

MARIA

COLLEGE

Aspire. Achieve. Become.

Occupational Therapy Assistant Program

DEPARTMENT OF HEALTH SCIENCES



STUDENT HANDBOOK
2017-18

MARIA COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
STUDENT HANDBOOK

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The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) along with the New York State Department of Education. [Date of latest accreditation was April 2011; re-accreditation status was granted for a period of 10 years. Re-accreditation site visit will occur in 2021].*

** American Occupational Therapy Association
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
(301) 652-2682*

Maria College

Occupational Therapy Assistant Program

Dear OTA Student,

***WELCOME** to the Maria College Occupational Therapy Assistant Program. This student handbook presents the philosophical base of the Occupational Therapy Assistant Program, provides departmental policies and procedures, and outlines our overall expectations for OTA student learning. This handbook should be used in conjunction with the Maria College Student Handbook to help you identify and achieve your academic goals and beginning professional responsibilities. We recognize that you are investing your time, interest, attention, energy, and financial resources in your future. We encourage and expect that you will be an **active participant in this formal learning process** that serves as the beginning of lifelong and continuous learning related to your chosen profession.*

Please keep this Handbook for reference throughout your Occupational Therapy Assistant education; you will be notified of policy changes when they occur. You are responsible for the information, policies and procedures it contains. We encourage you to read this handbook and to express any concerns as they arise.

The Occupational Therapy Assistant Program Faculty

Student Handbook Disclaimer

Each student at Maria College is responsible for reviewing, understanding, and abiding by the College's regulations, procedures, requirements, and deadlines as described in the College Catalog, Student Handbook, and Departmental Student Handbook.

Notwithstanding anything contained in this *Student Handbook*, **MARIA COLLEGE** expressly reserves the right, wherever it deems advisable, (1) to change or modify its schedule of tuition and fees, (2) to withdraw, cancel, reschedule or modify any course, program of study, degree or any requirement in connection with the foregoing, and (3) to change or modify any policy. Please be advised that, due to printing deadlines, information in this *Student Handbook* may be outdated. It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly with regard to satisfaction of degree requirements, by consultation with the student's advisor, the office of the Academic Dean and other appropriate offices such as the Registrar or Financial Aid. In preparing this Handbook, efforts are made to provide pertinent and accurate information; however, **MARIA COLLEGE** assumes no responsibility for Handbook errors or omissions.

Student Responsibility

The student is responsible for being aware of the information provided in this **Handbook**. Specific student responsibilities are outlined on pages 16 -19.

Non-Discrimination Policy

Maria College is a non-profit, independent, co-educational institution which does not discriminate in its enrollment or employment practices for any reason including race, sex, color, national origin, creed, sexual orientation, mental or physical disability. Information about the services, activities and facilities accessible to the handicapped may be obtained in the Office of Student Services, Mercy Hall. For further information regarding Title IX and 504, contact Ann Reis, Title IX Coordinator, (518) 861-2598.

The Maria College Mission

The mission of Maria College is to instill in our graduates a respect for the dignity of each person and the ability to transform learned skills into caring service. The ideal of “service to others” is rooted in the Judeo-Christian tradition and the ideals of the Sisters of Mercy, who founded and sponsor the College. The intent of the College is to provide educational programs with high academic standards, convenient scheduling and formats for students of any age who may benefit from small classes and a warm, encouraging environment.

Maria College Values



Occupational Therapy Assistant Program Mission

The mission of the Occupational Therapy Assistant Program is to help each student fulfill his or her educational and career goals by providing quality academic and clinical education. This will prepare the graduate to provide holistic and caring service to individuals of all ages and abilities from diverse cultural and socio-economic backgrounds.

The Program is based on the altruistic and compassionate values shared by the Occupational Therapy profession, Maria College and the Sisters of Mercy which acknowledge the significance of human differences and promote respect for the dignity of the individual.

The curriculum builds upon an interdisciplinary foundation of knowledge from the sciences and liberal arts to graduate entry-level practitioners who embody the health-promoting properties of engaging in occupations, consistent with the philosophy of the profession.

A DEFINITION OF OCCUPATIONAL THERAPY

Occupational therapy is a science-driven, evidence-based profession that enables people of all ages to live life to its fullest by helping them promote health and prevent — or live better with — illness, injury or disability.

American Occupational Therapy Association

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Introduction to Occupational Therapy

Introductory Kinesiology

Applied Kinesiology

OT in Physical Dysfunction Practice

Preparing for Practice

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Foundations of Occupational Therapy I

Foundations of Occupational Therapy II

OT in Developmental Disabilities Practice

Fundamentals of Occupational Science

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Fieldwork I – Service Learning

Fieldwork I - Psychosocial

Fieldwork II

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OT in Psychosocial Dysfunction Practice

OT Skills & Application I

OT Skills & Application II

Occupational Performance Across the Lifespan

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Foundations of Occupational Therapy I

Foundations of Occupational Therapy II

OT in Physical Dysfunction Practice

Preparing for Practice

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OT Skills & Application I

Foundations of Occupational Therapy I

OT in Developmental Disabilities Practice

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Fieldwork I – Psychosocial

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OT in Physical Dysfunction Practice

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OT Skills & Application II

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OT Skills & Application I

Fieldwork I – Psychosocial



Occupational Therapy Assistant Program Student Handbook

INTRODUCTION

The Occupational Therapy Assistant (OTA) Program at Maria College was founded by Bearldean B. Burke, OTR, FAOTA, in 1975 and graduated 12 students in 1977. Following Bearldean's retirement in 1988, Sandra C. Jung, OTR/L chaired the program until 2010 and expanded the flexibility of the course offerings by adding a weekend option beginning in the fall of 1995. Maria College has since graduated 1006 OTAs who are employed throughout the country. Many of the graduates have continued their education, completing bachelors, masters or doctoral degrees in occupational therapy and related fields.

The OTA Program is designed to be completed in two years (or 4 semesters*) of day study; this consists of three full-time academic semesters and one full-time clinical semester. The weekend option spans three years (9 semesters*), with summers included, and is designed to be a part-time program until the final full-time clinical semester. The academic semesters incorporate clinical assignments, field trips, and laboratory experiences to help the student develop an appreciation for the many facets of occupational therapy, as well as an understanding of the skills needed to work as an Occupational Therapy Assistant. Concurrent clinical experiences help the student integrate academic learning with practical application. During the final semester, the student participates in Level II fieldwork, two full-time clinical experiences equaling a *minimum* of 16 weeks which spans a period of four to five months. Level II fieldwork is typically completed just prior to commencement, and must be finished within 18 months of coursework.

The sequential course of study for the OTA Program is outlined in Appendix A and B. Students may choose to take day, evening, online or weekend sections for required courses. Refer to each semester's Course Schedule (available on MyMaria or in the Registrar's Office, Main Building – room 108) to determine offerings and availability. Please note that all Fieldwork II assignments (OCT 216-217) must be completed during weekday hours.

Upon completion of the program, the graduate will have met the entry-level learning objectives based on the 2011 Educational STANDARDS set forth by the Accreditation Council for Occupational Therapy Education (ACOTE)** and those of the New York State Department of Education. Maria College OTA graduates are eligible to apply for the required legal and professional credentials to practice as an Occupational Therapy Assistant. Additional information about state licensure and the National Board for Certification in Occupational Therapy (NBCOT) examination can be found in Section XVI of this handbook.

* This timeframe does not include any prerequisite coursework that may be required as determined by the Admissions Office as part of the application/acceptance process.

**The OTA Program will be reaccredited in the 2020- 2021 academic year by: Accreditation Council for Occupational Therapy Education (ACOTE) c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

OTA PROGRAM PHILOSOPHY

I hear, and I forget; I see, and I remember; I do, and I understand.

