

NORTH·SHORE
COMMUNITY COLLEGE

Real Opportunities

**OCCUPATIONAL THERAPY ASSISTANT
PROGRAM**

STUDENT

ORIENTATION

HANDBOOK

2009 - 2010

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NORTH SHORE
COMMUNITY COLLEGE

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WELCOME To The OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Welcome to North Shore Community College's Occupational Therapy Assistant (OTA) Program. We are pleased that you have chosen to pursue this most rewarding health and human service profession.

This orientation handbook is intended to provide information about the OTA Program within the context of the College and Division of Health Professions. Information contained within this handbook pertains to your direct participation in any option of study within the OTA Program. In addition to reviewing this important information as part of the application process, we expect you to utilize this program resource, along with the College's Catalog and Student Handbook, as you engage in the process of your OTA education. Each student is responsible for adhering to the policies and procedures of North Shore Community College and the OTA Program.

We look forward to the mutually rewarding experience of helping you successfully reach your career goal.

Sincerely,

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Mary M. Malone, M.S., OTR/L, Full-Time Faculty
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TECHNICAL STANDARDS FOR OCCUPATIONAL THERAPY ASSISTANT

General Job Description: Works under the supervision of occupational therapist(s) in the delivery of occupational therapy services within a variety of institutional and community-based settings for persons of all ages whose functional performances (occupational performances) in home, school, workplace or community life are hindered by physical, developmental and/or emotional disability. Assists in the evaluation, planning, and implementation of skilled interventions that are designed to facilitate a client's meaningful participation in life by restoring, reinforcing and enhancing performance in daily life activities, diminishing or correcting pathology, and promoting and maintaining health. Intervention includes therapeutic use of self; therapeutic use of preparatory methods, purposeful activities, and occupation-based activities; consultation; and education.

To the Student: As you reflect upon the general job description of an occupational therapy assistant (OTA) and pursue application to and/or enrollment in the OTA Program, please carefully assess your personal physical, sensory, communication, and cognitive/behavioral and social/behavioral abilities in reference to the technical standards identified for program participation. All OTA students [full-time, part-time, and accelerated options] must meet these defined technical standards. Please contact the Occupational Therapy Assistant Program at 978-762-4176 if you require more specific information about the OTA Technical Standards and program requirements related to these standards.

***Performance Level: O = occasionally 50-74%; F = frequently 75-89%; C = constantly 90-100%**

PHYSICAL STANDARDS		Performance Level*
LIFT:	medium work strength to carry/maneuver heavy equipment	O
	fully/partially support weight of client during transfers to and from various surfaces (bed, chair, wheelchair, mat, toilet, tub, car, etc.) and when engaging client in functional ambulation	F

BEND/STOOP: to adjust body parts, clothing and/or equipment when engaging clients in functional daily life activities in all areas of occupation (ADL, IADL, Work, Education, Play/Leisure, and Social Participation); for developmental activities	F
KNEEL: to assist clients who may fall or faint; to perform C.P.R.; to assist clients with mat activities, developmental activities and functional daily life activities in all areas of occupation (ADL, IADL, Work, Education, Play/Leisure, and Social Participation)	F
CROUCH: to manage wheelchair parts and hospital beds, equipment adjustment, storing materials; to assist with lower body ADL training; to assist client in seated activities from bed, chair, wheelchair and/or mat	O
CRAWL: for developmental interventions; engage in mat activities	O
REACH: for retrieval of items in closets, cabinets, etc.; to adjust equipment; to guard clients	F
HANDLE: sustained grasp and manipulate body parts during intervention; grasp and manipulate tools/equipment and modalities used in OT service delivery, including but not limited to pens/pencils, craft supplies, educational supplies, personal care items; positioning devices, functional mobility equipment, physical agent modalities, PB cuffs, protective gloves, gowns and masks; computers and assistive technology; adaptive equipment; suspension equipment, etc.	C
DEXTERITY: use fine motor skills when performing standardized tests (dynamometer, goniometer, etc.); constructing orthotic devices/splints; writing/documenting; adjusting knobs, dials, and BP cuffs; donning and doffing protective gloves, masks and gowns	F
STAND: stand extended periods of time and for majority of working shift	C
WALK: within facility environment (internal) for assigned shift	C
within facility environment (external grounds – even and uneven surfaces) for functional mobility training	O
PUSH/PULL: wheelchairs, hospital beds, scooters, hoist lifts, and other equipment including but not limited to IV poles, oxygen tanks, portable devices	F

BALANCE: to assist clients with functional activities, including mobility (even and uneven surfaces)	F
ENDURANCE: to manage full-time equivalent Level 2 fieldwork experiences and assigned work shifts	C
SENSORY STANDARDS	Performance Level*
TACTILE: <i>Feel</i> to palpate muscle contractions and circulatory pulses; palpate bony landmarks and identify joint articulation; exert the necessary pressure to form splints; to discern skin texture and temperature to discriminate hot and cold modalities	F
AUDITORY: <i>Hear</i> verbal directions and requests from health care team and clients/families; hear heart sounds through a stethoscope; hear breath sounds; hear client distress sounds and calls for assistance up to 10 feet away; hear environmental safety alarms; hear for effective communication between clients/families/co-workers	C
VISUAL: See in detail to observe and detect client's movements, facial expressions and performance during individual and group intervention; see to observe and attend to the behaviors and needs of up to 10 individuals in a group session; see from a distance to observe client behaviors and performance; see in detail to detect changes in skin integrity, sweating, skin color, swelling, muscle atrophy, and gestures of non-verbal communication; see to detect safety hazards in the environment (water on floor, cords, and other small items) that could pose danger to a client's mobility/functional performance; see in detail to detect/assess BP (manometer dial) and ROM (goniometer) <i>Read</i> numbers, letters, printed, typed and cursive writing in fine print; <i>read</i> paper and computerized files/records; <i>read</i> dials on modality equipment; <i>read</i> manuals and forms for administering and scoring standardized tests; <i>read</i> client records; <i>read</i> to collect information and screening data in English; <i>read</i> directions accompanying equipment; <i>read</i> to research subject matter	C

COMMUNICATION STANDARDS	Performance Level*
SPEAK: In English language in clear and concise manner; to communicate in person and by phone with clients, families, significant others, the health care team, and community (report factual data orally; interview clients/family; explain role of occupational therapy and purpose of interventions)	C
RESPOND: To clients with communication disorders (aphasia, hearing loss), or those who use ESL	F
COMPREHEND: Oral and written language, including health care terminology in order to communicate with clients, families, significant others, health care providers, and community	C
WRITE: In English, clearly and legibly for recording client specific data and general service delivery information in handwritten charts and computerized systems of documentation; In proper English using various electronic communication systems (email, etc.) to communicate with educational and professional community	C
COGNITIVE/BEHAVIORAL and SOCIAL/BEHAVIORAL STANDARDS	Performance Level*
Think critically for sound clinical judgment in the delivery of occupational therapy services (plan and implement appropriate client-centered interventions; problem solve to make adjustments in therapeutic interventions based on appropriate and inappropriate physiological and psychological responses by clients; determine need for consultation with occupational therapist and other health care providers/team members)	C
Function safely, effectively, and calmly under demanding and stressful situations	C
Remain alert to surroundings, potential emergencies; respond to client situations including falls, pain, changes in physical and/or mental status.	C
Prioritize multiple tasks and maintain composure while managing multiple tasks simultaneously.	C

Sustain concentration to attend to demanding and continuous tasks throughout work shift (direct client care and service management tasks)	C
Exhibit social skills necessary to interact effectively with clients, families, supervisors, co-workers and community members of the same or different cultures with respect, compassion, politeness, tact, collaboration, teamwork, and discretion.	C
Maintain personal hygiene consistent with close personal contact associated with client care.	C
Display attitudes/actions consistent with the core values and ethical standards of the occupational therapy profession.	C
Display attitudes/actions to effectively engage in the supervisory process including acceptance of feedback, modifying behavior in response to feedback, and providing feedback.	C
Display attitudes/actions to approach workplace problems in a mature and responsible manner; seek and utilize effective strategies to resolve problems	C
Abide by established policies and procedures of educational and health care institutions.	C

*Performance Level: O = occasionally 50-74%; F = frequently 75-89%; C = constantly 90-100%

***Accepted students must document and self-certify their ability to perform all essential tasks with or without reasonable accommodation in order to participate in professional courses throughout the curriculum. A list of those essential tasks is listed in the above technical standards. Students must meet these technical standards throughout the program. If, at any time during a student's enrollment, his or her ability to perform these tasks is compromised, the student must self-disclose and contact the department chair to determine appropriate action.**

You will be asked to self certify by signing the Technical Standards which are included in the Health Forms packet that you will receive upon acceptance into the program.

NORTH SHORE COMMUNITY COLLEGE

COLLEGE MISSION AND VISION STATEMENTS

North Shore Community College is a source of hope and opportunity and a regional leader for social and economic change. Blending tradition and innovation, liberal arts and career preparation, intellectual development and cultural and personal growth, we foster a diverse and caring community of learners where all are welcome and each is challenged. We offer lifelong education responsive to changing community needs, a global economy, evolving technology and the shifting roles faced by individuals and institutions. Our greatest contribution to the Commonwealth is the success and achievement of our students.

The College has established specific goals to fulfill the institution's mission that are stated in the College catalog and posted on the College website at www.northshore.edu.

VISION

North Shore Community College will be a catalyst for personal, community and regional change through education, training and civic engagement.

The College will serve as a beacon of hope and opportunity for an increasingly diverse student body and be a respected, full partner with other public and private organizations seeking better lives for North Shore residents and a vibrant future for the region.

NORTH SHORE COMMUNITY COLLEGE

DIVISION OF HEALTH PROFESSIONS

Mission Statement

The Division of Health Professions supports the college mission through teaching, learning and community engagement. The Division strives to meet the needs of our students and the health care community that we serve by:

- Promoting a culture of respect
- Providing a learner centered focus
- Enhancing and developing health related degrees and certificates to meet work force demands
- Incorporating technologies needed to prepare the learner for the ever changing health care environment
- Fostering life long education that cultivates professional growth, competence and scholarship.

Revised 9/2008

NORTH SHORE COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROGRAM MISSION

The Occupational therapy Assistant (OTA) Program provides students with a professional foundation that integrates technical level occupational therapy theory with the knowledge and skills required for practice in diverse health care settings. The broad based curriculum design is a systematic process of personal and professional development that embraces the individual student's personal vision and instills a commitment of service to the profession and to the community. The program recognizes the dynamic nature of occupational therapy practice and, along with the development of entry-level competence, fosters lifelong education for continued competency in ever changing roles of the occupational therapy assistant.

**NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

**PHILOSOPHY
(Revised 2009)**

North Shore Community College's (NSCC) Occupational Therapy Assistant (OTA) Program is based on the philosophical construct that occupation, or meaningful and purposeful activity, is a central determinant of one's health and well being (Meyer, 1922; AOTA, 1979, AOTA 2008a; AOTA, 2008b; Trombly, 1995). Meaningfulness pertains to the personal significance of the activity to the individual and provides a source of motivation for performance. Purposefulness pertains to the individual's personal reason for doing the activity and organizes the individual's performance towards his or her intended goal (Fisher, 1998; Trombly, 1995). The actual doing of meaningful life role occupations is known as occupational performance. Engagement in occupation allows one to influence the state of his or her health by supporting his or her participation in desired or needed life role activities (AOTA, 2008b). Therefore, occupational therapy's contextual view of health is centered on occupation and occupational performance for participation in life.

