress Code**

Uniforms are required for class, fieldtrips and all fieldwork experiences.

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

- Embroidered program polo shirt or Royal blue scrubs
- Jeans may be worn with the program polo shirt but they must be clean, no holes, rips, tears, or slogans. No logos other than the manufacturer's logo are allowed.
- Shorts may be worn to class with the program polo during summer semester, however, shorts must be mid-thigh length or longer.

Leggings, or similar, are prohibited except as described below.

Deviation from the program dress code is allowed for laboratory classes that involve the study of bony landmarks and muscles or application of physical agent modalities.

Appropriate dress for these activities 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 outerwear.

Non-uniform garments, e.g. jackets, 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.

For fieldtrips and fieldwork: the logo embroidered program polo shirt is required. Dress slacks or khakis/chinos may be worn with your polo unless otherwise specified by the instructor or fieldwork supervisor.

NO shorts are allowed on fieldtrips or fieldwork unless specifically indicated by the fieldwork supervisor.

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**

In keeping with TJC policy as outlined in the student handbook, students are required to wear their student identification to class daily. Students who do not wear their lanyard with student id will be required to obtain a day pass from Campus Police.

### **Complaints Against the Program**

The Occupational Therapy Assistant Program operates in compliance with the Tyler Junior College policy for addressing student grievances. Information regarding grievance policy and procedures is found on page 12 of this handbook and online at [www.tjc.edu/grievances](http://www.tjc.edu/grievances). Additionally, students may contact **ACOTE**, the program accrediting body. Contact information is located on page 5 of this handbook.

### **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.

### **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 returned to the locked storage cabinets in the OTA lab after each class period during which they are used.
- All 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. For the safety of students, faculty, staff and clinical patients, students who exhibit signs of illness, are prohibited from attending class.
2. 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.
3. Soiled linen will be laundered after each use.
4. Splint pans, paraffin bath and hydrocollator will be inspected and calibrated annually.
5. Students are to dispose of paraffin used in learning activities rather than returning it to the paraffin bath

6. Students are expected to comply with good hygiene practices related to regular hand washing.
7. Students are expected to comply with standard precautions during campus learning and fieldwork activities.

### **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.

Students who will be late or are unable to attend class because of inclement weather in their area when TJC is open are responsible for notifying faculty as they would for any other absence.

### **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 an institutional 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 by the Accreditation Council for Occupational Therapy Education (ACOTE). Graduates of the program are eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification 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>***

***See the Texas Board of Occupational Therapy Examiners (TBOTE) website for specific licensure information: <http://ptot.texas.gov/page/home>***

The Certification Examination is provided by:

National Board for Certification of Occupational Therapy (NBCOT)  
One Bank Street Suite 300  
Gaithersburg, MD 20878  
301.990.7979

Obtaining a license to practice in the state of Texas 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://ptot.texas.gov/page/home>

### **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 is the responsibility of each student.

American Occupational Therapy Association  
(AOTA)  
6116 Executive Boulevard Suite 200  
North Bethesda, Md. 20852-4929  
301.652.2682  
[www.aota.org](http://www.aota.org)

Texas Occupational Therapy Association  
(TOTA)  
1106 Clayton Lane, Suite 516W  
Austin, TX 78723  
512.454.8682  
[www.tota.org](http://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, is developmental, emphasizing a life-span approach. The fieldwork experiences will reflect the same developmental philosophy.

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.

### Fieldwork Curriculum

The Occupational Therapy Assistant Fieldwork Program has two components, Level I and Level II. All didactic coursework and Level I fieldwork must be completed 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).

Level I fieldwork begins in the second semester of enrollment. There is one Level I fieldwork course in semesters 2, 3, and 4. The fifth and final semester of the program is entirely devoted to Level II fieldwork.

The Level I fieldwork curriculum allows students to progress from primarily non-medical and community-based settings such as special education classrooms, adult day care centers, and senior living centers (Clinical I) to more specialized settings such as an adult day programs, inpatient behavioral health centers, or community mental health programs (Clinical II) and finally into traditional occupational therapy settings with OT practitioners (Clinical III). Supervision during Level I fieldwork is provided by professionals with credentials or work experience specific to the setting, which may or may not include an occupational therapy practitioner e.g. special education teacher in the public schools.

OTHA 1260 Clinical I: Community services, 1 day/week, 96 hours total

OTHA 2261 Clinical II: Psychosocial focus, 2 days/week, 96 hours total

OTHA 2262 Clinical III: Traditional OT, 1 day/week, 96 hours total

This level of fieldwork is intended to help the OTA student develop awareness of the needs and services available to various patient populations and to develop a basic level of comfort and interpersonal skills interacting with clients. Level I fieldwork aligns with and support the classroom portion of the curriculum.