Confucius (551-479 BC)

The Occupational Therapy Assistant Program at Maria College recognizes that the OT Assistant is an integral part of a growing profession that works in many practice arenas and with individuals and populations of all ages from all cultures and backgrounds. The student is best educated in a program encompassing a wide spectrum of contributions from the liberal arts, biological and behavioral sciences, and humanities, combined with the theories and skills that support the premise that engagement in human occupation promotes health, wellness and the ability to adapt to one's changing circumstances. The educational process to become an Occupational Therapy Assistant requires the acquisition of a specific body of knowledge and practical skills that can be heard, seen and touched in order to achieve learning and understanding. Knowledge of the basic theoretical concepts about human movement, growth and development, adaptation, and various medical, developmental, and psychosocial conditions and resulting dysfunction combined with knowledge of occupation, ethics, professional issues, skills, and activity analysis allows the future Occupational Therapy Assistant to apply the science of clinical reasoning to the art of practice.

Integral to the Maria College OTA Program's philosophy of learning is the belief that learning should have meaning to the student and that "learning by doing" through the participation in purposeful activities is essential to the student's ability to adapt and to accommodate new learning into existing schemas of knowledge. This is accomplished in a supportive environment that allows the adult learner to rely on his/her intrinsic motivation and to build on existing knowledge and skills. The student gains professional knowledge, skills, and behaviors essential to become an evidence-based Occupational Therapy practitioner with an understanding of his/her personal and professional values, a responsibility to provide service to others and a commitment to lifelong learning.

NOTE: The philosophical rationale for curriculum is grounded in the combined theories of the Occupational Therapy profession and the educational theorists Piaget, Dewey, and Vygotsky. Occupational Therapy values the individual's pursuit of independence through the use of occupation in context of the environment and as related to life roles. Piaget's developmental, cognitive, and constructive based theories state that environment and opportunities for multisensory repetition enhance the ability to learn. Dewey, grounded in pragmatic views of ethics, aesthetics, and religion, provides a theoretical basis for "learning-by-doing" which leads to the ability to problem solve real life situations and is congruent with the Maria College Mission. Vygotsky provides the social cognitive theories related to the belief that learning takes place in a social context through problem solving experiences shared with others. All three of these educational theorists believe that the learner constructs his or her own meaning from new learning opportunities and experiences in order to build upon existing schemas in a spiraling manner.

References:

Maria College OTA Program Self-Studies, 1993; 1995; 2000, 2010.

Philosophy of Occupational Therapy Education, AOTA, The Commission of Education, 2007.

The Philosophical Base of Occupational Therapy, AOTA, 1979.

Silberman, Charles E., *Crisis in the Classroom, The Remaking of American Education*, Random House, 1970.

This OTA Program Philosophy was written for and reprinted from the OTA Program Self-Study completed for the May 2000 Onsite re-accreditation. Reviewed 2005; Revised 1/2008; Reviewed 2010 for 3/2011 re-accreditation.

OTA PROGRAM CURRICULUM DESIGN

The curriculum design of the Occupational Therapy Assistant Program is indebted to the Sisters of Mercy, the founders and sponsors of Maria College. The curriculum encompasses the humanitarian values and beliefs that the Sisters of Mercy have bestowed upon Maria College as well as the core values and philosophy of the Occupational Therapy profession. Students arrive at Maria College aspiring to begin a new career path, and the OTA Program recognizes that each individual brings qualities into the classroom that will strengthen the fabric of the curriculum. Important to the basis of education is prior knowledge, especially in the areas of health and illness, communication and natural sciences, which each student brings to the classroom. This foundation provides a wealth of resources for a stable, yet dynamic, curriculum that reflects the changing needs in the community.

The words of the Maria College logo, “Aspire. Achieve. Become.” describe the journey of the OTA students through their College experience. The aspirations that led the student to apply to the program are the fuel to allow them to achieve a command of the knowledge presented in the rigorous program of study. During this intense time of academic preparation, the student is assimilating a body of new information which culminates in the fieldwork experience where the student is expected to assimilate this knowledge as it applies to the practice of Occupational Therapy. The program has a broad base of support originating with the curriculum threads found in the required liberal arts, biological and behavioral science courses that form the foundation of the Occupational Therapy course work. The OTA curriculum grows from these foundational threads with subsequent courses building on previous learning. A primary thread in the OTA core curriculum is *Occupation*, which is identified as integral to the profession and therefore to OTA education. The concept of occupation - its philosophy, attributes, personal meaning and health benefits derived by engaging in occupations, and the skills inherent in performing occupations - are interwoven into all of the OTA courses.

The OT profession's use of occupation forms the foundation of the Maria College OTA Program's curricular threads. These threads give future practitioners vital information necessary to apply and adapt occupations for improved function and quality of life for individuals who benefit from Occupational Therapy services. The following threaded themes are repeated and reinforced throughout the curriculum to provide both depth and continuity: (1) *Occupation*, (2) *Values and Ethics*, (3) *Health and Illness*, (4) *Therapeutic Skills, Analysis and Application*, and (5) *Professional Identity*. Each thread is given definition and character through the specific strands of information presented in each course to enhance the development of clinical reasoning skills in preparation for level II fieldwork and entry level practice. The diagram on the following page illustrates how these threads weave throughout the OTA Program. Ongoing feedback, provided by the community of OT practitioners via site visits, fieldwork evaluations, Advisory Board and Clinical Council meetings and employer surveys, is used to confirm, augment and modify the knowledge and skill content that enhances and strengthens the OTA program. This helps ensure that the Maria College OTA graduate's knowledge base is consistent with the demands of entry-level practice. The threads and related content strands are congruent with best practice and the needs of the community.

Ultimately, the educational threads of the OTA program lead to graduation. The arched ‘A’ motif reflected in the Maria College logo represents a symbolic arched doorway through which the OTA student passes into the community. Upon commencement, the graduate leaves the College to pursue employment as an entry-level OTA, advance previous work roles or continue further education. The passage through this symbolic doorway indicates that the graduate has achieved the knowledge and skills necessary to provide caring service to others and has become an OTA practitioner. The door remains open for OTA alumni to return to Maria College as they accept new responsibilities for educating, mentoring and supervising future OTA fieldwork students, thus connecting and reconnecting Maria College with local and distant communities. In this way, the base of support for the Maria College Occupational Therapy Assistant Program is constantly renewed and expanded.

2000; Reviewed 2005; Revised 2013

OTA PROGRAM CURRICULAR DESIGN BY COURSE SEQUENCE – FIRST YEAR

Introduction to Occupational Therapy (OCT 111) is offered in the first semester and provides the foundation for the OTA curriculum. This course is critical to the curriculum design in that it introduces the student to all the program's curricular threads, making the initial links to the subsequent subjects which are expanded upon in the second and third semesters of the program.

OT Skills and Application I (OCT 112) is a first semester course that introduces the student to the concepts in the curriculum threads of *occupation* and *therapeutic skills, analysis and application*. It lays the foundation for subsequent courses and develops the skills necessary to the role of the OTA practitioner. This course engages the students in a variety of occupations and purposeful activity using hands-on experience with occupations and skills such as crafts, cooking and assistive technology.

Foundations of OT I (OCT 114) is offered in the first semester and begins the program's conceptual threads of *health and illness, occupation, professional identity and therapeutic skills, analysis and application*. This course allows students to engage in treatment and assessment methods in areas of ADL and body function with individuals with cognitive and physical illnesses and disabilities. The course provides students with application skills that will be required and reinforced on FW I and used as a foundation in subsequent OT courses including OT in Physical Dysfunction Practice (OCT 214), OT in Developmental Disabilities (OCT 213), and OT in Psychosocial Dysfunction (OCT 215).

OT Skills and Application II (OCT 116) is taught in the second semester and reinforces the concepts of the curricular threads of *occupation, professional identity and therapeutic skills, analysis and application* introduced in OT Skills and Application I (OCT 112) and Introduction to Occupational Therapy (OCT 111 and 111Z1). This course provides instruction and experience in group dynamics and group process with an emphasis on choosing and modifying age-appropriate and culturally relevant play/leisure activities. These skills will be utilized and further enhanced in fieldwork and OT courses (OCT 213 and OCT 215).