Models of practice that are organized with a person, environment, and occupation focus are intended to promote competence, self-efficacy, and self-satisfaction in one's occupational performance (Baum & Christiansen, 2005). OTA education is a specialty practice area of occupational therapy. NSCC's OTA program applies the constructs of occupation in its curriculum to enhance each student's role performances as an emerging occupational therapy assistant. Engagement in occupation-based learning activities throughout the OTA curriculum affords opportunity for students to achieve competence and satisfaction in their occupational performances. Student self-efficacy is therefore at the core of NSCC's occupation-based education. Within this philosophical framework, NSCC's OTA education, with its broad based curriculum offered in three options of study, is a student-centered systematic process of personal and professional development leading to each student's self-efficacy and self-satisfaction in his or her occupational performances. This level of engagement in occupation is intended to support each student's participation within the evolving occupational therapy profession.

The principles of active learning and student engagement provide the theoretical framework for the teaching-learning process within NSCC's OTA Program. Brown and Ellison (1995, p. 39) capture the essence of active learning,

Learning is not a spectator sport. Students do not learn much just sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

And, in order for students to engage most fully in learning activities, they must encounter trusting relationships with enthusiastic teachers who also engage - with students, with their subjects and with the teaching process (Bryson & Hand, 2007).

These principles of active learning and student engagement are embedded in NSCC's OTA curriculum. Believing in the power of occupation, the faculty of the OTA Program embraces the active nature of the teaching-learning process and their responsibility in facilitating student engagement. Faculty engage with students in a variety of learning activities utilizing diverse teaching methodologies that are responsive to individual differences and needs, that promote student responsibility, that stimulate participation and motivation, that rely on individual and group effort, and that prepare students for professional practice. Such activities include research, writing, technology use, discussion, peer teaching, group projects, lab practice, fieldwork, service learning, and reflection. These learning experiences are designed to inspire and challenge the OTA student to engage in role related occupation-based activities that will lead to each student's ability to promote health and wellbeing, and contribute to meeting society's occupational needs (AOTA, 2006).

Within these intentional learning activities, occupational therapy theory and OTA technical skills are facilitated along with the cultivation of literacy (including information technology literacy), critical thinking and problem solving, clinical reasoning, values and ethics, multicultural understanding, leadership, and personal responsibility for life long learning and civic engagement. All of these skills and values are required of the occupational therapy assistant in practice in order to meet their professional and social responsibilities (Gupta & Rice, 2008). In keeping with the philosophy of education as established by the American Occupational Therapy Association, students are involved in a "collaborative process that builds on prior knowledge and experience and integrates

professional academic knowledge, experiential learning, clinical reasoning, and self reflection” (AOTA, 2007, p.678). The result of this education is the development of each student’s knowledge, competence and self-efficacy for personal satisfaction and for employability and best practice as an entry-level occupational therapy assistant.

The Occupational Therapy Assistant Program views all persons as occupational beings in that:

- 1. The person is a holistic and occupational being with unique biological, emotional, intellectual, social, cultural and spiritual dimensions.*
- 2. The person engages in occupation within social and physical environments that are situated within the unique context of one’s personal self and surroundings.*
- 3. The person both influences and is influenced by his or her environment and context.*
- 4. Engagement in occupation fulfills a person’s basic needs while creating meaning and purpose in his or her life.*
- 5. A person’s engagement in occupation influences his or her health and well being.*
- 6. A person’s engagement in occupation supports his or her participation in life.*

The Occupational Therapy Assistant Program views occupational therapy as a facilitator of a client’s health and well being in that:

- 1. Occupational therapy serves clients with a humanistic client-centered approach and commitment to caring, engaging persons in their everyday lives.*
- 2. Occupational therapy respects the values, rights and potential of every client.*
- 3. Occupational therapy clients can be individuals, groups, organizations, communities, or populations.*
- 4. Occupational therapy employs interventions that are based on occupational therapy principles and research evidence drawn from biological, behavioral, and health sciences.*
- 5. Occupational therapy approaches include therapeutic use of self, therapeutic use of occupations and activities, consultation and education.*
- 6. Occupational therapy employs interventions that are enriching, preventive, remedial, compensatory, and supportive in nature to maximize a client’s occupational performances for optimal health and well being.*

7. *Occupational therapy is a teaching-learning process that employs the use of occupation to assist clients in achieving mastery and competence in life role performances (occupational performances) for participation in life.*
8. *Occupational therapy engages in a collaborative process with the client so that the client is empowered to identify his or her occupational performance priorities and to solve his or her occupational performance issues.*
9. *Occupational therapy's engagement with clients can meet society's occupational needs.*

The Occupational Therapy Assistant Program views occupational therapy assistant education as an occupation-based teaching-learning process in that:

1. *OTA education views the student as an occupational being seeking achievement of competence and self-efficacy in his or her OTA student and practitioner roles (occupational performance).*
2. *OTA education is the study of the principles of occupational therapy, biological, behavioral, and health sciences and the application of these principles in the care of clients under the direction of faculty and fieldwork supervisors.*
3. *OTA education is the systematic development of knowledge, skills and attitudes that result in desired behavioral changes and progress towards the student's potential.*
4. *OTA education recognizes and builds on previous learning while integrating new knowledge, skills and understanding.*

Learning is:

1. *A continuous process during which behavior is changed through experiences.*
2. *Best facilitated when the learning experiences are selected on the basis of the learner's needs and abilities, are meaningful and purposeful to the student, and relate to the curriculum requirements, practice expectations and his or her OTA roles.*
3. *Most effective when the student and teacher are engaged in the teaching-learning process and the environment is democratic.*

The teacher's role is:

1. *Engaged facilitator of the learning process during which she/he strives to stimulate and guide the student in purposeful and meaningful learning activities.*

The student's role is:

1. *Engaged participant in the learning process during which he/she assumes shared responsibility with teachers (classroom instructors and fieldwork supervisors) for his/her learning.*

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OTA PROGRAM GOALS AND RELATED OUTCOMES

Goal 1: The OTA Program will provide appropriate learning opportunities for students to acquire the theoretical knowledge and application skills needed for competent entry level practice as an occupational therapy assistant within the roles of direct service provider, advocate, and educator.

- 1.1 Students will demonstrate a core understanding of and an appreciation for human occupation and the domain of occupational performance, whereby health and participation in life are supported through engagement in occupation.
- 1.2 Students will demonstrate a knowledge and understanding about the problems that prevent people from engaging adequately in their life role occupations.
- 1.3 Students will apply their knowledge and understanding of human performance to programs and activities designed to serve persons with occupational dysfunction or at risk for occupational dysfunction.
- 1.4 Students will analyze, select and utilize various therapeutic occupations and activities appropriate for client-centered OT intervention.
- 1.5 Students will effectively use occupational therapy terminology, technology, professional literature and scientific research to make informed practice decisions and to communicate in a professional manner.
- 1.6 Students will demonstrate knowledge and understanding of various service delivery models and systems in which occupational therapy services can be rendered and assist in the management of these services.
- 1.7 Students will actively participate in various environments to promote the health and well-being of individuals and populations through preventive and restorative programming focused on occupational performance.
- 1.8 Students will apply the principles of occupational therapy while integrating the knowledge gained through the study of biological, behavioral, and health sciences in meeting the needs of diverse clients within the unique context and environment [cultural, personal, temporal, virtual, physical and social] of their daily occupations.
- 1.9 Students will adhere to safety measures when involved in client care.
- 1.10 Students will demonstrate an effective use of self in the process of therapeutic intervention.
- 1.11 Students will function effectively as collaborative team members.
- 1.12 Students will actively advocate for the consumer of occupational therapy services and for the occupational therapy profession.
- 1.13 Students will demonstrate leadership skills in their practice roles.

Goal 2: The OTA Program will endeavor to instill in the student a sense of commitment to the occupational therapy profession's core values and ethical standards.

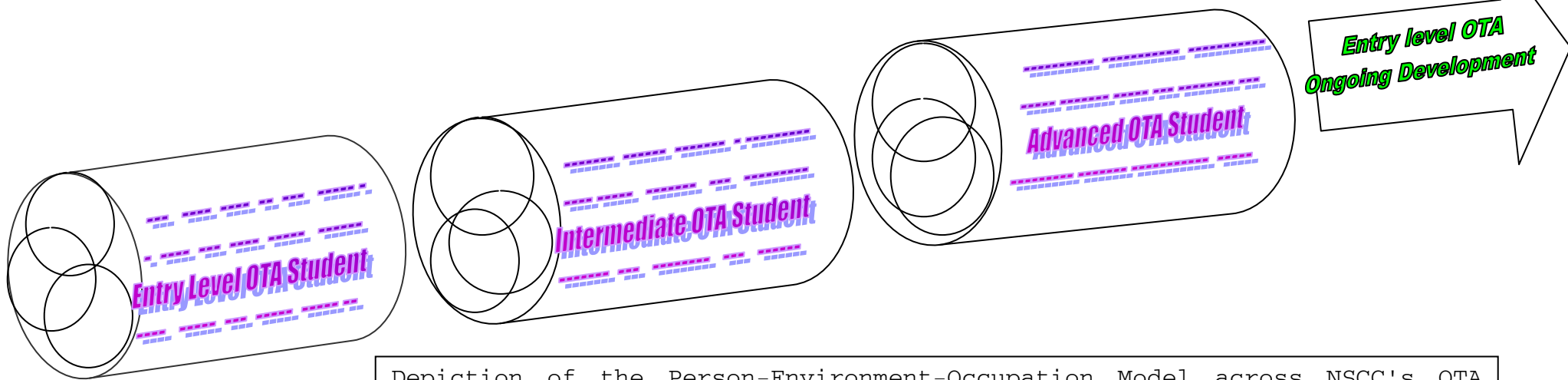
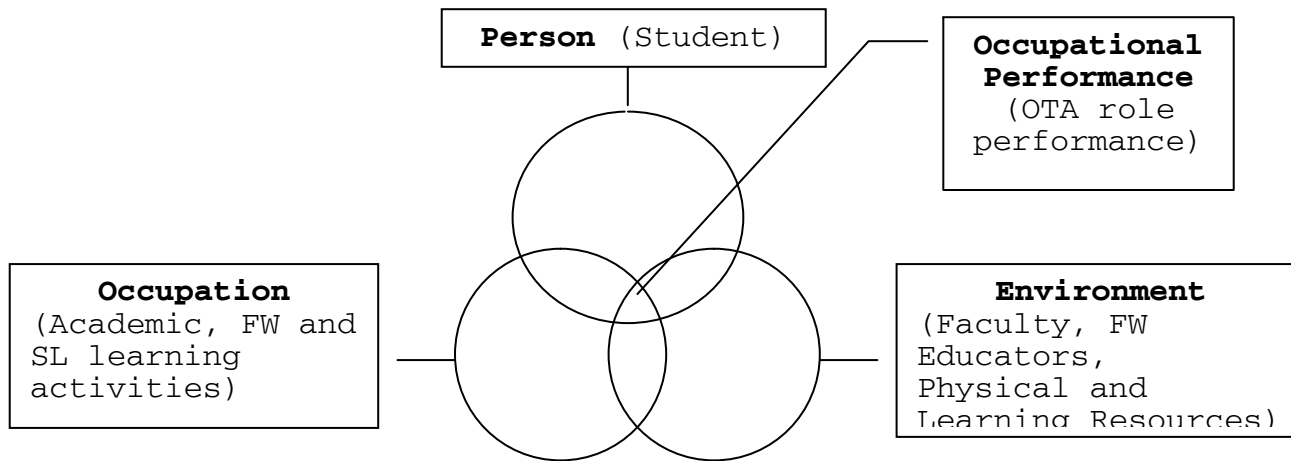
- 2.1 Students will abide by the Occupational Therapy Code of Ethics.
- 2.2 Students will adopt the Core Values and Attitudes of the occupational therapy profession.
- 2.3 Students will adhere to the Occupational Therapy Standards of Practice.
- 2.4 Students will demonstrate professional behavior and conduct.
- 2.5 Students will function appropriately within the guidelines of the OTA role established by the AOTA and state licensure regulations.