### **Policy for Evaluation on Level I Fieldwork:**

Level I fieldwork experiences are distinct, stand-alone courses, each with a unique emphasis and learning objectives. The grading scale for fieldwork is the same as for didactic coursework. Students must achieve a 75% or better in the performance portion of the course as well as an overall 75% in the course. Grades for these courses are documented on student transcripts.

Performance on Level I Fieldwork is assessed using the program-developed **Level I Fieldwork Evaluation Form**. As the curriculum is designed to be developmental, the skills acquired in Level I fieldwork provide a foundation for clinical reasoning skills needed in Level II fieldwork. The Level I FW Evaluation assesses clinical reasoning, professionalism, and relationship skills for ethical practice and competence in career responsibilities. A copy of the completed evaluation of student performance for each fieldwork experience is included in the student's departmental file.

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

Level I fieldwork is not a substitute for any portion of Level II fieldwork. Students are not allowed to complete a Level II fieldwork in a setting or with a supervisor with whom they completed a Level I fieldwork.

### **Level II Curriculum**

Level II fieldwork is intended to be the capstone experience for the TJC OTA program. It incorporates all curriculum learning and provides the opportunity for students to synthesize connections between classroom learning and experiences in Level I and Level II fieldwork to further their development into competent entry-level Occupational Therapy Assistants

During Level II fieldwork, students work full-time as defined by the facility. In accordance with facility policies and supervisor assignments, students may work varied hours and days, including evenings, weekends, and holidays. Opportunities for completing a Level II fieldwork on a part time basis are evaluated case-by-case based on the situation of the student or facility. "Part-time" fieldwork will involve at least the equivalent of 50% of an FTE as defined by the facility.

During Level II fieldwork, the student is responsible for the 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.

### 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 one time weekly and to maintain a supervisory meeting log

### Assigning Level II Placements

The first step in the Level II assignment process is to identify key practice areas or patient populations that students did not encounter in their Level I fieldwork rotations. These areas are given priority when making Level II assignments to ensure that each student has an adequate scope of experiences to be a competent general practitioner upon completion of the program.

The second consideration in the assignment process is identifying placements that match the student's level of clinical aptitude and provide appropriate opportunities to successfully advance skills and competence as the rotation progresses.

The final consideration is to provide 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.

Additional considerations may include proximity to the student's residence.

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 placement, the student must submit the request in writing and meet with the AFWC to present compelling and documentable reasons to justify the cancellation. If granted, the student and AFWC will develop a plan for re-assignment

A delay in completing Level I or Level II fieldwork will delay a student's progression through 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. Every effort will be made to arrange a placement that will allow the student to progress and graduate on-time however, the

dates and location of the rescheduled fieldwork will be dependent upon the availability of fieldwork sites and supervisors.

### **Description and Progression**

Level II fieldwork consists of two 8-week rotations completed over the course of a 16-week semester (OTHA 2266, OTHA 2267). The two experiences are completed with different patient populations. Under special circumstances and with the approval of the academic fieldwork coordinator (AFWC), a student may complete Level II fieldwork in one of the following alternate ways:

- One facility for 16 weeks if the facility offers two distinctly different client/patient care settings which can provide adequate supervision and diversity for two 8-week rotations (e.g. acute care and rehabilitation, inpatient and outpatient).
- Fieldwork in a maximum of three (3) different settings for a cumulative 16-week experience.

### **Progression Through Fieldwork**

The schedule below is a general guide for student progression through each Level II fieldwork. This can be adjusted based on facility requirements, supervisor comfort level, and student capabilities.

Week 1 – Orient to the facility and staff; become familiar with procedures for accessing patient information, therapy documentation, and documentation systems; complete any facility specific training needed

Week 2 – Begin to participate in treatment sessions, required meetings, and documentation as assigned by supervisor. Begin building personal own caseload

Week 3 and 4 – Continue participating in treatment sessions, building caseload, and functioning with general or direct supervision as required by facility and practice laws. Complete midterm evaluation based on FPE provided

Week 5 – Students should have close to a full caseload at this point based on parameters set by the facility. This caseload can be also based on facility census and student capability.

Week 6 and 7 – Student should be functioning at the level of a staff OTA and managing the responsibilities of that role including meetings, documentation, reporting to supervising OTR, and collaboration with other disciplines

Week 8 - Transition caseload to therapist who will continue patient care after student leaves. Complete final evaluation based on FPE provided.