Fieldwork I – Service Learning (OCT 117) is a semester-long service learning project that allows the student to integrate and accommodate *all the concepts of the curricular threads* presented during the first academic year. Students can build on previous knowledge as they apply newly learned skills at a community based site. Fieldwork I experiences provide the students with opportunities to help them make their own connections with the academic learning while feeling connected to their local community.

Occupational Performance Across the Lifespan (OCT 120) builds on the concepts of *health and illness* acquired in the anatomy & physiology courses (BIO 209 and 210), General Psychology (PSY 100), and first semester OT courses (OCT 111, 112 and 114). This course reinforces the curricular thread of *occupation* as seen throughout the life span and is a foundation for second year OTA courses including OT in Developmental Disabilities (OCT 213), OT in Physical Dysfunction (OCT 214) and OT in Psychosocial Dysfunction (OCT 215). It provides a foundation for the OT Skills and Application II (OCT 116) class for choosing age appropriate and culturally relevant play and leisure occupations.

Foundations of OT II (OCT 121) is offered in the second semester as a direct continuation of Foundations of OT I (OCT 114), building on the Program's conceptual threads of *health and illness, occupation, professional identity and therapeutic skills, analysis and application*. This course allows students to engage in treatment and assessment methods that were first introduced during OCT 114. Areas of human performance are addressed regarding evaluation, modification and application with individuals with cognitive and physical disabilities. This course prepares students for the rigor of their second-year courses, OT in Physical Dysfunction Practice (OCT 214), OT in Developmental Disabilities (OCT 213), and OT in Psychosocial Dysfunction (OCT 215) and ultimately Fieldwork II (OCT216 – 217).

Additional required courses that support the curricular threads includes Anatomy and Physiology I and II (BIO 209-210), Introductory Kinesiology (BIO119), English Composition (ENG 111), Critical Inquiry and Writing (ENG 211), General Psychology (PSY 100) and a PSY elective, Medical Terminology and Conditions (SCI 100), and Foundations in Social Justice (RES 201). This Liberal Arts coursework integrates the Values and Mission of Maria College into the Associate of Applied Science OTA degree.

OTA PROGRAM CURRICULAR DESIGN BY COURSE SEQUENCE – SECOND YEAR

Fieldwork I - Psychosocial (OCT 210) provides opportunities for students to apply concepts of the curricular threads developed in the previous OT Skills and Application (OCT 112 and 116), and Introduction of OT (OCT 111). This course allows students to collaborate in groups and assume leadership roles while planning play and leisure experiences for the pediatric, adult and elderly populations in community settings. These opportunities provide students the ability to expand their repertoire of *therapeutic skills, analysis and application* and enhance their *professional identity*.

Preparing for Practice (OCT 211) is taught in the third semester concurrent with the major OT theory courses. It expands on the information introduced in Introduction to OT (OCT 111) in the areas of professional ethics, supervision, roles and responsibilities. New information about clinical reasoning, quality assurance and understanding health systems regulatory agencies is presented. Students are given the opportunity to expand their *professional identity* by becoming more active in professional organizations, promotion of the profession and exploration of life-long learning. The role of the student and Fieldwork Educator are discussed, and class activities prepare students for Level II Fieldwork and entry-level practice professional, ethical and management issues. Opportunities to promote the profession, develop a professional development plan and be actively involved in professional activities are reinforced.

OT in Developmental Disabilities (OCT 213) is taught in the third semester and provides opportunities to enhance students' understanding of the program's curricular threads established in previous coursework. Students develop a better understanding of the *professional identity* of the OTA and the *values and ethics* that guide practice in developmental and school based settings first introduced in Introduction to OT (OCT 111). This course builds on *health and illness* concepts to provide further information about normal and abnormal growth and development, related diagnoses and signs and symptoms. The labs emphasize the *application of therapeutic skills* needed to promote educational and play occupations previously introduced in OT Skills and Application II (OCT 116). Therapeutic techniques and a variety of assessment tools used to determine age level functioning, perceptual-motor and sensory-motor skills are introduced as preparation for Level II Fieldwork and entry-level practice in a wide variety of developmental settings.

OT in Physical Dysfunction Practice (OCT 214) is taught in the third semester and provides opportunities to enhance students' understanding of the program's curricular threads established from all previous coursework. This course builds on *health and illness* concepts introduced in first year courses. *Therapeutic skills* including transfers, goniometry, manual muscle testing, and orthotics, introduced in Foundations I and II courses (OCT 114 and 121) are further developed and strengthened through hands-on opportunities to work with individuals with specific disabilities. The understanding of the mechanics of the human body learned in Kinesiology (BIO 119 or 300) provides students with the ability to analyze data gathered from measuring joint range of motion and muscle strength. This analysis then allows students to plan treatment goals and implement *occupation-* based treatments. This course provides information on concepts and practical skills in preparation for Level II Fieldwork and entry level practice in rehabilitation setting, long-term care facilities, outpatient clinics, and acute care hospital-based programs.

OT in Psychosocial Dysfunction Practice (OCT 215) is taught in the third semester and provides opportunities to enhance students' understanding of the program's curricular threads established from all previous coursework. Students utilize knowledge of human behavior and interpersonal skills from psychology electives to engage clients in the therapeutic process and effectively develop working and therapeutic relationships. Using knowledge of *therapeutic skills, and analysis* from OT Skills and Application I and II courses (OCT 112 and 116), students apply group dynamics to plan, organize and lead skill and *occupation* based groups in class and during prior experiences and concurrently-run community based assignments in Fieldwork I – Psychosocial (OCT 210). Written and oral communication skills are applied as the student interviews clients and health professionals to gather information and to promote the profession both in the community and on campus. The course prepares the students to address psychosocial issues during Level II Fieldwork assignments and entry-level practice in inpatient hospital, outpatient clinic, educational and community-based settings.



OTA Program Content Threads

Sequence of Threads by course and program year

<u>Thread</u>	<u>1st year</u>	<u>2nd year</u>
Occupation	Introduction to OT OT Skills and Application I and II Foundations of OT I and II Fieldwork I – Service Learning	Fieldwork I – Psychosocial OT in Developmental Disabilities OT in Physical Dysfunction OT in Psychosocial Dysfunction
Values and Ethics	Introduction to OT Foundations of OT I and II Psychology coursework Foundations in Social Justice	Preparing for Practice OT in Developmental Disabilities OT in Physical Dysfunction OT in Psychosocial Dysfunction
Health and Illness	Introduction to OT Lifespan Development Anatomy and Physiology I and II Introductory Kinesiology Medical Terminology Psychology coursework	Fieldwork I – Psychosocial Preparing for Practice OT in Developmental Disabilities OT in Physical Dysfunction OT in Psychosocial Dysfunction Psychology coursework
Therapeutic Skills, Analysis and Application	Introduction to OT OT Skills and Application I and II Foundations of OT I and II Fieldwork I – Service Learning	Fieldwork I – Psychosocial OT in Developmental Disabilities OT in Physical Dysfunction OT in Psychosocial Dysfunction
Professional Identity	Introduction to OT Fieldwork I – Service Learning English coursework	Fieldwork I – Psychosocial Preparing for Practice English coursework

All Threads converge for the Level II Fieldwork Experiences in the final semester

See Curriculum Design and Sequence for additional information

MARIA COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Program Goals

The students of the Maria College Occupational Therapy Assistant Program will progress through the curriculum sequence by earning a “C+” or better in all required courses. In the process of earning an Associate in Applied Science degree in Occupational Therapy Assistant the student will demonstrate knowledge and skill competencies consistent with entry-level practice expressed in professional standards, in legal requirements and local fieldwork and employment opportunities. *The Occupational Therapy Assistant Program will:*