Goal 3: The OTA Program will endeavor to promote in the student a sense of self-efficacy and self-satisfaction in his or her occupational performance along with a sense of commitment to his or her profession and to continued professional development for best practice in the field of occupational therapy.

- 3.1 Students will demonstrate the ability to self reflect and self assess their own performance.
- 3.2 Students will demonstrate competent performance (and a level of self-satisfaction) for entry level practice as an occupational therapy assistant.
- 3.3 Students will assume responsibility for their own professional development and continued competence.
- 3.4 Students will be members of the SOTA Club and of MAOT [or home state association] and AOTA

Goal 4: The OTA Program will prepare students with the minimum requirements necessary to qualify for the national certification examination and licensure to practice as a certified occupational therapy assistant (COTA).

- 4.1 Students will successfully complete the competency based OTA Program and earn an AS Degree in OT in order to be eligible for the process of certification and licensure.



Depiction of the Person-Environment-Occupation Model across NSCC's OTA Curriculum illustrating the expected changes in a student's occupational performance at each stage of the curriculum design. The inner-related circles represent the influences on occupational performance, while the outer area within the cylinder represents the temporal context within which the person-environment-occupation transactions (student learning) takes place. Threaded throughout the curriculum are learning opportunities to promote the development of each student's cognitive, affective and psychomotor domains (educational taxonomies) for maximum occupational performance. The inconsistent dashes in the lines represent the dynamic nature of development. Note: Adapted from Law, et al., 1996, figure 1b.

North Shore Community College Occupational Therapy Assistant Program

Curriculum Design (Revised for Fall, 2009)

Theoretical Constructs Underlying Curriculum Planning, Implementation and Evaluation

North Shore Community College's Occupational Therapy Assistant (OTA) Program utilizes an active learning and student engagement pedagogy in response to Yerxa's (1998) challenge to offer a curriculum that is centered on the idea of occupation and designed to facilitate the development of student autonomy and independence in learning; and in alignment with Gupta and Rice's (2008) challenge to employ educational pedagogy that is "value-based and fosters self-directed and intentional learning; sound clinical reasoning; critical thinking; cross-disciplinary collaboration and communication; use of technology in the management and processing of data; information and knowledge; and, finally, civic engagement at the professional and societal level" (p. 2). Believing in Yerxa's recommendation and applying active learning constructs (Griffith & Ursick, 2003), the OTA Program utilizes a practice-oriented rationale for its curriculum design to explicate the idea of occupation, the view of humans as occupational beings, and the thought process of occupational therapy. And, embracing the recommendations of Gupta and Rice, the OTA Program facilitates student engagement (Bryson & Hand, 2007) in classroom and community learning activities in order to meet professional and societal expectations and needs.

The Occupational Therapy Assistant Program's curriculum design is based on systems theory using the Person-Environment-Occupation Models of Occupational Performance (Christiansen & Baum, 2005, 1997; Baum & Law, 1997; Law, Cooper, Strong, Stewart, Rigby & Letts, 1996). Systems theory recognizes the constant interplay between individuals and their environments. The individual is viewed as an open system that influences and is influenced by the environment. Human performance and participation in life, through engagement in occupation and the process of adaptation, is the resultant behavior of this transaction. Christiansen and Baum (2005, 1997) posit that the individual possesses unique neurobehavioral, physiological, cognitive, psychological and emotional, and spiritual characteristics that serve as his or her intrinsic performance enablers. These scholars also attest to the environment being composed of physical properties (built and natural environments), societal factors, and cultural elements that serve as extrinsic enablers of performance. Because the contexts of society and culture have a profound influence on a person's engagement in occupation for health-promoting participation in life, the OTA curriculum design supplements the theoretical tenets of the Person-Environment-Occupation Models of Occupational Performance with concepts outlined in Black and Wells' (2007) Cultural Competency Model to strengthen awareness and develop skills needed for the practical application of cultural sensitivity and social change. In conjunction with these occupational therapy (OT) practice models, the curriculum aligns with Biehler and Snowman's (1990) description of prevalent taxonomies used in education stemming from Bloom's taxonomy for development of the cognitive domain, Krathwohl, Bloom and Masia's taxonomy for the affective domain, and Simpson's taxonomy for the psychomotor domain.

As taxonomies guide student learning through the cognitive, affective and psychomotor domains toward mastery of educational objectives, the Person-Environment-Occupation and Cultural Competency Models facilitate the development of OTA role performance through meaningful and purposeful activities related to occupational requirements. Together these theoretical constructs provide a framework for understanding the teaching-learning process inherent in education and in occupational therapy practice. And, together these constructs provide a framework for NSCC's curriculum planning, implementation and evaluation.

Each NSCC OTA student is considered the primary person in this conceptual design and the OTA Program selectively admits students based on established criteria so that he/she is considered ready to engage in the educational process of the curriculum. This admission process aims to select students who possess *intrinsic enablers of performance* that best match the extrinsic elements and demands of the educational and practice environments. NSCC facilities, resources, faculty, fieldwork sites, service learning sites, and cultural community comprise the environmental context for student performance and participation. The OTA Program's curriculum design recognizes the important influence of this environmental context on each student and strives to create an environment that supports student performance while maintaining educational and professional standards.

The OTA curriculum is offered in three options of study (traditional full-time two-year option, part-time three-year option, and accelerated 14 month option) to meet the scheduling desires and performance needs of students. Selected learning activities throughout the curriculum are the occupations woven into the curriculum design. Careful attention is applied to planning and implementing a curriculum that maximizes student performance in tasks and activities related to his or her future *occupational* role as an entry-level occupational therapy assistant. Within the curriculum the student is transitioned into this terminal role through the stages of *Entry Level OTA Student, Intermediate OTA Student, and Advanced OTA Student*. These stages mirror the levels of role performance previously described by the American Occupational Therapy Association for OTA practitioners (AOTA, 2002) and more recent guidelines for supervision levels of OTA practitioners (Ryan & Sladyk, 2005). Maximizing the fit among the person, environment, and occupations is the ultimate challenge of the curriculum throughout each stage, one that is constantly dynamic by the nature of all elements involved. It is believed that maximizing the fit maximizes performance (Law, et.al, 1996).

Maximizing student performance in OTA role tasks and activities is the program's focus as this is their *occupational performance*. To achieve this goal, the OTA Program attempts to promote the student's sense of efficacy and self-esteem by developing competency. Competency develops by enabling the student to engage in goal directed activities that are accomplished by that student, that produce a feeling of satisfaction, and that lead to the ability to control one's behavior to function both independently and interdependently. The OTA curriculum, comprised of its academic, fieldwork and service-learning components, is therefore competency-based. These competencies are inclusive of the cognitive domain that stresses knowledge and intellectual skills, affective domain that emphasizes attitudes and values, and psychomotor domain that focuses on physical abilities and skills (Biehler & Snowman, 1990). Achievement of these competencies throughout the curriculum culminates in the mastery and performance of skills and behavior patterns expected of the entry-level OTA practitioner.

The prescribed program of study affords opportunity to develop sound knowledge, skills, attitudes, and behaviors expected of an entry-level OTA practitioner. Courses are strategically developed and sequenced within a developmental learning format in that content, competencies and related learning objectives flow from foundations to applications with levels of understanding moving from basic to complex. Despite a developmental strategy in course structuring and sequencing, the teaching-learning process of the curriculum is not considered linear. Rather, the educational process remains fluid and dynamic to embrace the transactional approach of systems theory inherent in Bloom's taxonomy and the Person-Environment-Occupation models of occupational performance. Active learning is utilized increasingly throughout the curriculum via individual and group classroom assignments, level 1 and level 2 fieldwork, service learning projects; and various modes of feedback via formative and summative assessment are integrated to promote the development of each student's performance skills and performance patterns. Performance skills and performance patterns are observed performances one carries out when engaging in occupations (AOTA, 2008). Development of performance skills and performance patterns expected of the entry level occupational therapy assistant is critical to each student's successful participation in the curriculum and in his or her role competence as an OTA.

Believing in the transactive approach to occupational performance, the OTA curriculum takes special consideration to the materials and learning activities (occupations) offered to the students as well as to the learning environment in which the students are expected to perform and participate. Diverse lab supplies are intended to enable practice with occupation-based activities, purposeful activities and preparatory methods (AOTA, 2008) used in OT intervention. Emphasis is placed on engaging students with the occupation-based materials in the lab so that focus can be directed to use of occupations in OT intervention. Diversity of settings for fieldwork and service learning engagement afford student exposure to a variety of practice contexts. OTA courses infuse web support, writing support, and field/service learning throughout the curriculum and strategic initiatives are currently driving efforts to further enhance leadership development, cultural competency, collaborative learning experiences with other health and human service programs, research and evidence-based practice skills, and online testing within the curriculum.

Course syllabi are important tools in the teaching-learning process as they identify the expected competencies and related learning objectives for the students and the faculty. In addition, each OTA course syllabus outlines the specific content to be addressed, the assigned reading and additional references for preparation, the methodology of instruction, and the assessment and evaluation methods employed. Providing this information affords students the opportunity to best prepare themselves for course work and employ relevant strategies for maximum performance in each course. OTA course syllabi are also designed with a rationale for each competency in an effort to help the student appreciate the purpose of the competence by connecting it to the role of the occupational therapy assistant. The intent is for the student to see each competency's direct relevance to their self-chosen future role. In this way the student is more likely to consider the selected learning activities as meaningful and purposeful (occupation) and therefore ignite their own motivation to engage and perform. Motivation has a critical underpinning in the occupational performance model as comprising the innate drive to

explore the environment and demonstrate mastery within it (Christiansen & Baum, 2005; 1997). Motivation as a key factor in the development of student exploration and mastery therefore underlies our curriculum planning and implementation.

Curriculum planning and implementation is considered the program's *occupational performance*. The program's performance must be afforded feedback in order to optimize its effectiveness. Utilizing a systematic process of assessment and evaluation, the OTA Program monitors and determines the performance effectiveness of its curriculum in meeting program outcomes and strategic goals. Major indicators of program effectiveness related to curriculum design, planning and implementation include OTA course-specific assessments and evaluations, student monitoring form, AOTA's student evaluation of fieldwork experience, Level 2 fieldwork evaluation, Level 1 fieldwork evaluation, student exit survey, NBCOT results, graduate survey, and employer survey. In addition, faculty evaluations completed by students and supervisors are reviewed and discussed with appropriate persons. Annual advisory board meetings afford opportunity for external review of program with feedback and recommendations. The structural framework of the evaluation plan is designed to allow for ongoing curriculum review, assessment and strategic planning. In turn, this system enables timely and efficient response to assessment findings so that effectiveness of the program's *occupational performance* is maximized.