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

**Site Visits by AFWC**

The AFWC will make a minimum of one site “visit” per facility, per semester where there are students assigned. Site visits will be made in-person to the extent it is feasible based on AFWC and fieldwork educator (FWE) schedules, distance from campus, and facility guidelines regarding visitors. When an in-person visit is not possible, the AFWC will schedule a phone call or Zoom meeting with the FWE and student separately.

**Policy for Evaluation on Level II Fieldwork:**

Students are evaluated using the **AOTA Fieldwork Performance Evaluation for the OTA (FWPE)**. They are evaluated during week 4 (midterm) and week 8 (end of rotation). The standard OTA program grading scale applies to Level II fieldwork experiences. Students are expected to meet with their supervisors at least weekly to review progress and caseload. Documentation of these meetings is encouraged but not required. A collaboration log is provided by the program for this purpose.

The midterm and final evaluation will be submitted online via Formstack to the AFWC. A copy of the evaluation will be added to the student’s file.

- A student’s performance on the FWPE will constitute 75% of the course grade. Students must earn at least a 91 on the FWPE to pass each Level II fieldwork. Students who receive a score of 91 or above on the FWPE will receive a grade of 75% for that portion of the fieldwork course. The remaining 25% of the course grade will be based on additional assignments developed by the AFWC.
- Students must demonstrate mastery of the learning objectives set forth for each fieldwork experience.
- In addition to providing 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 II fieldwork grades will be calculated as follows:

Score on FWPE = 75%

All documentation and paperwork required = 5%

Discussion Posts through CANVAS = 20%

Total = 100%

- Students who do not achieve a 91 or above on the AOTA FWPE will earn a 0% for that portion of the course grade and will receive an “F” in the course. The student will be required to complete another 8-week fieldwork rotation. Students are allowed only one opportunity to repeat a fieldwork. If a student is not successful on the second attempt, the student will be dismissed from the program.
- A student who fails the first Level II fieldwork and then successfully completes it on the second opportunity must pass the second Level II fieldwork on the first attempt. As stated above, students are allowed only one opportunity to repeat a Level II fieldwork.

### Learning Contracts

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.

If a student is unable to meet performance expectations during any fieldwork course (LI or LII), a learning contract will be developed in collaboration with the fieldwork supervisor. The contract provides direction and clear expectations to facilitate successful completion of the fieldwork.

The FW supervisor, in collaboration with the AFWC, will identify areas of needed improvement for the student. The AFWC will develop a Fieldwork Learning Contract which includes expected outcomes, ways of measuring outcomes, resources that are available to the student to meet the outcomes, strategies for achieving the outcomes, and the dates the outcomes are to be met. The FW supervisor, student, and AFWC will meet to review, discuss, and sign the learning contract. The student and FW supervisor will initial and date each outcome as it is completed. At the end of the rotation, the completed contract will be returned to the AFWC.

If the student is unable to meet the expectations of the learning contract, additional measures may be taken based on the timing of the situation. This may include extending the fieldwork or terminating the fieldwork and reassigning the student to another facility. Such decisions will be made on an individual basis in collaboration with the fieldwork supervisor.

### **Grievance Policy while on Fieldwork**

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](http://www.tjc.edu/grievances)

### **Dress Code/Appearance/Grooming**

Students are expected to abide by the dress code and grooming requirements of the facilities to which they are assigned. Students will be provided with site specific information prior to the start of fieldwork; however, it is the responsibility of the student to confirm the accuracy of the information provided and to notify the AFWC of changes 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.
- to accept feedback with a mature and respectful attitude and to respond to feedback by implementing the recommendations in a timely manner and to the best of their ability.
- Communicate 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 at 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.**

### **Fieldwork Attendance**

**\*Level II fieldwork begins the Monday BEFORE the first week of the Spring semester.**

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. **Students should not expect to have Spring Break during Level II fieldwork.**

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.

Students who are absent from fieldwork due to illness, injury, or other health issues must follow the guidelines of the facility with regard to returning to work.

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.

### **Pregnancy While on Fieldwork**

A student who is pregnant while on Level II fieldwork must report to the AFWC and the fieldwork supervisor any changes in status that impact the student's ability to complete the fieldwork as scheduled. This includes but is not limited to illness, physician-ordered bed rest, or other potential delays.