1. Provide a curriculum reflective of Occupational Therapy educational requirements to ensure graduates are prepared to meet current and emerging practice requirements based on the needs of society, especially those of our local community.
2. Prepare its graduates for entry-level employment as an Occupational Therapy Assistant in traditional and emerging areas of practice and/or to pursue higher education.
3. Prepare graduates to successfully pass the NBCOT examination consistent with or above the national pass rate.
4. Provide opportunities for students to develop critical thinking and clinical reasoning skills necessary to respond to routine and novel learning situations and/or problems encountered in the classroom and practice settings.
5. Utilize Occupational Therapy faculty and fieldwork educators who are knowledgeable in their field and support engagement in learning activities for continuing competency pertinent to each one’s area of expertise.
6. Create a supportive learning environment that fosters assimilation into the culture of the profession and that encourages development of relationships with student peers, faculty and the greater Occupational Therapy community supportive of current learning and that encourages an attitude of lifelong learning.
7. Maximize teaching/learning opportunities by developing associations with Occupational Therapy practitioners and health care providers from the community who can contribute dynamic learning opportunities at all levels of the program.
8. Forge ongoing relationships with alumni as they become the community’s experts on the current practice environment and the knowledge and skills for evidence-based practice.
9. Increase the community’s awareness of the OTA Program by promoting the profession of Occupational Therapy, the role of the OTA, and the unique qualities of Maria College.
10. Continuously improve its management practices, support its faculty and staff, and effectively and efficiently utilize its resources to support institutional priorities.

Revised: 6/14

MARIA COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Student Learning Outcomes

The Occupational Therapy Assistant program provides a dynamic educational experience using multisensory and hands-on learning that includes lectures, labs, guest speakers, fieldtrips, community-based experiences and assignments, distance learning, and fieldwork. The educational threads of *occupation, health and illness, values and ethics, therapeutic skills, analysis and application, and professional identity* are woven throughout the curriculum. The Occupational Therapy Assistant Program aims to graduate Students who:

1. Value occupation as the therapeutic agent integral to the profession and that drives human engagement in context giving meaning, focus, and purpose to one's life.
2. Exhibit work behaviors reflective of the profession's philosophy, ethical principles, unique knowledge base, and practice guidelines to safeguard clients, that results in accurate and effective documentation, and that follows laws that define and support the delivery of Occupational Therapy services in a competitive local and global health care market.
3. View health and illness as a continuum that fluctuates from a sense of total well-being to a state of physical, social, and/or mental disability in which therapeutic occupation is used to promote health and provide opportunities to adapt to one's changed circumstances.
4. Utilize clinical reasoning to demonstrate competency in the analysis and application of skills appropriate for client-centered and occupation-based therapeutic interventions with individuals, groups and populations in a variety of settings and contexts.
5. Exhibit professional identity and behaviors consistent with the culture of Occupational Therapy and employer expectations that includes the ability to effectively communicate and collaborate with peers, with members of related disciplines, and with clients and their significant others. Professional behavior also includes the ability to participate in the supervisory process to promote, establish, and sustain professional excellence.
6. Demonstrate the necessary skills to function effectively in contemporary society including the use of narrative, scientific, and quantitative reasoning; the use technology for client interventions and documentation of services; and the ability to access the latest scholarly research to promote professional competencies essential to engage in evidence-based best practice.
7. Engage in self-reflection and self-evaluation to determine current strengths, needs, and interests to facilitate preparation of a professional development plan that addresses continuing competency and cultivates new interests consistent with an appreciation for lifelong learning.

Revised: 6/11

FIELDWORK

The practice of occupational therapy requires active participation of its practitioners with clients. Therefore, the OTA program incorporates active participation in selected activities in the learning process. An integral part of the program accomplishes this beyond the classroom setting through a variety of clinical assignments. Fieldwork (Level I and II) experiences provide the student opportunities to observe functional and dysfunctional behavior in order to enhance their learning in both traditional and non-traditional settings. Assigned experiences contribute to meeting required Educational Standards set forth by ACOTE and are an integral part of the occupational therapy learning process. The Maria College OTA Program's Academic Fieldwork Coordinator (AFWC) is responsible for overseeing all components of fieldwork education.

Minimum Requirements to participate in clinical experiences:

- A physical examination within the past year
- PPD -Tuberculin test (initially the 2-step testing is required; must be updated yearly).
- Tetanus booster within the past 10 years.
- Vaccination or waiver for Hepatitis B and Meningitis
- Proof of immunization for measles, mumps, and rubella (MMR).
- Student liability insurance (included in your College tuition).

Please note that some facilities may also require the following:

- Individual Professional liability insurance.
- Health insurance.
- HIPAA training.
- Compliance training.
- Volunteer application.
- References.
- Fingerprinting and background check.
- Influenza vaccine.
- Drug testing.
- CPR certification.
- First aid course.
- Resume and references.
- Additional proof that the student is in good health and of good moral character.

Students who have completed required testing and certifications for prior reasons *may* be able to use existing documentation. A student who chooses to complete a clinical assignment at a facility with additional requirements assumes the responsibility for completing stated requirements in the time frame established by the agency; *the student is responsible for any added expenses involved.*

Please note: (1) the physical and PPD must be updated for each year of the program; (2) some facilities may require that the results of the tuberculin test be within 3 months of beginning the fieldwork experience; (3) professional liability insurance can be purchased as a one or two year policy; single year policies must be renewed for continued coverage while in the OTA Program. (4) fingerprinting and background checks are processed by agencies working on behalf of the fieldwork facility, and decisions regarding the results of such checks are up to the facility; (5) Please be aware that *additional time* outside of all required clinical/fieldwork hours will be needed to complete assignments. Further information will be supplied at the appropriate time.

Pre-Admission Observations

Observations serve as discussion topics in OCT 111 - Introduction to Occupational Therapy. Prior to beginning the OTA program, the prospective student will complete at least 24 hours of observation in traditional occupational therapy settings (nursing homes/sub-acute rehabilitation units, school-based programs, hospitals, adult day program for developmental disabilities, psychiatric treatment centers).

Students will be responsible for locating sites for observation in their local community or beyond. Group discussions in OCT 111 will focus on client rights, confidentiality, and development of professional behaviors, providing the student a forum to discuss and question what they have observed. In general, observation requirements provide the student with first-hand observations that later lend to guided discussions of the services, roles and functions of Occupational Therapy and related health professions.

Fieldwork I – Service Learning

Students are eligible to participate in OCT 117 after successful completion of SCI 100, OCT 111, OCT 112 and OCT 114. This course is a service learning experience in a traditional or emerging setting with emphasis on developing observation skills, engaging clients in therapeutic activities, practicing documentation, and communicating with clients and other professionals. Students complete this semester- long fieldwork (minimum of 40 hours) in their available time at a setting within their local community. The setting should serve clients who would benefit from occupational therapy services, but may not yet have these services in place. Students will locate potential fieldwork sites in their own communities for approval by the AFWC. Fieldwork I – Service Learning placements will be delayed until academic and health requirements are met.

Fieldwork I - Psychosocial

OCT 210 serves as a fieldwork experience that allows students to apply previous and concurrent learning. Utilizing interview, occupational profile, task analysis, group process and group dynamics, the students will engage individuals, groups and/or populations in selected play, leisure and social occupations. While these occupation-based activities may reinforce a participant’s motor, cognitive, and sensory skills, the primary focus of group activities will be on psychological and social components necessary for a healthy, functional life. Students will have opportunities to plan and lead occupation-based group activities based on identified interests of the participants.

These group activities will be provided in community settings such as assistive living facilities, adult day programs, preschools and group homes. Typically these settings do not provide occupational therapy services. It is expected that the OTA student will gain a better appreciation of the complexities of human health and wellness, the role of occupation in a person’s life, understand the need to consider safety precautions, and see how therapeutic interventions are modified to reflect the changing needs of the client. It is also expected that the student will have opportunities to use the teaching-learning process, therapeutic use of self, and group skills to enhance their learning. Students are introduced to a variety of community and social aspects of health care in non-traditional settings and community agencies to allow for exploration and discussion of potential emerging practice areas.