Content, Scope and Sequence

General education courses are offered concurrently with OTA technical courses (traditional 2-year option and part-time 3-year option) or prior to OTA technical courses (accelerated option). These courses focus on knowledge and skill acquisition embedded in the liberal arts and sciences including communication, critical thinking and problem solving, human growth and development, human behavior, and structure and function of the human body. Computer literacy is demanded of students in web supported and hybrid designed OTA technical courses throughout the curriculum.

OTA technical courses are structured in a way to acquire knowledge, promote understanding, and develop attitude and skill for professional formation. The newly enrolled student begins in the role of *Entry Level OTA Student* where he or she is expected to develop basic knowledge and skills, socialize into academic and professional climates, and accept responsibility and accountability for his or her own behaviors in role-related learning activities. The first technical courses offered in the curriculum focus on foundational OT concepts and basic practice skills of the occupational therapy assistant. Occupation as the core concept of occupational therapy is introduced and emphasized in OTA 101, Orientation to Occupational Therapy, through historical perspectives, theoretical and practice models, and current professional practice initiatives. Level 1 fieldwork affords opportunity to integrate learning via observation, reflection, and discussion of experiences. Occupational performance is grounded as the focus of the OT process and students begin to recognize personal, contextual and environmental factors that support or hinder a person's performance in life role activities. Further socialization into the profession is facilitated through review of and discussion regarding culture, ethics, core values, attitudes, and behaviors. Introductory lab courses [OTA 103, Therapeutic Application of Modalities 1 and OTA 105, Therapeutic Group Process] provide opportunity to develop awareness and beginning skill in therapeutic assessments and interventions linked to

occupational performance including cultural awareness and sensitivity, therapeutic use of self, group dynamics, standard (universal) precautions, biomechanical principles, assistive devices, psychosocial considerations, and activity analysis.

The general education courses offered concurrent in this stage of the curriculum within the traditional option of study [Composition 1 – CMP101, General Psychology – PSY102, and Anatomy & Physiology 1 – BIO103] provide foundational knowledge and skills to think critically, write effectively, and develop an understanding of human behavior and body functions (neuromusculoskeletal and sensory) in order to enhance the student's performance and participation in OTA courses. These general education courses are pre-admission requirements for the accelerated option of study (OTX) and therefore students enrolled in the OTX program possess this foundational knowledge and skills to support their performance and participation in *Entry Level* OTA courses.

As students gain foundational knowledge and an appreciation for fundamental OT concepts, process, and interventions, they engage in OTA courses that integrate more contextual information for consideration. Here the student begins the transition into the *Intermediate OTA Student* role where he or she is expected to demonstrate increased level of problem solving, critical thinking, independence, interdependence, and leadership. OTA 108, Medical Specialties, focuses on common neurological, medical, and orthopedic conditions that lead to dysfunction in occupational performance. Thinking about these conditional factors when planning OT interventions is facilitated. Activity programming is incorporated into OTA 110, Planning and Implementation of Programs for Health and Wellbeing, where students consider the impact of normal aging, developmental disabilities, and chronic conditions associated with the adult/older adult population. Level 1 fieldwork in various institutions of health care and community settings affords opportunity to plan and implement therapeutic programs for specific groups of older adults, develop group leadership skills, develop professional roles and behaviors, and reflect on the influence of activity on an elder's health and wellbeing. Service learning projects expand the student's knowledge and skills as health educator and program developer within the community. OTA112, Leadership and Management in Occupational Therapy emphasizes the importance of leadership qualities in all occupational therapy practitioners with efforts to develop each student's leadership skills within this course and expand throughout all stages of the curriculum. The inclusion of service management and public policy pertinent to various practice environments and consideration to the nature of various health care delivery systems and practice settings contribute to the student's awareness of some of the internal and external factors influencing service delivery.

OTA 104, Therapeutic Applications of Modalities 2, expands the student's understanding and appreciation of traditional OT assessment and intervention skills with greater consideration to client factors, performance skills, performance patterns, context and environment, and activity demands (AOTA, 2008) that influence occupational performance and participation. Laboratory practice promotes technical skill development and procedural reasoning along with some conditional reasoning. Remedial, adaptive and preventive approaches in OT intervention are emphasized.

The general education courses offered concurrent in this stage of the curriculum within the traditional option of study [Composition 2 elective – CMP104-150, Human Growth

and Development – PSY118, and Anatomy & Physiology 2 – BIO104] provide expanded foundational knowledge and skills to think more critically, write more effectively, better understand human development across the lifespan, and understand the functions of additional body systems (digestive, respiratory, circulatory, endocrine, urogenital) in order to enhance the student's performance and participation in OTA courses. These general education courses are pre-admission requirements for the accelerated option of study (OTX) and therefore students enrolled in the OTX program possess this expanded foundational knowledge and skills to support their performance and participation in *Intermediate Level* OTA courses.

As the student moves through the *Intermediate OTA Student* role stage, he or she is expected to increase responsibility in the learning process to further develop and refine his or her skill set. Appreciation for mental health concepts and programming is developed through OTA 203, Mental Health Concepts in Occupational Therapy Practice. Knowledge about mental illness, psychiatric disorders, and addictions is reinforced and professional skills are developed through level 1 fieldwork experiences within various community programs and hospital-based facilities. Awareness of mental health issues and occupational therapy programming within the contexts of medical, community, and social systems is promoted through class and field learning activities. OTA 207, Occupational Therapy for Pediatric Populations, also combines classroom, level 1 fieldwork, and service learning experiences to promote knowledge, understanding, and practice skills related to OT intervention with children (birth to young adulthood) in early intervention, school and community-based practice settings. Common diagnoses and conditions, laws and regulations, and service delivery models pertaining to practice are discussed.

OTA 201, Therapeutic Application of Modalities 3, is the final laboratory course in the academic component of the curriculum and is offered (along with OTA 203 and OTA 207) just before students enter level 2 fieldwork. This course utilizes a modified problem-based learning approach to assimilate knowledge and skill for clinical practice and professional development. Students are facilitated in the development of their clinical reasoning skills, employing greater situational consideration (conditional and pragmatic reasoning) along with procedural thinking. Skill and confidence for clinical practice are enhanced through experiential lab activities, simulated case studies and case-based performance evaluations to promote readiness for level 2 fieldwork. Focus is on client-centered intervention planning, implementation and documentation, along with student-centered professional development.

OTA 220, Current Topics in Occupational Therapy, extends the students' knowledge, understanding, and appreciation for specialty practices and entrepreneurship in the field of occupational therapy. This course provides a closer study of topics of special interest in contemporary OT practice including but not limited to evidence-based practice, medical ethics, assistive technology, orthotics and prosthetics, sensory integration, ergonomics, low vision, hand therapy, driver rehabilitation, pharmacology, pain management, case management, entrepreneurship and topics related to emerging areas of practice. Clinical reasoning is emphasized in the process of studying these topics with specialists in the field.

As the student transitions into the *Advanced OTA Student Role*, he/she begins level 2 fieldwork (OTA 204 and OTA 208). Students are afforded the opportunity to identify their

professional interests for consideration in placement and faculty provides input into the placement process, which is led by the academic fieldwork coordinator. The intent is to “maximize the fit” between student and available field site for maximizing student performance and satisfaction. In conjunction with level 2 fieldwork, the curriculum enables students to stay connected with each other and with the academic institution through hybrid designed OTA 206, Seminar in Occupational Therapy. In addition to being a support system, this course contributes to mastery of learning and assists in the student’s transition to entry-level practice. Professional relationships, supervision, ethics, standards of practice, application of theory and evidence-based practice, ongoing leadership development and contemporary issues related to the real practice world are primary topics of discussion (online and in classroom). In addition, resume writing and job search, and licensure and certification processes are discussed. The culmination of work leads to the creation of student portfolios. Each student graduating from the OTA program is able to display pieces of his or her professional self through an individualized portfolio. Development of this portfolio not only equips the student with an effective tool to support qualifications for an entry-level OTA job, it serves to pave the way for ongoing professional development and competency tracking recommended for best practice in the field of occupational therapy.

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North Shore Community College
Occupational Therapy Assistant Program
 Table Presentation of Curriculum Design
 (Revised Fall, 2009)

Occupational Performance (OTA Student Role Stages)	<u>Sequence</u>	<u>Courses</u>	<u>Scope</u>	Teaching-Learning Process (Person-Environment-Occupation)
<p>Entry Level OTA Student</p> <ul style="list-style-type: none"> • Develop knowledge and skills • Academic and Professional Socialization • Acceptance of responsibility and accountability 	<p>Semester 1 Fall (OTA/OTX)</p> <p>Semesters 1, 2, 3 Fall – Spring – Fall (Part-time OTA)</p>	<p>OTA 101 OTA 103 OTA 105</p> <p>General Ed (OTA) CMP 101 PSY 102 BIO 103</p>	<ul style="list-style-type: none"> • ACOTE Standards (Introduction of foundational content; OT tenets; theoretical perspectives; screening and evaluation; intervention and implementation; context of service delivery; management of services; use of professional literature; professional values, ethics and responsibilities; level 1 fieldwork) • NSCC Degree Requirements 	<p>Person (student): readiness skill set with emerging OTA skill set</p> <p>Environment (faculty, level 1 fieldwork supervisors, course materials and resources): impart knowledge, model professional attitudes and behaviors, introduce practice skills, support learning, stimulate thinking and problem solving, facilitate self reflection</p> <p>Occupations: classroom learning activities, laboratory practice, level 1 fieldwork, individual and group assignments</p>

Occupational Performance (OTA Student Role Stages)	<u>Sequence</u>	<u>Courses</u>	<u>Scope</u>	Teaching-Learning Process (Person-Environment-Occupation)
<p><u>Intermediate OTA Student</u></p> <ul style="list-style-type: none"> • Increased independence, interdependence and responsibility • Ability to consider and respond to various conditions/situations • Enhanced knowledge and skills • Mastery of basic role functions 	<p><u>Semesters 1 & 2</u> Fall (OTX)</p> <p><u>Semesters 2 & 3</u> Spring – Fall (OTA)</p> <p><u>Semesters 2, 3, 4, 5</u> Spr- Fall – Spr – Fall (part-time OTA)</p>	<p>OTA 108 OTA 110 OTA112 OTA 104 OTA 201 OTA 203 OTA 207 OTA 220 General Ed (OTA) CMP 104-148 BIO 104 PSY 118</p>	<ul style="list-style-type: none"> • ACOTE Standards (Expansion of foundational content; OT tenets; theoretical perspectives; screening and evaluation; intervention and implementation; context of service delivery; management of services; use of professional literature; professional values, ethics and responsibilities; level 1 fieldwork) • NSCC Degree Requirements 	<p>Person (Student): developing and refining OTA skills</p> <p>Environment (faculty, level 1 fieldwork supervisors, course materials, and resources): impart knowledge, model professional attitudes and values, facilitate independence and interdependence, support learning, promote problem solving and critical thinking</p> <p>Occupations: classroom activities, case-based learning activities, lab practice, individual and group assignments, level 1 fieldwork, service learning</p>

Occupational Performance (OTA Student Role Stages)	<u>Sequence</u>	<u>Courses</u>	<u>Scope</u>	Teaching-Learning Process (Person-Environment-Occupation)
<p><u>Advanced OTA Student</u></p> <ul style="list-style-type: none"> • Refinement and mastery of skills • Understanding of more complex issues in service delivery 	<p><u>Semester 3</u> Summer (OTX)</p> <p><u>Semester 4</u> Spring (OTA)</p> <p><u>Semester 6</u> Spring (part-time OTA)</p>	<p>OTA 204 OTA 206 OTA 208</p>	<ul style="list-style-type: none"> • ACOTE Standards (Completion of/Applied foundational content; OT tenets; theoretical perspectives; screening and evaluation; intervention and implementation; context of service delivery; management of services; use of professional literature; professional values, ethics and responsibilities; level 2 fieldwork) • NSCC Degree Requirements 	<p>projects</p> <p>Person (student): refining and mastering skill set</p> <p>Environment (faculty, level 2 fieldwork supervisors, course materials, and resources): impart knowledge, model professional attitudes and behaviors, mentor, support learning, promote clinical reasoning and professional development</p> <p>Occupations: immersion in situational learning activities within level 2 fieldwork, reflection and discussion related to professional practice and professional self, development of student portfolio, exploration/initiation of certification and licensure process</p>
<p><u>Entry Level OTA Practitioner</u></p>				

**NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

OTA/OTX OPTIONS OF STUDY

The OTA Department offers three options of study (variations in curriculum sequence) to meet the needs of students. These variations include:

1) Traditional full-time option, 2) a part-time curriculum sequence, and 3) an accelerated option. All options of study lead to an Associate in Science (A. S.) degree, with a major in Occupational Therapy.