The facility supervisor is the student's primary supervisor during FW. The student must inform the fieldwork supervisor of pregnancy-related medical appointments and coordinate patient coverage with him/her. Pregnancy does not alter the time requirements of Level II fieldwork. The student must complete the full 320 hours of clinical time in order to meet ACOTE and program requirements for graduation.

### **Preparing for Level II Fieldwork**

#### **Health Insurance Portability and Accountability Act of 1996 (HIPAA)**

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

### **Financial Aid Considerations**

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.

### **Universal Precautions**

Given the risk of exposure to communicable diseases, students will be trained to employ on Standard Precautions including the proper donning and doffing of personal protective equipment. They are expected to adhere to these precautions while engaged in fieldwork.

### **CPR Training**

Students are required to successfully complete CPR training for Healthcare Providers prior to the start of the third Level I clinical experience. Resources for obtaining CPR certification are provided to the students but students are responsible for the cost of the certification and for ensuring that they complete CPR training by the deadline set by the Academic Fieldwork Coordinator.

### **Immunizations**

Students will need to provide evidence of serologic immunity for Hepatitis B. If required by a facility, students may be required to provide evidence of a current TB test.

### **Covid-19**

Students are not required to be vaccinated against Covid 19 to enroll in the college or to enter the OTA program. Students must, however, comply with the requirements of the fieldwork sites to which they are assigned. If a site requires the Covid-19 vaccine, the student may submit to the site a request for vaccine waiver for medical or religious reasons. The final decision regarding the waiver lies with the fieldwork site. If the waiver is denied and the program is unable to place a student in a clinical site, the student's progression through the program and ability to complete the program may be affected. Students may not graduate without completing all fieldwork requirements.

### **Criminal Background Check and Drug Screen**

Criminal background checks and drug screens are required for all students accepted into Nursing & Health Sciences programs.

- One background check and drug screen are required for every student prior to admission to the Occupational Therapy Assistant Program.
- Additional background checks or drug screens may be required by fieldwork facilities according to their institutional requirements.

- Students may be denied placement at a fieldwork site based on the results of a background check, e.g. misdemeanor, in accordance with the guidelines of that facility.
- Students who are unable to be placed at a fieldwork site due to findings on a background check may be dismissed from the program.

***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>***

**Note:** If there are site specific requirements including, but not limited to: immunizations, drug screens, and background checks that are more stringent than Tyler Junior College requirements, the site-specific requirements shall supersede the Tyler Junior College requirements.

### **Student Responsibilities and Expectations During Fieldwork**

- Students are responsible for transportation to and from the clinical site.
- Contact the FWE at least *two weeks* in advance of the FW start date, or as indicated on fieldwork documents, request or verify pertinent information such as dress code, directions to the site, start time, orientation requirements, additional background checks/drug screenings, etc.
- Complete a Personal Data Sheet and a memorandum of insurance and health information - to be forwarded to the clinical site by the AFWC.
- Provide documentation of current CPR certification, required immunizations and any other site-specific requirements e.g. current drug screen
- Conduct self as a member of the facility. This includes obeying all policies and procedures of the fieldwork site.
- Work the typical schedule for the assigned facility or as determined by the FW educator. This may include traditional and nontraditional schedules, e.g. 4 10-hour days, weekend shifts, early or late arrival.
- Communicate proactively and collaboratively in the supervisory relationship including questions or concerns regarding assignments, expectations, personal learning goals or needs etc.
- Fulfill all duties and assignments given by FWE within the time specified.
- Maintain an accurate timesheet throughout, complete all required hours, and submit the completed timesheet to both the FWE and the AFWC.

- Complete and submit to the FWE one copy of the Student Evaluation of Fieldwork Instruction.
- Communicate proactively with AFWC if problems arise during fieldwork.
- Students must notify AFWC of any change in personal contact information, e.g. address of phone number, that occurs during fieldwork.

**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 and to the AFWC as soon as possible.
- The student must comply with 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 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.

### **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 may not be required to make up the missed time.

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.

### **Photograph Policy and Social Media** (See page 29 additional information)

All information regarding patients/clients is confidential. Failure to comply with confidentiality requirements is grounds for dismissal from the Occupational Therapy Assistant Program.

Maintaining confidentiality includes, but is not limited to, information gathered or shared via social media and electronic devices. For specific examples, see page 28.

Photographs or videos, taken for any reason, without a signed photo release by an individual with the legal authority to do so are strictly forbidden and are a violation of client confidentiality and as such as subject to disciplinary action in accordance with fieldwork site policies and program policies.

Patient or client information shared via social media will be considered a breach of patient confidentiality and cause for disciplinary action.

### **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.