Level II Fieldwork

Fieldwork II (OCT 216 - 217) is scheduled to be completed by **both weekend and day students** during the final spring semester of the OTA program. Fieldwork II consists of two full-time experiences of eight weeks each. Final fieldwork grades (S/U) are based on Pass/No Pass criteria from the Fieldwork Performance Evaluation (FWPE) developed by the American Occupational Therapy Association (AOTA).

Fieldwork II is generally completed in traditional settings to provide the student with direct supervision by an occupational therapy practitioner. This allows the student to expand his or her professional identity, develop competency in therapeutic skills, and assume the roles of a future practitioner. All students should plan on potentially commuting for up to one hour to fieldwork sites; however, it should be noted that out of area placements are sometimes required in order for the student to complete the fieldwork in the desired semester due to space availability issues at local facilities. Due to the potential for conflict of interest, students are not allowed to complete fieldwork in their place of employment.

Placements may be made in any area of the United States, provided that the desired facility agrees to enter into a fieldwork contract with Maria College’s OTA Program. Students are welcome to locate potential sites for review by the AFWC, who will contact the facility on the student’s behalf if it is an appropriate selection. All placements will require the student to finance their own living and travel expenses. Every effort is made

to select a setting that offers maximum learning opportunities and accommodates the needs of the student. Fieldwork facilities delineate their own dress code; the student is responsible for purchasing any required clothing, name tag, lab coat, parking pass, or other items as required by the fieldwork facility.

Students are encouraged to give input into the choice of placement; however, in fairness to individual interests, needs, and abilities, the final decision is the responsibility of the AFWC. Students desiring a placement out of area or in another state must be in good academic standing and must submit the request in writing to the AFWC no later than April of the first year of OTA course work. There are no guarantees that specific fieldwork requests can be fulfilled. Students must complete two diverse fieldworks in order to establish competency in at least two practice settings with clients of different ages and abilities. Fieldwork assignments are a contract between Maria College, the student and the facility. Students cannot change a placement once a fieldwork is confirmed by the facility. **Please note that fieldwork placements may be delayed beyond semester schedules and students cannot be guaranteed a fieldwork site of their choice.**

Additional information about fieldwork (policies and procedures, guidelines, assignments, evaluations and grading) is provided to the student upon registering for level II fieldwork courses.

Level II fieldwork must be completed within 18 months of completing the academic requirements of the program. When fieldwork has not been completed within this time frame, the student may be required to repeat selected course work prior to clinical assignments. If this becomes a personal concern, please discuss options and time frames with your advisor, Academic Fieldwork Coordinator and OTA Program Chair to develop an alternate plan.

STATEMENT OF CONFIDENTIALITY

All professionals, including students of the profession, have a responsibility to maintain the confidentiality of its service recipients (patients, consumers, students and/or clients). OTA students will be interacting with clients in a variety of settings throughout the program and are required to report on their learning activities. Students are required to sign a *Pledge of Professional Behaviors* (see Appendix C). Failure to adhere to a policy of confidentiality will result in departmental probation and potential dismissal from the OTA Program.

Fieldwork facilities may also require the student to sign an oath of confidentiality demonstrating their understanding of the need to abide by the *Health Insurance Portability and Accountability Act* otherwise referred to as *HIPAA*. The HIPAA Privacy Rule establishes a federal requirement that most doctors, hospitals, and other health care providers obtain a patient's written consent before using or disclosing the patient's personal health information to carry out treatment, payment, or health care operations. Health care providers must comply with the HIPAA privacy rule effective April, 2003.

SCHEDULING OF COURSES

The Occupational Therapy Assistant courses are offered in a pre-determined sequence that begins in the fall of each academic year. Students must follow this curriculum sequence (unless otherwise indicated by your OTA Advisor) to ensure completion of all courses required for graduation in the planned time frame. (See Appendix A and B, and refer to your Academic Plan on MyMaria to track your progress). When more than one section of a course is offered, the student may select the time that is best for his or her schedule. Many of the courses contain online components; a student needs ready access to a computer and the internet.

STUDENT RESPONSIBILITIES

As an Occupational Therapy Assistant student you are embarking on a course of study that is more than a sequence of courses; you are beginning your socialization into the occupational therapy profession. One of the expectations is that you will demonstrate courteous, dependable, and caring behaviors toward self and others. Communication with faculty and fellow students is critical. The following responsibilities are detailed to give you a sense of our expectations and ways to maximize your learning experiences.

The OTA Student is:

- A. Expected to be cognizant of the MISSION and VALUES of the College, (see page 2, Maria College catalog), the mission of the OTA Program (see page 3, OTA Student Handbook) and the values of the OT profession (presented in OCT 111). Student conduct must reflect respect for these philosophies in behaviors and assignments on and off campus.
- B. Required to attend all classes and is expected to be in class on time. It is the student's responsibility to arrange personal commitments to avoid conflict with scheduled class and clinical times.
 - o Class absences: email your instructor prior to class meeting. Prolonged or numerous absences will impact the student's course grade, and/or require the student to withdraw from the course. In the case of illness, a medical re-certification may be required to resume the program.
 - o Fieldwork absences: the student must contact the fieldwork supervisor to report illness or other events that prevents attendance. Absences from a clinical may necessitate extending the experience to complete the required number of days. If, for any reason, a student is unable to finish the fieldwork assignment as scheduled, completing the program in the original time frame may not be possible.
- C. Expected to read the learning outcomes for each course at the beginning of the semester and periodically, as students share responsibility with the faculty to ensure that the material is covered. It is your right to question the instructor about course objectives that are unclear.
- D. Responsible for course material even if absent or late. Secure notes from a classmate and make an appointment with the instructor to clarify questions and assignments. Do not expect the lecture to be repeated for you. Missed exams may or may not be rescheduled at the discretion of the course instructor.
- E. Expected to participate in group discussions and presentations as they are an essential part of the program (and OT practice). Therefore, students must be prepared to take an active part in all classes. In most OTA classes participation contributes to the overall course grade.
- F. Expected to submit assignments on the assigned due date.
- G. Required to participate in putting away tools and materials and in straightening lab and classroom areas. The use of labs for practice outside of class time is encouraged; please sign up so that faculty mentoring your learning will be available.
- H. Responsible for his or her own transportation to and from all settings used for the required fieldtrips and clinical experiences – secure maps and/or bus schedules as needed.
- I. Encouraged to make appointments with faculty during their posted office hours (check in web services and/or on office doors) to insure that there is adequate time to meet the student's needs related to assignments, papers, grades, etc. Every effort will be made to see a student as soon as possible in the event of an emergency.
- J. Responsible for consulting with his or her advisor regarding problems interfering with or affecting academic performance and status in the program. DO NOT WAIT FOR A CRISIS! Your Advisor may refer you to the Counseling Office when the concerns are beyond the realm of academic advisement. Professional and confidential counseling services are available on-campus and are free of charge to all students.
- K. Required to report his or her exposure to, signs and symptoms of, and/or diagnosis of communicable diseases to the OTA Program Chair and Student Services, regardless of the

circumstances, and is expected to take all precautions to prevent further spread of the suspected disease. Reportable communicable diseases include, but are not limited to, measles, mumps, rubella, chicken pox, meningococcal disease, hepatitis, influenza, and tuberculosis. The student may be required to seek medical attention and obtain a medical release before being allowed to continue in their classroom and clinical sites.

- L. Required to contact Student Affairs (Mercy Hall) to discuss any physical, psychological and/or medical condition or disability **for which accommodations are requested**. Instructors are not permitted to extend accommodations without prior notification from Student Affairs.