Students are encouraged to follow the sequence of courses as presented in the OTA/OTX Program Requirements sheets and to complete the course of study within the time frames identified (3 semesters - OTX; 4 semesters - traditional OTA; and 6 semesters - part-time OTA). Students are expected to complete all program requirements, including Level 2 Fieldwork, within 4 years of entering the program.

All options of study within the OTA Program require a total of sixty-nine/seventy (49 OTA credits and 20/21 general education credits depending on successfully completing a 4 or 5 credit BIO103).

The OTA courses are offered once each semester for the OTA and OTX programs. Special consideration may be given to a student (with the approval of the OTA Department Chair and faculty recommendation) to take an OTA course (excluding lab courses) through the Center for Alternative Studies.

OTA PROGRAM REQUIREMENTS

OCCUPATIONAL THERAPY ASSISTANT (OTA)

Students should use this list of required courses as a personal record for courses taken and grades attained.

HONORS PROGRAM OPTION

Interested students may refer to the Honors Program study sheet.

Basic Skills Core/Proficiency Requirements

Communications Proficiency _ and Mathematics Proficiency _ are one of the requirements for admission to this program (see Admission Information below). They are also prerequisites for some of the courses below and required for graduation. Other course prerequisites may exist. Consult the college website or an academic advisor for information about Basic Skills Core/Proficiency Requirements and course prerequisites.

First Year	FALL	Semester (credits)	SPRING
	_____	Cr	_____ Cr
BIO103 Anatomy & Physiology 1	_____	5	
CMP101 Composition 1	_____	3	
OTA101 Orientation to Occupational Therapy	_____	4	
OTA103 Therapeutic Application of Modalities 1	_____	4	
OTA105 Therapeutic Group Process	_____	1	
PSY102 Introductory (General) Psychology	_____	3	
BIO104 Anatomy & Physiology 2			_____ 4
CMP104-150 Composition 2 Elective			_____ 3
OTA104 Therapeutic Application of Modalities 2			_____ 4
OTA108 Medical Specialties			_____ 4
OTA110 Planning & Implementation of Prog for Health & Well			_____ 3
OTA112 Leadership & Management in Occupational Therapy			_____ 2
PSY118 Human Growth and Development			_____ 3
Total Semester Credits:		20	23
Second Year	FALL		SPRING
	_____	Cr	_____ Cr
OTA201 Therapeutic Application of Modalities 3	_____	3	
OTA203 Mental Health Concepts in Occupational Ther Practice	_____	4	
OTA207 Occupational Therapy for Pediatric Populations	_____	4	
OTA220 Current Topics in Occupational Therapy	_____	2	
OTA204 Level 2 Fieldwork Practice 1			_____ 6
OTA206 Seminar in Occupational Therapy			_____ 2
OTA208 Level 2 Fieldwork Practice 2			_____ 6
Total Semester Credits:		13	14
	Total Program Credits:		70

Course Learning Options

These codes indicate that some sections of this course may be available through a distance learning format.

OL = Online Course with lectures, materials, and class participation on the WEB

CT = CAT/Hybrid Course which is a combination of classroom and online learning

MOL = Mass Colleges Online taught by faculty from other Mass Community Colleges

Program Information

- Entrance into any Occupational Therapy Assistant course requires successful completion of all prerequisite courses and requires a grade of "C" (73%) or better for all OTA courses. A grade of "P" is required for OTA204 and OTA208.

Admissions and Transfer Information

- Admission to this Program occurs only in the Fall Semester.
- The Occupational Therapy Assistant program is a selective admissions program. Further information about the program, application process and admission requirements can be found on the academic department web page at www.northshore.edu/programs.

Effective Fall 2009 (Revised)

Academic Year 2009-2010 1

**NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

PART-TIME CURRICULUM SEQUENCE

YEAR 1	Fall:	OTA 101*, Orientation to Occupational Therapy	4
		OTA 105, Therapeutic Group Process	1
		BIO 103, A&P 1	5
		CMP 101	3
	Spring:	BIO 104, A&P 2	4
		OTA 108, Medical Specialties	4
PSY 102, Introductory (General) Psychology		3	
YEAR 2	Fall:	OTA103, TAM 1	4
		OTA110*, Planning & Implementation of Programs for Health & Well-being	3
		OTA112, Leadership & Management in OT	2
		PSY 118, Human Growth & Development	3
	Spring:	OTA 104, TAM 2	4
		OTA203*, Mental Health Concepts in Occupational Therapy Practice	4
CMP104-150, Composition 2 Elective		3	
YEAR 3	Fall:	OTA 201, Therapeutic App of Modalities	3
		OTA 207*, OT for Pediatric Populations	4
		OTA220 Current Topics in OT	2
	Spring:	OTA 204, Level 2 Fieldwork Practice 1	6
		OTA 206, Seminar in OT	2
		OTA 208, Level 2 Fieldwork Practice 2	6
Total Program Credits			70

NOTES: * Indicates course with a Level 1 fieldwork component (each Level 1 fieldwork experience requires a total of 30 hours over the semester.

All notes and requirements in the Traditional Option apply to this option.

OTA PROGRAM REQUIREMENTS
OCCUPATIONAL THERAPY ASSISTANT
ACCELERATED OPTION (OTX)

Basic Skills Core/Proficiency Requirements

Communications Proficiency_and Mathematics Proficiency_are one of the requirements for admission to this program (see Admission Information below). They are also prerequisites for some of the courses below and required for graduation. Other course prerequisites may exist. Consult the college website or an academic advisor for information about Basic Skills Core/Proficiency Requirements and course prerequisites.

HONORS PROGRAM OPTION

Interested students may refer to the Honors Program study sheet.

Pre-Admission s	Cr
BIO103 Anatomy and Physiology 1	____(5)
BIO104 Anatomy and Physiology 2	____(4)
CMP101 Composition 1	____(3)
CMP104-150 Composition 2 Elective	____(3)
PSY102 Introductory (General) Psychology	____(3)
PSY118 Human Growth and Development	____(3)
Total Pre-Admissions Credits:	21

First Year	Fall	Spring	Summer
OTA101 Orientation to Occupational Therapy	____(4)		
OTA103 Therapeutic Application of Modalities 1	____(4)		
OTA105 Therapeutic Group Process	____(1)		
OTA108 Medical Specialties	____(4)		
OTA110 Planning & Implementation of Prog for Health/Well	____(3)		
OTA112 Leadership & Management in OT	____(2)		
OTA104 Therapeutic Application of Modalities 2		____(4)	
OTA201 Therapeutic Application of Modalities 3		____(3)	
OTA203 Mental Health Concepts In Occupational Therapy Practice		____(4)	
OTA207 Occupational Therapy for Pediatric Population		____(4)	
OTA220 Current Topics in Occupational Therapy		____(2)	
OTA204 Level 2 Fieldwork Practice 1			____(6)
OTA206 Seminar in Occupational Therapy			____(2)
OTA208 Level 2 Fieldwork Practice 2			____(6)
Total Semester Credits:	18	17	14
	TOTAL PROGRAM CREDITS:		
			70

Course Learning Options

These codes indicate that some sections of this course may be available through a distance learning format.

OL=Online Course with lectures, materials, and class participation on the WEB

CT=CAT/Hybrid Course which is a combination of classroom and online learning

MOL=Mass Colleges Online taught by faculty from other Mass Community Colleges

Program Information

Entrance into any Occupational Therapy Assistant course requires successful completion of all prerequisite courses and requires a grade of "C" (73%) or better for all OTA courses. A grade of "P" is required for OTA204 and OTA208.

Admissions and Transfer Information Admission to this Program occurs only in the Fall Semester.

The Occupational Therapy Assistant Accelerated Option Program is a selective admissions program. Further

information about the program, application process and admission requirements can be found on the academic department web page at www.northshore.edu/programs.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM COURSE MATERIALS

It is the policy of the OTA Program to provide each student with a course syllabus on the first meeting of every course either in hard copy or posted within ANGEL. Each OTA course syllabus includes specific competencies along with OTA role-related rationales, content, related learning objectives, teaching-learning methodologies, and assessment and evaluation methods. In addition, course-specific policies and procedures are included in the syllabus and professional behavior expectations are highlighted. Course assignments, quizzes, and tests are also included with course materials and the weighting of all components factored into the final grade is indicated. Each student is responsible for maintaining his or her copy of all course materials distributed by faculty and abiding by the policies, procedures, and schedule identified within them.

The course syllabus is intended to be a tool for student learning. Students should constantly reference the syllabus when preparing for class as well as when preparing for tests.

The OTA Program infuses web supported materials into each course. Each student is responsible for accessing and utilizing relevant course materials through his/her Pipeline account into “Angel.” An orientation to “Angel” will be provided to all students.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

LEVEL I FIELDWORK

LEVEL 1 FIELDWORK is coordinated with 4 specific OTA courses and is an integral part of the Occupational Therapy Assistant curriculum. The goal of level 1 field experience is to augment the academic components of knowledge, skill, attitude, and behavior. The emphasis is on providing students with introductory field experience within a variety of service delivery models. The general outcomes of **LEVEL I FIELD EXPERIENCE** will:

- Offer the student the opportunity to experience supervised service delivery in concert with the theoretical concepts learned in the classroom.
- Provide students appropriate opportunities to evaluate their interest in and potential for practice in the field of Occupational Therapy.
- Provide the opportunity for students to observe and participate in various health care settings and service delivery models.
- Provide students with the opportunity to develop awareness of and appreciation for the interpersonal skills and attitudes necessary for working with persons having physical, cognitive, psychosocial, and/or developmental needs.
- Provide for the supervised practice of skills and the application of knowledge learned in the classroom, with actual clients in need of occupational therapy services.
- Arrive at a realistic assessment of one's own strengths and weaknesses in the process of becoming a professional occupational therapy assistant.
- Demonstrate the assumption of personal responsibility for continued learning by seeking out appropriate resource persons and initiating independent study.

Required assignments by the instructor of the courses requiring a field component, and specific objectives related to the courses are included in each course syllabi and will assist instructors in assessing student's written and verbal professional skills. All Level I field experience courses require a minimum of 30 hours, except OTA110, which requires 24 hours of fieldwork and includes an additional service learning project. Specific Level 1 fieldwork outcomes are identified with each course syllabus for the following courses:

OTA 101: ORIENTATION TO OCCUPATIONAL THERAPY

OTA 110: PLANNING AND IMPLEMENTATION OF PROGRAMS FOR HEALTH AND WELLBEING

OTA 203: MENTAL HEALTH CONCEPTS IN OCCUPATIONAL THERAPY PRACTICE

OTA 207: OCCUPATIONAL THERAPY FOR PEDIATRIC POPULATIONS

A student involved in Level I Field Experience in ORIENTATION TO OT may be assigned in acute care hospitals, outpatient settings, rehabilitation facilities, skilled nursing facilities (short and long term care) and community agencies (e.g., Home Health Agencies, Day Care Centers, etc.).

The placement of fieldwork in PLANNING AND IMPLEMENTATION OF PROGRAMS FOR HEALTH AND WELLBEING will be in settings that service the elderly population such as skilled nursing, short term and long term care facilities, adult day centers, community senior centers, and assisted living facilities under the direction of the Activity Director.

The placement for fieldwork in MENTAL HEALTH CONCEPTS IN OCCUPATIONAL THERAPY PRACTICE will be in community settings, whose programs are designed for people with psychiatric and mental health issues.

The placement for fieldwork in OCCUPATIONAL THERAPY FOR PEDIATRIC POPULATIONS may be in school systems, early intervention programs and community day programs.

As the student progresses through these Level 1 Fieldwork experiences, he/she develops increased comfort with various client groups and becomes more aware of the different needs of clients. These field experiences contribute to the development of the student's professional self.

Upon completion of each Level I fieldwork experience, the fieldwork supervisor/fieldwork educator will evaluate the student on forms provided by the College's OTA Department. A copy of this evaluation form will be provided to the student as part of course materials. In addition, the student will be expected to complete a student evaluation of fieldwork form for the OTA Department.

FOR ALL FIELDWORK, STUDENTS MUST BE PREPARED TO TRAVEL TO THE SITE ASSIGNED BY THE ACADEMIC FIELDWORK COORDINATOR.

STUDENTS MUST PASS EACH LEVEL 1 FIELDWORK EXPERIENCE WITH AN OVERALL SATISFACTORY PERFORMANCE AS EVALUATED BY THE FIELD SITE SUPERVISOR(S).

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

LEVEL II FIELDWORK

LEVEL 2 FIELDWORK (PRACTICES 1 AND 2/OTA204 and OTA208) is the final component of the Occupational Therapy Assistant Program. It is the culmination of academic and fieldwork learning in a supervised, service delivery into the health field. This in-depth experience provides the final opportunity for integrating service delivery with theoretical knowledge and the goal is to develop competent, entry-level skills as a generalist occupational therapy assistant. The emphasis, therefore, is on application of knowledge and skills in the delivery of occupational therapy services.

Level 2 Fieldwork must begin within the semester immediately following completion of didactic coursework. Prior to each student's completion of the academic component, an interview will be conducted by the OTA Department's Academic Fieldwork Coordinator to discuss placement in a fieldwork site for PRACTICES 1 AND 2. The Academic Fieldwork Coordinator is responsible for student placement and assigned placement is based upon assessment of the student's professional interests and readiness obtained through student and faculty/staff input, as well as the availability of fieldwork sites.

Students engage in Level 2 Fieldwork during the final semester of their chosen curriculum sequence. [Fourth semester (Spring) for traditional OTA students, sixth semester (Spring) for part-time OTA students, and the third (Summer/Fall) semester for OTX student.] Regardless of the option of study, Level 2 Fieldwork is comprised of two, eight-week full-time experiences in settings that afford student exposure to different populations and/or service delivery models. The student must follow his or her fieldwork supervisor's schedule and meet full-time equivalency requirements.

The OTA Program will distribute a Level 2 Fieldwork Manual to each student prior to the start of Level 2 Fieldwork Practices 1 and 2. This Manual outlines the specific expectations, competencies, policies and procedures relative to Level 2 Fieldwork. Student performance will be evaluated by the fieldwork supervisor/educator midway through and at the end of each placement. In addition, students are expected to

complete their own self assessment of their performance and field experience and share with their fieldwork supervisor/educator.

To meet the primary goal of developing a competent, entry level, generalist occupational therapy assistant, Level 2 Fieldwork is designed to:

1. Provide a concentrated experience in Occupational Therapy intervention planning and implementation, utilizing skills gained through academic and Level 1 fieldwork experiences.
2. Provide professional role models for the student in direct and indirect service roles.
3. Provide opportunity for the student to assist in the evaluation of clients within the OTA role.
4. Provide opportunity for the student to plan and implement occupational therapy services designed to enhance a client's occupational performance.
5. Provide opportunity for the student to promote his/her technical skills, clinical reasoning, ethical practice and professional development.
6. Provide opportunity for the student to develop his/her interpersonal skills, communication skills, attitudes and values necessary for working effectively with clients, families, and professional colleagues.
7. Provide the student with feedback that contributes to the development of his/her professional self in preparation for entry level practice.

STUDENTS MUST BE PREPARED TO TRAVEL TO THE SITE ASSIGNED BY THE ACADEMIC FIELDWORK COORDINATOR. EVERY EFFORT WILL BE MADE TO ACCOMMODATE THE INTERESTS OF STUDENTS, TAKING INTO ACCOUNT THE RECOMMENDATIONS OF FACULTY AS WELL AS AVAILABILITY OF SITES.

NORTH SHORE COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT FIELDWORK RESPONSIBILITIES

- 1. The student shall be responsible for maintaining professional malpractice liability insurance throughout his/her enrollment in the OTA program.**
- 2. The student shall follow the policies, rules, and standards of practice of the fieldwork placement site.**
- 3. The student shall follow the OTA Program's Attendance and Promptness policy during fieldwork.**
- 4. The student shall maintain as confidential all client records and other data to which they have access at the site.**
- 5. The student shall accept individual and independent assignments given by the fieldwork supervisor/educator.**
- 6. The student shall respond professionally to the evaluation of his/her fieldwork performance by fieldwork supervisor(s)/educator(s). If a student believes he or she is evaluated unfairly, the student shall follow the communications policy and grievance policy outlined in this handbook and in the college's student handbook.**
- 7. The student shall be responsible for supplying own uniforms, where required.**
- 8. The Fieldwork site or the College may remove any student from the Fieldwork site upon reasonable notice. The Fieldwork site may without notice, unilaterally remove the student whose continued presence threatens the clients, staff, policies, or programs of the site. In the event of such removal, the Fieldwork site will promptly provide the OTA Academic Fieldwork Coordinator and Department Chair with a written explanation of the reason for such action.**
- 9. In the event of injury or episodic illness, a student shall be responsible for payment of health care services provided by the Fieldwork site and/or own health care provider.**
- 10. A student shall, for all purposes, be deemed independent contractors and not employees of the facility, but nevertheless shall abide by all applicable facility policies and procedures of the Fieldwork site.**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

HEALTH RECORDS, LIABILITY INSURANCE, CORI FORMS, AND STUDENT DATA FORMS

A HEALTH FORM is provided to each student at the OTA Program's Incoming Orientation meeting. The form should be completed by a physician or nurse practitioner and submitted to the Division of Health Professions prior to the beginning of the first semester. Each student is responsible for keeping a copy of the form for her or his file.

Complete health records are required to participate in Level I and Level II fieldwork experience.

LIABILITY INSURANCE is required to participate in fieldwork.

- Insurance must be purchased annually and coverage must be \$1,000,000 to \$3,000,000. The 2009 fee is \$29.00 annually, but is subject to change.
- Students must access the company's website (Healthprovider Service Organization) at www.hpsso.com and complete the application as specified.
- Students will not be permitted to begin fieldwork without proof of liability insurance.
- Failure to complete fieldwork requirements will result in failure of the course.
- The Academic Fieldwork Coordinator can assist you in the process, if needed.

CRIMINAL OFFENSE RECORD INVESTIGATIONS (CORI) are required by most fieldwork sites.

- As an OTA/OTX student you will be required to undergo a State of MA CORI check prior to engaging in a level 1 or level 2 fieldwork. A student must pass the State CORI.
- NSCC Human Resources Department will direct you in this process at the incoming orientation. In addition, two-year OTA students and all part time students will be required to undergo a CORI check annually while in the program.
- In addition, a student may be required to undergo a specific fieldwork facility's CORI check prior to engaging in a Level 1 or Level 2 fieldwork.

SEXUAL OFFENSE RECORD INVESTIGATION (SORI) may be required by some fieldwork sites to participate in fieldwork. The Academic Fieldwork Coordinator will direct you in this process if indicated.

OTHER SCREENING MEASURES including drug tests may be required by the Fieldwork site prior to a student's participation. The academic fieldwork coordinator will direct you in the process of all screening measures.

STUDENT DATA FORMS are provided by the OTA Department and 3 forms are to be completed by the student. The department uses these forms for informational purposes regarding telephone number, current address, and emergency notification information. One form remains in the student's folder, and the other two are sent to assigned Level 2 Fieldwork sites for Practices 1 and 2. **STUDENTS MUST NOTIFY ACADEMIC FIELDWORK COORDINATOR OF ANY CHANGES IN THEIR PERSONAL DATA INFORMATION.**

NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROGRAM HONOR CODE

Program faculty expect all students to perform with honesty and respect for the teaching/learning relationships that are necessary for the success of the educational process. During examinations, there is no special seating assignment (unless specified by the instructor) and it is expected that students will complete the examination (and assignments outside of class) by relying solely upon their own understanding of the material and upon their own ability to communicate this understanding.

All students are expected to act within the standards of academic honesty established by the College. For additional information on the College's academic honesty policy, refer to the College Catalog and Student Handbook.

STUDENT CONDUCT AND PROFESSIONAL BEHAVIOR

The students in the OTA Program are expected to adhere to the Conduct, Disciplinary Procedures and Due Process Policies as well as Smoking and Alcohol and Drug Policies as stated in the NSCC catalog and student handbook. These policies apply for both the academic and fieldwork experiences.

Students are also expected to adhere to the Occupational Therapy Code of Ethics published by the American Occupational Therapy Association and introduced to each student in the ORIENTATION TO OCCUPATIONAL THERAPY course (OTA 101). In addition, students are expected to adopt the core values and attitudes of the occupational therapy profession, which again will be introduced in OTA 101 and carried throughout the curriculum.

The OTA Department stresses professional behavior throughout the academic and fieldwork components of the program. As a future OTA practitioner, each student must display the professional attitudes and behaviors expected within the occupational therapy profession. Academic preparation for entrance into the occupational therapy profession includes the development of these professional attitudes and behaviors. Feedback regarding professional attitude and behavior will be provided throughout the program via peer, faculty, and field supervisor assessments.

Each student must demonstrate professional behavior through the process of becoming an entry level Occupational Therapy Assistant. Professional behavior includes but is not limited to:

1. Being courteous and respectful towards clients, their families, facility staff, fellow students and faculty/staff of NSCC. This includes verbal and non-verbal (body language) communication.