PROFESSIONAL BEHAVIORS

OTA students are expected to demonstrate professionalism throughout their college career, in the classroom and laboratory, as well as in the clinic. A Professional Behaviors Assessment including ten essential elements of professionalism will be used to track student behaviors throughout their enrollment in the OTA program. Students are expected to comply with all of the elements at all times and failure to do so can result in dismissal from the OTA program. The OTA faculty will collaboratively complete the Professional Behaviors Assessment for each student based on behaviors observed in classes, laboratory sessions and during interpersonal relationships with faculty, peers and clients. To ensure that students meet expected standards, a 'Satisfactory' or 'Unsatisfactory' grade for Professional Behaviors will be given at midterm and at the end of each semester to each student. The professionalism grade is not part of the overall numerical grade for any OTA courses, but students must achieve a 'Satisfactory' final grade to continue in the program. If, during the semester, a student is not achieving performance standards in the professionalism component, a meeting will be scheduled with appropriate OTA faculty. With guidance from the faculty, the student will be required to develop a corrective action plan to address the issue(s). Failure to complete and implement the corrective action plan will result in the student being **dismissed from the OTA program, regardless of the numerical grade achieved in courses**.

CRITERIA FOR WRITTEN WORK

During your OTA education you will be required to complete many different types of written assignments. The following guidelines will help you prepare your assignments in an acceptable format *and should be used unless alternate instructions are provide by the Instructor for specific assignments*.

- A. Most written assignments must be referenced. Please follow **APA formatting** for:
 - the cover page
 - page set up, including margins, spacing, and numbering
 - the mechanics of quoting, paraphrasing and crediting the source/author.
 - reference pageFailure to follow APA guidelines may result in plagiarizing an author's work. *Plagiarism may result in a grade of zero for the assignment, being expelled from a class or from the college (see Maria College Student Handbook).
- B. Assignments should be completed on the computer and printed on standard 8½" x 11" paper. Assignments should be doubled spaced with one inch margins and in a font of 11 or 12 pt.
- C. Assignments are due on assigned dates. Assignments that are turned in late will have one point deducted for each day that it is late, and ***will not be accepted*** 10 (ten) days after the due date. Assignments not handed in may jeopardize successful completion of the course.
- D. Written assignments must utilize correct grammar, sentence structure and spelling. You are responsible for proof reading and editing all written work **before** handing it in. Points will be deducted for errors.

- E. Assignments allowed to be written in long-hand should be legible; use dark ink (black or blue) on designated forms or on wide-lined 8 ½ x 11 paper. Assignments completed in pencil, light colored ink or on unapproved paper (unless otherwise instructed) will be returned and be subject to late penalties.
- F. When an instructor provides you with the opportunity to revise your written work, pay close attention to the questions, comments and suggestions made during the reading and grading process. Your revised work *should be accompanied by the original* that shows the instructor’s grading comments.
- G. An instructor may require you to turn in hard copies of your work or they may require you to submit your work via Blackboard; additional instruction will be provided to inform you of the online learning process in courses where it is utilized.

If you have questions, concerns or need assistance with word processing, please go to the Learning Resource Center (LRC). The LRC faculty will help you with almost every aspect of writing a paper. You will have to do your own library research to obtain the necessary information for content! The Librarian will assist you with learning how to find valid materials available through inter-library loan, web sites, and data banks.

GRADING

The following scale will be used by the Occupational Therapy Assistant Program faculty for all OTA courses (OCT prefix). Please see individual course syllabus for details on assignments and the weight given to each in determining a final grade for that course. *Please note that the OTA Program grading scale is based on the expectation that a student must demonstrate at least a 77% competency of the knowledge and skill base in each OCT course.* A grade of “C” (73%) is considered meeting performance standards in all other (non-OCT) courses.

Maria College Grade Definitions (implemented Fall 2014)

Numerical, Letter and Grade Point Systems

92.6 - 100	(93 - 100)	A	(4.0)	
89.6 - 92.5	(90 – 92)	A-	(3.7)	
86.6 - 89.5	(87 – 89)	B+	(3.3)	
82.6 - 86.5	(83 – 86)	B	(3.0)	
79.6 - 82.5	(80 – 82)	B-	(2.7)	
76.6 - 79.5	(77 – 79)	C+	(2.3)	*minimum standard for overall GPA
72.6 - 76.5	(73 – 76)	C	(2.0)	*minimum standard for OTA and science courses
69.6 - 72.5	(70 – 72)	C-	(1.7)	C- or below grades in OCT <u>do not</u> meet minimum
66.6 - 69.5	(67 – 69)	D+	(1.3)	performance standards to count toward graduation
62.6 - 66.5	(63 – 66)	D	(1.0)	
59.6 - 62.5	(60 – 62)	D-	(0.7)	
59.5 (59) and lower		F	(0.0)	

- A minimum grade of "C" is required for all OCT courses and for all required science courses (BIO, SCI) listed in the OTA Program sequence.
- Students must maintain a **2.3** grade point average (GPA), each semester for all courses taken. GPAs below a 2.3 will result in the student being placed on departmental probation (see Section XII. PROBATION).

Courses that do not meet minimum standards must be repeated. The student must repeat the course to earn the required minimum performance standard or higher, before being allowed to continue with the OTA course sequence. With permission of the OTA Program Chairperson and Vice President of Academic Affairs (VPAA), the student may re-enter the OTA program when eligibility is restored. This will likely extend the length of time needed to complete the OTA program, thus delaying the anticipated date for graduation. Any deviations to the above policies will be at the discretion of the OTA Program Chairperson and the VPAA.

Deficiency Early Warning Notice:

Throughout each semester course instructors may enter an 'early warning' notice of deficiency as indicated by academic and behavioral performance in class. Should you get a deficiency early warning notice, schedule an appointment with your instructor and academic advisor in order to plan strategies for improving your performance. The early warning system is one way that the college communicates with you in an attempt to help you be a successful student. Students with deficiencies should speak with the Tutoring Center staff in Mercy Hall to establish study skills, assistance with written papers, and/or tutoring for challenging subjects. Students should be aware of their progress in a course and share concerns with their instructor regardless of formal deficiency reporting.

GRIEVANCES

General: See [Maria College Student Handbook](#) for procedures related to student life on campus.

Fieldwork: See policy and procedures with the OTA Fieldwork materials, which will be given to students prior to the beginning of fieldwork.

PROBATION

There are two forms of probation: academic probation, as described in the Maria College catalog, and departmental probation. A student on academic probation is automatically on departmental probation. A student with grades of C, C-, D+, D or D- (60-76% or 0.7-2.0 grade point average) for one or more OTA courses and/or whose conduct is judged undesirable based on Professional Behaviors (Appendix C) may be placed on departmental probation. When a student begins a new semester on departmental probation, improvement must be demonstrated by midterm. A student placed on departmental probation in the middle of a semester must show improvement by the end of the same semester. A student failing to meet the criteria to remove the probationary status will be dismissed from the program.

The Occupational Therapy Assistant Department Chairperson and the Academic Advisor will work with the student to develop individualized goals. These goals may continue into next semester and/or may result in termination of the student from the OTA Program if the terms are not met.

A student may not begin Fieldwork if on academic and/or departmental probation. Behaviors that result in probation during the Level II Fieldwork placements will postpone participation in a second Level II Fieldwork placement for at least one semester. This will delay completion of the program requirements and graduation.

STUDENT OCCUPATIONAL THERAPY ASSOCIATION

The Student Occupational Therapy Association was designed to facilitate the OTA student's involvement in the profession, to encourage cohesiveness and support within the OTA student body, and to provide a positive image of the profession and the College to the community. The Association sponsors fund raising efforts to financially assist the OTA student's participation in workshops and conferences, and to provide volunteer or financial support to programs within the community. Meetings are held at least once a month and all students are encouraged to attend. The president, secretary and treasurer are elected yearly from the freshman class. The previous year's president continues to hold office as the vice president to help with continuity from year to year.

While voluntary, participation by all students will strengthen the Student OT Association and help meet goals. All students are encouraged to become involved to begin the professional socialization process.

ASSEMBLY OF STUDENT DELEGATES

Maria College OTA students are encouraged to participate in advocacy and policy processes of their state and national organizations. One such mechanism is the Assembly of Student Delegates (ASD), which is comprised of the student members of the American Occupational Therapy Association (AOTA).