STUDENT CONDUCT AND PROFESSIONAL BEHAVIOR (Continued)

- 2. Performing procedures, administering therapy, and completing assigned work in accordance with established policies and procedures.**
- 3. Demonstrating the ability to work independently and collaboratively in academic and fieldwork activities.**
- 4. Constructively utilizing free time for optimal learning (i.e., using free lab and clinical time effectively).**
- 5. Demonstrating appropriate behavior/approaches to individuals requiring services, including family members and staff. Appropriate behavior includes identifying self and status, stating instructions clearly and concisely with appropriate pronunciation, using a friendly and pleasant tone of voice.**
- 6. Maintaining client confidentiality at all times both in and out of facility.**
- 7. Following established protocols pertaining to health and safety of all persons, including infection control, emergency and evacuation procedures, and practice activities within the role of the OTA. (Refer to the College's and fieldwork facility's policy and procedure manuals; AOTA's Code of Ethics, Core Values and Attitudes, Standards of Practice, Guidelines for Supervision, Roles and Responsibilities and Licensure Regulations, etc.)**
- 8. Adhering to attendance and promptness policies.**
- 9. Accepting and responding constructively to feedback provided by faculty and fieldwork supervisors.**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROFESSIONAL ETHICS

In order to comply with the Occupational Therapy Code of Ethics, the student will demonstrate professional ethics in the academic and field work settings by:

- **Maintaining confidentiality of information regarding patients, clients, residents, peers and other professionals.**
- **Respecting authority of supervision in class and fieldwork by:**
 - **being flexible to changes,**
 - **performing assignments when required,**
 - **seeking out faculty or supervisor for direction, and/or clarification,**
 - **being open to constructive feedback,**
 - **modifying behavior in response to feedback/supervision,**
 - **separating personal needs from client or class needs,**
 - **handling personal and professional frustrations.**
- **Respecting the human and non-human components of the learning environment by:**
 - **listening to the opinion of classmates**
 - **maintaining attention to all speakers**
 - **caring for equipment and supplies**
 - **abiding by the classroom behavior statement**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROFESSIONAL BEHAVIOR EXPECTATIONS **ACADEMIC COMPONENT**

The student is expected to assume **RESPONSIBILITY** for the academic learning process by:

- **Personally contacting/notifying each instructor prior to absence or tardiness and follow up with each instructor to review material/experiences missed.**
- **Bringing necessary and appropriate materials to class in preparation for classroom participation.**
- **Reading assigned chapters, articles, etc. in preparation for classroom discussion.**
- **Completing all required assignments in a timely manner.**
- **Understanding course syllabi, course requirements, and course guidelines.**
- **Returning borrowed items (i.e., books, media, and activity supplies) the next day after use.**
- **Properly maintaining classrooms and laboratory areas and returning supplies and equipment to designated areas.**

The student will **DEMONSTRATE INTEREST** in the academic process by:

- **Seeking and utilizing suggestions and constructive feedback from field supervisors and faculty.**
- **Participating in class discussions and interactions.**
- **Responding to needs of peers, clients, and faculty.**
- **Using class time to work in groups, read assigned material, and discuss information with peers and instructors.**
- **Collaborating with students and with faculty and other professionals appropriately.**
- **Actively listening, by expressing points of views when appropriate and by reiterating what has been said to clarify understanding.**
- **Maintaining attention and displaying appropriate body language.**
- **Avoiding side conversations during class.**

- Avoiding use of cell phones and personal electronic devices during class.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROFESSIONAL BEHAVIOR EXPECTATIONS **FIELDWORK COMPONENT**

The student will assume **RESPONSIBILITY** for the field experience learning process by:

- **Notifying the field experience supervisor/educator prior to absence or tardiness and also notifying the academic fieldwork coordinator.**
- **Completing assigned tasks initiated by the field supervisor/educator that are appropriate in developing competency in area of expected performance.**
- **Asking questions from appropriate persons responsible for placement regarding the experience.**
- **Following dress code requested by fieldwork facilities.**
- **Abiding by the policies and procedure of fieldwork settings.**
- **Maintaining clinical area, supplies, and equipment.**

The student will demonstrate **INTEREST** in the field experience learning process by:

- **Seeking and utilizing suggestions and constructive feedback from field supervisors and faculty.**
- **Participating in clinical discussion and interaction when indicated.**
- **Responding to the needs of peers, clients, staff, and faculty when indicated.**
- **Utilizing time when not involved with direct observation or intervention (with supervisor approval) to read related material and discuss related questions with appropriate persons.**
- **Collaborating with clients, families, OT staff, and other professionals.**
- **Researching appropriate evaluation and intervention methods and discussing application of programming.**
- **Actively listening by expressing appropriate personal views and reiterating what has been said to clarify understanding.**
- **Avoiding use of cell phones and personal electronic devices during fieldwork.**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

POLICY REGARDING ATTENDANCE AND PROMPTNESS

1. Attendance and promptness are mandatory for all classes and fieldwork. Attendance and promptness will be monitored.
2. An excused absence from class is one in which the student has planned and given advance notice to the instructor or the student notifies the instructor by phone or email the morning of any unplanned absence (or prior to scheduled class). Student must personally notify the instructor for each course in which he/she will be absent.
3. An excused absence from field placement is one in which the student has planned and given advance notice to the field supervisor/educator and Academic Fieldwork Coordinator or the student notifies the field supervisor and Academic Fieldwork Coordinator by phone the morning of any unplanned absence.
4. An unexcused absence from class or field placement is one in which the student fails to follow the excused absence policy.
5. Students are allowed a **maximum of 2 excused absences*** from OTA course which meet 1x per week and a maximum of **3 excused absences** from OTA courses which meet more than 1x pr week. With each additional absence beyond the allowable limit, 5 points will be deducted from the student's final grade. If a course meets 2x over the same day, the absence will be counted as one.
6. Each unexcused absence will result in an automatic 5 point deduction from the student's final grade.
7. A tardy student is expected to enter the classroom in an undistruptive manner. Faculty will dismiss the student if entrance is in any way disruptive to the class and dismissal will be considered an unexcused absence.
8. If late more than 3x for any OTA course, 5 points (per each tardiness) will be deducted from the student's final grade.
9. If late or absent, it is the responsibility of the student to obtain all information missed.

* An excused absence includes any reason for which a student misses class and/or fieldwork including illness, appointment, car trouble, child care, etc.

PROGRAM SPECIFIC LEVEL II FIELDWORK ATTENDANCE AND PROMPTNESS POLICY

1. The student must complete the required number of fieldwork hours as evidenced by course requirements.
2. If the student is unable to report to the Fieldwork site at the required time, then he/she must notify the Fieldwork Supervisor at least one (1) hour prior to that required time, and **MUST NOTIFY THE ACADEMIC FIELDWORK COORDINATOR THAT SAME DAY**.
3. It will be the responsibility of the student to arrange make-up time with the Field Supervisor/Educator. Make-up time must be completed as soon as possible after the absence at the convenience of the Field Supervisor/Educator. All make-up time must be completed in order to successfully pass.
4. Upon the **FIRST UNEXCUSED*** absence from a fieldwork session, the student will be immediately suspended from the Field Experience. Continuation in the fieldwork experience will be determined collaboratively with the student, academic fieldwork coordinator, field supervisor/educator, and department chair. A student can be terminated from fieldwork based on an unexcused absence and fail the field experience.
5. Repeated tardiness is sufficient cause for suspension and/or termination and failure in Field Experience.

* An "UNEXCUSED ABSENCE" occurs when a student misses an entire fieldwork day:

1. without prior approval of the Field Supervisor/Educator

- OR -

2. without personally and directly notifying the Field Supervisor/Educator and Academic Fieldwork Coordinator

**NORTH SHORE COMMUNITY COLLEGE
HEALTH PROFESSIONS
CLINICAL/FIELDWORK CANCELLATION POLICY**

1. If mandatory college closing (classes cancelled) is required prior to the start of scheduled clinical/fieldwork, the student will not be required to attend clinical/fieldwork for the duration of the cancellation.
2. If mandatory college closing (classes cancelled) during the day/evening, after the student has arrived at clinical/fieldwork site, the student is required to complete assigned procedures prior to leaving the site. The student must ensure patient safety is not compromised and documentation is completed.
3. If mandatory college closing (classes cancelled) is required, the student may have to make up hours/time in order to fulfill program requirements (per program policy).
4. If classes are not cancelled, but there is questionable weather, the student will use their own discretion as to their ability to travel safely to and from clinical/fieldwork site. Should the student decide that travel is not prudent, they are to follow the program's attendance policy regarding absence from clinical/fieldwork.
5. Students may attend clinical/fieldwork on holidays that are not typically observed by health care agencies (i.e. Evacuation Day, College Professional Day, Patriot's Day, and Bunker Hill Day) or any other day at the program's discretion.
6. Students may access the college adverse weather/emergency closings by:
 - calling the college adverse weather hotline at
 - (978) 762-4200
 - accessing the college website
 - local television and radio stations

This policy should be communicated to all clinical affiliates and to all students.

NORTH SHORE COMMUNITY COLLEGE
(referred to as “College” below)

CLINICAL/FIELDWORK WAIVER FORM

I, _____ (student name), a student at North Shore Community College enrolled in a Health Professions Program, understand and agree that I am fully responsible for the cost of any physical, emotional, or property injury resulting from my transportation, safe conduct to and from the Clinical Agency for/or my participation in clinical activities and thus, will in no way hold the College or faculty/staff member responsible for any injuries and/or losses incurred during transit or while participating in any clinical activities including but not limited to medical and dental expenses incurred as a result of my participation in this program; and, further, I agree to indemnify and hold harmless the said College against any and all claims, damages and liabilities arising therefrom.

Student Signature: _____

PROGRAM Please circle the Program you are enrolled in:

Medical Assisting **Nurse Education** **Occupational Therapy Assistant**
Physical Therapist Assistant

Practical Nursing **Radiologic Technology** **Respiratory Care** **Surgical Technology**
Veterinary Technology

Date: _____

Parent’s consent if the student is under 18 years of age:

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

POLICY REGARDING ASSIGNMENTS AND TESTS

1. All assignments (papers, reports, projects, evaluation forms, etc.) are due on the date specified by the classroom instructor, academic fieldwork coordinator and/or field supervisor.
2. Late assignments will automatically be deducted 5 points for each consecutive class or fieldwork day beyond the assigned due date. Assignments will not be accepted beyond two (2) weeks of initial due date – NO EXCEPTIONS.
3. If a student is absent (with an excused absence) on a test day, he/she must make arrangements with the instructor to take the test on or before the next class day. If the test is not made up by the next class day, the grade for that test becomes a zero. Make up tests may be different or may include an alternative assignment.
4. Any test missed by an unexcused absence will automatically be graded zero.
5. All students are expected to abide by the academic honesty policies of the college with respect to assignment and test completion. Dishonest academic behavior includes, but is not limited to, cheating and plagiarism.

*** Serious and extenuating circumstances that interfere with compliance to above policies must be discussed with the instructor in advance to avoid penalty.**

***NOTE: The OTA Program faculty collects student samples of classroom assignments and tests as evidence of meeting accreditation standards established by the Accreditation Council for Occupational Therapy Education (ACOTE).**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM
GRADES AND PASSING CRITERIA FOR OTA COURSES

A student must complete all OTA courses with a "C" or better grade. Although a "D" is generally considered a passing grade by the college, a "D" is not a passing grade for an OTA Department course. Receiving a failing grade ("C-", "D" or "F") in an OTA Department course will prevent a student from progressing on to the next sequence of courses. This interruption in course/program sequence requires the student to follow the OTA Program's Readmission Process and Procedures.