The ASD Delegate from each educational program in the United States represents the school at the ASD Meeting held in April as part of the National AOTA Conference. One Delegate and one Alternate from each college are selected to represent the student concerns and provide a voice at the national level. OTA students interested in becoming involved should speak with faculty about opportunities. In the event of multiple students wishing to be Delegate, a class vote will be held, and the runner-up will be Alternate.

According to AOTA, “ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the AOTA Board of Directors, the ASD Steering Committee represents the student point of view to the Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.” For more information, visit: <http://www.aota.org/Students/ASD.aspx>

OTA PROGRAM ADDITIONAL FEES

In addition to the college tuition and comprehensive fees, (see Maria College Catalog) the student has two required fees that are directly related to the Occupational Therapy Assistant Program.

A. OTA Course Fees*:

An OTA lab fee is assessed each semester to cover the cost of required laboratory materials associated with Occupational Therapy Skills I and II, Foundations of OT I and II, Developmental Disabilities lab, Psychosocial Fieldwork I and Physical Dysfunction labs. The activity fee does not cover the cost of lost tools and equipment. Should these losses be excessive, an additional fee may be assessed. When students are required to initiate and develop an individual project, they will assume the cost of the materials involved.

B. OTA Review Seminar/Testing Fee*:

As part of the *Applying Learning to Practice* course, students are enrolled in a full-day seminar for NBCOT Exam success. This seminar is provided on the Maria College campus by International Education Resources (www.therapyed.com) and the course fee includes a comprehensive review book. The fee also includes NBCOT’s 100-question Occupational Therapy Knowledge Exam (OTKE) that students can use to assess their readiness for the 200-question NBCOT Exam through a simulated computer-based test experience.

*See the current Maria College Catalog for specific fee amounts. This fee is due with tuition payment.

OT PROFESSIONAL MEMBERSHIP AND RELATED FEES:

The *American Occupational Therapy Association* (AOTA) is comprised of fifty state affiliate members of which the New York State Occupational Therapy Association (NYSOTA) is one. The national office staff is responsible for a variety of membership and community services, including the development of public relations materials, monitoring of health care legislation in congress, facilitating communication among members and promoting research to further the development of the profession.

There are three primary classifications of full membership; OT, OTA and Student. AOTA membership benefits include receiving conference and workshop information, receiving national newsletters and the *American Journal of Occupational Therapy*, *OT Practice*, the right to serve on committees and to hold association offices. The previously mentioned publications combine to keep the members abreast of new developments within the field of Occupational Therapy as well as outside factors affecting the profession. Full membership in AOTA entitles you to participate in shaping the future course of your profession. Each

graduate is urged to become a full member and to take an active role in the association. Information about AOTA can be found at <http://www.aota.org/>

The *New York State Occupational Therapy Association* (NYSOTA) enables the members to be informed about issues of local importance. Communication among members is facilitated by newsletters, state conferences, workshops, meetings and special interest group gatherings. Information about NYSOTA can be found at <http://www.nysota.org/>

- A. Student Membership Fees:** Freshmen OTA students are *strongly* encouraged to join AOTA to begin their own personal OT library and as a way to identify with your future profession. The most economical way to do so is by becoming a student member of AOTA. (Note: AOTA Membership is required if you plan to apply for an AOTA scholarship, hold office, and/or attend any OT conferences.)

AOTA Membership: AOTA offers a *Student Membership* at a reduced rate which includes an expanded benefits and privileges package; it is strongly recommended that you join AOTA at the Student Membership level in order to begin your personal professional library. Journal selections are often required to complete class assignments and projects.

NYSOTA Membership: The student membership provides the student with access to newsletters, information on State conferences and workshops and listing of speakers on topics that will be covered at local meetings. Job listings are included in these publications.

CREENTIALING

Credentialing refers to the professional and legal qualifications and processes that must be completed in order to practice. In addition to earning the required college degree and completing fieldwork, an applicant must respond to questions regarding felony and misdemeanor convictions. Applicants need to be aware that felony convictions may prohibit an individual from becoming certified and licensed. The State Licensing Board (SLB) through the New York State Educational Department Office of the Professions (NYSED OP) and the National Board for Certification in Occupational Therapy (NBCOT) usually do not make an early determination of eligibility regarding professional credentials until the candidate is qualified to apply. If you are concerned about a past conviction, contact these agencies for additional clarification.

A. Professional Credentials: Certification by NBCOT: www.nbcot.org

Certification is awarded to a qualified candidate following the successful completion of the **Certification Examination** for the Occupational Therapy Assistant. The National Board for Certification in Occupational Therapy (NBCOT) offers a standardized examination to all qualified individuals throughout the United States. Qualified individuals have completed their OTA education at an accredited Occupational Therapy Assistant Program. Successful passing of this examination qualifies the graduate to use the identifying initials “COTA” after his or her name.

A committee of OTRs and COTAs selected by NBCOT who have a diverse practice background prepare the examination questions. This computerized examination is administered *on-demand* by a testing service at established test sites throughout the United States. This allows the candidate to schedule the exam at a convenient time once approved to sit for the exam.

As of summer 2017, the online application fee for the Certification Examination is **\$515** (\$555 for a paper application). This fee plus any related fees for reporting scores to state licensure boards (\$40 per state) are payable with a credit card when submitting the application. *All graduates are urged to take this examination as soon as possible following graduation since it is required to practice in the majority of the states.* [Please note that the passing of this exam was not legally required in New York State *prior to February 2012*. However, the current NYS OT practice act now mandates NBCOT Certification to apply for state authorization to practice.]

B. Licensure to Practice in New York State: <http://www.op.nysed.gov/>

Upon completion of the two-year A.A.S. degree program for the Occupational Therapy Assistant, the graduate is eligible for Authorization by the New York State Department of Education. YOU MUST BE CERTIFIED by NBCOT and LICENSED to work in New York State. All states have laws that also require legal licensure, certification and/or registration to practice. During OCT211 Preparing for Practice, students will learn about where to locate the required forms.

Students planning to work in other states will need to apply for licensure appropriate to that state. Information is available at <http://www.aota.org/>; select licensure and the desired state.

Currently the initial OTA online application licensure fee for New York State is **\$147**. A renewal application and fee will be required every three years for as long as one remains in practice.

At the present time, most states require licensure and/or certification for Occupational Therapy Assistants. In New York, requirements include graduating from an accredited OTA Program, being of good moral character, and passing the NBCOT exam. The majority of the other states also require passing the examination prior to receiving a permanent license in order to practice. Most states, including New York, offer a temporary authorization which allows the individual to practice in the interim between graduation and the passing of the certification examination. New York charges an additional **\$70** for the temporary authorization, and requires a licensed OTR or physician to be responsible for the OTA's practice.

It is the graduate's responsibility to secure the proper credentials **prior** to practice. You may need to contact the Department of Education or AOTA for further information about the requirements of a given state. Additional specific information will be given in OCT 211 Preparing for Practice.

STANDARDS OF ETHICAL PRACTICE

- A.** The student in the Occupational Therapy Assistant Program, as an incipient member of the health field, will be involved in situations that require a moral and ethical sense of responsibility. Therefore, each student must make a commitment that his/her activities:

1. Will respect the basic rights of others
2. Will be carried out according to his/her knowledge, skill and experience, being fully aware of the amount of personal responsibility involved in what is expected and the authority relevant to that responsibility.
3. Will be aware of his/her abilities and limitations and seek appropriate help as needed.
4. Will begin to demonstrate professional judgment, attitudes and behavior.

- B.** Each student shall:

1. Conduct himself/herself at all times in accordance with the standards set forth by the AOTA in the **Occupational Therapy Code of Ethics (2015)** – see *OTA Student Pledge, Appendix D*
2. Consider his/her responsibility to and best interests of fellow students, faculty and staff, clinical educators, and recipients of Occupational Therapy services and the public at large.
3. Be cognizant of the moral, ethical and legal standards of the College, The American Occupational Therapy Association and the New York State Licensure Law, in academic and fieldwork settings and toward future practice.

MARIA COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Day Sequential Course of Study

<u>First Year Fall Semester</u>	Credit Hours
BIO 209 - Anatomy & Physiology I with Lab	4
ENG 111 - Composition I	3
OCT 111 - Introduction to Occupational Therapy	2
OCT 112 - OT Skills & Application I	1
OCT 114 - Foundations of OT I	1
PSY 100 - General Psychology	3
SCI 100 - Medical Terminology and Conditions	<u>3</u>
	17
<u>First Year Spring Semester</u>	
BIO 210- Anatomy & Physiology II with Lab	4
OCT 116 - OT Skills & Application II	1
BIO 119 - Introductory Kinesiology	1
OCT 120 - Occ. Performance Across the Lifespan	3
<i>OR</i> - PSY 200 Developmental Psychology	
OCT 121 - Foundations of OT II	3
*OCT117 - Fieldwork I – Service Learning	1
PSY - Psychology Elective	<u>3</u>
	16
<u>Second Year Fall Semester</u>	
ENG 211 - Critical Inquiry and Writing	3
OCT 210 - Fieldwork I - Psychosocial	1
OCT 211 - Preparing for Practice	1
OCT 213 - OT in Developmental Disabilities	3
OCT 214 - OT in Physical Dysfunction	3
OCT 215 - OT in Psychosocial Dysfunction	4
RES 201 - Foundations in Social Justice	<u>3</u>
	18
<u>Second Year Spring Semester</u>	
**OCT 216 - Fieldwork II – First Rotation	6
**OCT 217 - Fieldwork II – Second Rotation	<u>6</u>
	12

* Minimum of 40 hours throughout Spring Semester

** Two Fieldwork II courses required; full time day hours, eight weeks each.

MARIA COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Weekend Sequential Course of Study

<u>Pre-OTA Year</u> (General Studies)	Credit Hours
<u>Fall Semester</u>	
BIO 209- Anatomy & Physiology I with Lab	4
ENG 111 - Composition I	3
PSY 100 - General Psychology	<u>3</u>
	10
<u>Spring Semester</u>	
BIO 210 - Anatomy & Physiology II with Lab	4
ENG211 - Critical Inquiry and Writing	<u>3</u>
	7
<u>Summer Semester</u>	
RES 201 - Foundations in Social Justice	3
PSY - Psychology Elective	<u>3</u>
	6
<u>First OTA Year</u>	
<u>Fall Semester</u>	
OCT 111 - Introduction to Occupational Therapy	2
OCT 112 - OT Skills & Application I	1
OCT 114 - Foundations of OT I	1
BIO 119 - Introductory Kinesiology	1
SCI 100 - Medical Terminology and Conditions	<u>3</u>
	8
<u>Spring Semester</u>	
OCT 116 - OT Skills & Application II	1
OCT 120 - Occ. Performance Across the Lifespan OR - PSY 200 Developmental Psychology	3
OCT 121 - Foundations of OT II	<u>3</u>
	7
<u>Summer Semester</u>	
*OCT 117 - Fieldwork I – Service Learning	1
OCT 210 - Fieldwork I - Psychosocial	1
OCT 215 - OT in Psychosocial Dysfunction	<u>4</u>
	6
<u>Second OTA Year</u>	
<u>Fall Semester</u>	
OCT 214 - OT in Physical Dysfunction	3
OCT 211 - Preparing for Practice	1
OCT 213 - OT in Developmental Disabilities	<u>3</u>
	7
<u>Spring Semester (day hours)</u>	
**OCT 216 - Fieldwork II – First Rotation	6
**OCT 217 - Fieldwork II – Second Rotation	<u>6</u>
	12

* Minimum of 40 hours throughout Summer Semester

** Two Fieldwork II courses required; full time day hours, eight weeks each

**MARIA COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
STUDENT PROFESSIONAL BEHAVIORS ASSESSMENT**

Student: _____

Semester: _____

Satisfactory Performance: 25 – 40 points
Unsatisfactory Performance: 0 – 24 points

KEY:

- 1. Unsatisfactory**
- 2. Needs Improvement**
- 3. Meets Standards**
- 4. Exceeds Standards**

	Performance Statements:	Comments:	RATING
1.	<u>Commitment to Learning</u> : Self-directed, identifies needs and sources of learning, and invites new knowledge and understanding.		
2.	<u>Interpersonal Skills</u> : Engages in effective and non-judgmental interactions with classmates and faculty, and maintains focus in new situations.		
3.	<u>Communication Skills</u> : Exhibits acceptable written, verbal and non-verbal communication skills and is capable of modifying information to meet the needs of various audiences/purposes.		
4.	<u>Effective Use of Time and Resources</u> : Obtains good results through use of time and resources, shows flexibility and is capable of setting goals.		
5.	<u>Use of Constructive Feedback</u> : Accepts, identifies and integrates feedback from others, and provides appropriate feedback to others.		
6.	<u>Problem Solving</u> : Recognizes and defines problems, analyzes data, develops and implements solutions, and evaluates outcomes.		
7.	<u>Professionalism</u> : Exhibits professional conduct concerning ethics, regulations, policies and procedures, and represents the profession in a competent and positive manner.		
8.	<u>Responsibility</u> : Demonstrates an appropriate level of commitment, is dependable, punctual, aware of personal and professional limitations, and accepts responsibility for actions and outcomes		
9.	<u>Critical Thinking</u> : Readily identifies, articulates and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, differentiates among facts, and generates ideas.		
10.	<u>Stress Management</u> : Accurately identifies sources of stress and problems in self and others, actively seeks assistance when appropriate, demonstrates effective use of coping mechanisms and successfully maintains balance of professional and personal life.		

Signatures:

Score: _____

Student

Date

OTA Faculty

Date

**MARIA COLLEGE
OTA STUDENT PLEDGE OF PROFESSIONALISM**

It is my understanding that as a member of the health field, which I became when I enrolled in the Occupational Therapy Assistant Program, I am in a position which exposes me to numerous choices which assume a moral and ethical sense of responsibility on my part. To this assumption I make the following commitments:

- A. I will conduct myself at all times in accordance with the standards set forth by the American Occupational Therapy Association*, bearing in mind, that I am no longer free to act solely on the basis of my best interests, but that I must also take into consideration my responsibilities to consumers of occupational therapy services, clinicians, educators and students in occupational therapy and in other health careers, health care agencies and their employees, educational institutions providing training for occupational therapy personnel, and students, graduates, faculty and administration of the educational institution of which I am attending. Therefore, I shall:
1. demonstrate a concern for the well-being and safety of the recipients of my services. (Beneficence)
 2. intentionally refrain from actions that cause harm. (Non-Maleficence)
 3. respect the right of the individual to self-determination. (Autonomy)
 4. provide services in a fair and equitable manner while complying with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy. (Justice)
 5. provide comprehensive, accurate, and objective information when representing the profession. (Veracity)
 6. treat colleagues and other professionals with respect, fairness, discretion, and integrity. (Fidelity)
- B. I will make every effort to ensure that I approach every clinical and fieldwork situation with the proper amount of knowledge, skill and experience. If I find myself lacking in one of these I will:
1. make sure someone in authority is aware of the discrepancy and authorizes my participation, *or*
 2. decline from becoming involved until receiving further instruction, and/or competency.
- C. I will comply with the expectations as presented in the Maria College Student Handbook and the OTA Program Handbook and I will clarify the amount of responsibility I am to assume, as well as the amount of authority I will be given, to carry out student responsibilities.
- D. In making this commitment, I fully understand that any negligence on my part regarding any of these separate items, is viewed as negligence of duty, and may be grounds for immediate termination of my present status as a student with respect to the field of occupational therapy.
- E. *My signature* acknowledges that I agree with the information presented in this document.

In order to begin practicing professionalism, I will assume the responsibilities described above.

_____, OTAS _____
Signature Date

Print full name

***Occupational Therapy Code of Ethics and Ethics Standards (2015)**
Qualities listed in parenthesis on section A refer to AOTA's 6 Ethical principles.