The student should also keep in mind that the receipt of a course grade below a "C" may not be transferred for credit in a four year college program of study.

GRADING POLICY FOR CREDIT COURSES

A	4.0 (93-100)	C	2.0 (73-76)
A-	3.7 (90-92)	C-	1.7 (70-72)
B+	3.3 (87-89)	D+	1.3 (67-69)
B	3.0 (83-86)	D	1.0 (63-66)
B-	2.7 (80-82)	D-	0.7 (60-62)
C+	2.3 (77-79)	F	0(below 60)

NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
ACADEMIC STANDING POLICY

To be considered in good academic standing within the College and to be making satisfactory academic progress toward a degree or certificate, a matriculated OTA/OTX student must:

1. MAINTAIN A CUMULATIVE GRADE POINT AVERAGE (CGPA) OF 2.0 OR ABOVE, and,
2. SUCCESSFULLY EARN 60% OF THE CREDITS ATTEMPTED EACH SEMESTER, and,
3. COMPLETE HIS OR HER EDUCATIONAL PROGRAM OF STUDY WITHIN 150% OF THE REQUIRED CREDITS.

Academic Probation

A student, who does not meet the above standards at the end of a semester, will be placed on academic probation and will receive a letter of notification. Academic probation directs a student to meet with an advisor to review the student's academic progress and to discuss use of the College's student support services in order to improve academic performance.

Academic Suspension

A student who does not meet the above requirements at any two consecutive semesters will be automatically placed on academic suspension. Suspension means that a student is prohibited from enrolling in the College until he/she has met with an Academic Review Board to discuss academic progress and to receive permission to re-enroll. The Academic Review Board may make re-enrollment contingent on a student taking specific steps to help ensure future academic success. A student must fulfill all requirements set by the board.

Credits attempted are defined as credits enrolled at the end of the Add-Drop period.

Academic Review Board

In order to receive permission to re-enroll, a suspended student must appear in person before an Academic Review Board. A student must bring a letter outlining reasons for the academic difficulty. The College recognizes that special or unusual circumstances can affect academic performance. The Review Board in granting a student permission to re-enroll will consider these mitigating circumstances.

The Vice President for Academic Affairs will determine the composition of the Review Board. If a student so desires, the President of the Student Senate or his/her designee may attend the Review Board meeting.

Enrollment Limitation

Matriculated students must complete their work toward a degree/certificate by earning at least 60% of the credits attempted (credits enrolled at end of add/drop) according to the Satisfactory Progress schedule. For instance, College policy indicates that a full time student has up to nine semesters to complete the associate's degree; a half time student has up to 18 semesters to complete the associate's degree.* A student who varies his/her semester credit load will have enrollment credit calculated by averaging the number or credits attempted each semester.

Students exceeding their enrollment limitation will be notified by letter. Written permission for matriculated students to continue working toward a degree/certificate beyond their enrollment limitation must be received from the Dean of Academic Affairs.

FOR ADDITIONAL INFORMATION, REFER TO THE ACADEMIC POLICIES FOR CREDIT PROGRAMS LOCATED IN THE COLLEGE CATALOG AND STUDENT HANDBOOK.

***Active versions of OTA/OTX programs must be completed so that graduates are prepared with current knowledge and skills for competent entry level practices as an Occupational Therapy Assistant. In addition, students are expected to complete all program requirements, including Level 2 Fieldwork, within 4 years of entering the OTA Program.**

**NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

STUDENT ADVISEMENT

Each OTA/OTX student is assigned an OTA faculty member as an academic advisor. The Vice President for Academic Affairs coordinates advisement assignments and notifies students by mail. If a student has been assigned to a non-OTA faculty advisor, please bring this to the attention of the OTA Department Chair and the error will be corrected.

The role of the advisor is to:

- review your degree evaluation in Pipeline,
- counsel you on course selection,
- make referrals for you to appropriate student services,
- develop an academic plan that is most appropriate for you; i.e., advising on the number of credits that you will likely be able to manage successfully, taking into account your other responsibilities with job, family, etc.

Office hours for the Department Chair and Faculty Members are posted outside their office doors. If you have a conflict with their schedules, you must bring this to the attention of the faculty member and an attempt will be made to provide for a more suitable time of office hours.

***NOTE:** Students should meet with their primary OTA faculty advisor before altering any established course schedule (i.e. before withdrawing from a course, adding a course, etc). Alteration of a schedule may interrupt the student's curriculum sequence and warrant readmission.

NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
WITHDRAWAL

PROGRAM WITHDRAWAL

A student may withdraw from the OTA Program at any time. It is in the best interest of the student to consult with his or her academic advisor and the Department Chair concerning withdrawal. A LETTER OR EMAIL CONTAINING REASONS WHY THE DECISION TO WITHDRAW WAS MADE MUST BE ADDRESSED TO THE DEPARTMENT CHAIR AND TO THE DEAN OF ENROLLMENT AND STUDENT RECORDS. It is then the student's responsibility to officially withdraw from all registered courses. Withdrawal from courses can be conducted online through your Pipeline account or you can be assisted by staff in the Student and Enrollment and Student Records office.

COURSE WITHDRAWAL

A student may officially withdraw from any course before the twelfth week of the semester and receive a "W" grade. A STUDENT SHOULD SEE HIS/HER COURSE INSTRUCTOR AND OTA FACULTY ADVISOR FOR ADVISEMENT PRIOR TO WITHDRAWING FROM ANY COURSE. Failure to officially withdraw may result in an "F" grade; and withdrawal may affect academic standing and financial aid. Withdrawal from OTA courses will result in an interruption of a student's curriculum sequence which requires readmission. Please refer to the Readmission Policy and Specific Readmission Process and Procedures of the OTA Program in this handbook.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

READMISSION POLICY

College Policy:

The following students must apply for readmission prior to registration in any given semester: students who have not been matriculated and enrolled in the College within the previous five years; students who have graduated from the College; and students in selective admission programs (Nurse Education, Physical Therapist Assistant, Occupational Therapy Assistant, Radiologic Technology, Respiratory Care, Medical Assisting Certificate, Veterinary Technology, Surgical Technician Certificate, and Practical Nursing Certificate) who have interrupted their sequence of professional courses with a course withdrawal, course failure, and/or semester stop out. Students in health professions programs seeking readmission must meet current Program and College admission requirements, and follow the specific policies and procedures defined by individual programs*. Readmission to health professions programs is not automatically guaranteed. If readmitted, students are permitted only one readmission to their program on a space available basis with approval by the Program Director/Department Chair.

** Individual Program policies and procedures are documented in program manuals/handbooks.*

Readmission Policy OTA Program Process and Procedures

Formal readmission to the OTA Program is needed for any matriculated student who has interrupted his/her sequence of courses as designed in the option of study for which he/she initially enrolled (part-time, full-time or accelerated) by any of the following:

1. course failure
2. course withdrawal
3. semester stop out

The formal readmission process and procedures **require** the student to initiate and complete **all** of the following steps:

1. Set up an initial meeting with the OTA Program Department Chair and faculty (those teaching designated courses) within 10 days of a course withdrawal and/or failure and within one (1) month of the end of the “stop out” semester.
2. Submit a detailed letter addressing specific changes he/she will make and/or have made to enhance academic success if readmitted to the OTA Program within 10 days of meeting with Program Director and faculty.
3. Participate in a follow-up meeting with the OTA Department Chair to discuss the determination of his/her readmission status and conditions of continued enrollment (if indicated) within 10 days of receipt of letter.
4. Complete and submit the OTA Program Readmission Form to Enrollment Services.

In accordance with the college’s readmission policy, all matriculated students have **one** opportunity to be readmitted to the OTA Program. Readmission will be based on academic and fieldwork performance, personal circumstances, documented plan for future success and space availability. Students who are readmitted must meet current program requirements including technical standards, updated health forms, proof of liability insurance, dependable transportation, etc. for participation in fieldwork. Students who have utilized their one opportunity for readmission will be dismissed from the OTA program upon subsequent interruption including course failure, course withdrawal and/or stop out.

OTA Program Readmission Form

I, _____ have interrupted my sequence of courses with a:
Name of Student

(please circle)

- Course withdrawal
- Course failure
- Semester stop out

I have engaged in the readmission process and procedures defined by the OTA Program and acknowledge the following decision and related implications (please circle):

- Readmission granted – Final opportunity to continue in the OTA program. Enrollment and Student Records office will file notice of this one readmission in student's record and maintain OT/OTX program code.
- Readmission denied – Unable to continue in the OTA program. Program code will be changed to "unspecified" which may impact financial aid status. Student advised to consult financial aid counselor.

Student's Signature: _____

Student's ID #: _____

DATE: _____

OTA Program Department Chair's Signature: _____

DATE: _____

NORTH SHORE COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

APPLICATION TO GRADUATE

In order for a student to graduate, an application to graduate form must be completed and submitted to the Enrollment and Student Records office the semester before scheduled graduation. Application to Graduate forms are obtained from the Enrollment and Student Records office and are also available online. Students must complete the form and submit it by the required deadline. After receiving the completed form, the Enrollment and Student Records office will review the student's academic record and will respond to the student as to whether all courses required for graduation have been completed.

ASSOCIATE DEGREE REQUIREMENTS

To be eligible for a degree, OTA/OTX students must have: earned at least 60 hours of credit with CQPA of 2.00 or higher; completed at least 1 semester hours of work in residence at North Shore; fulfilled all requirements designated in the applicable active program requirements; met the particular detailed career course and grading requirements in the curriculum selected; and met all other specific requirements set by the College. Active versions of OTA/OTX Programs must be completed so that graduates are prepared with current knowledge and skills for competent entry level practice as an Occupational Therapy Assistant. And, students must successfully complete all OTA program requirements, including Level 2 FW, within 4 years of entering the program.

FOR ADDITIONAL INFORMATION, PLEASE REFER TO THE COLLEGE CATALOG.

**NORTH SHORE COMMUNITY COLLEGE
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COMMUNICATIONS AND GRIEVANCE POLICY

A student who wishes to discuss an issue of academic or professional concern should adhere to the following procedure:

1. The student should first have a discussion with the instructor who is responsible for the course in which there is a concern. Most circumstances that arise can and should be addressed with the instructor who is directly involved. Rarely, will situations occur that require more than a calm, open, and professional discussion between the student and his/her instructor. If another faculty member is contacted before any discussion is had with the instructor in question, then the student will be referred, immediately, back to the instructor for the appropriate discussion/resolution.

2. If, after approaching the faculty member with whom there is a concern, the student does not believe that the issue has been resolved in a reasonable and satisfactory way, the student may discuss it with the person who supervises the instructor. (See the organization chart on the following page.) The supervisor will attempt to gather all necessary information from all available sources in order to determine the appropriate resolution of the problem.

FOR ADDITIONAL INFORMATION ON GRIEVANCE PROCEDURES, REFER TO THE COLLEGE CATALOG AND STUDENT HANDBOOK.

DIVISION OF HEALTH PROFESSIONS
ORGANIZATIONAL CHART FOR OTA PROGRAM

DEAN OF HEALTH PROFESSIONS
MARK A. KNUTSEN
DH201 - Extension 4160

OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Department Chair
Maureen S. Nardella
DH124D – Extension 4176

Ruth DeLisio Full-time FacultyDH223 Ext. 4168	Pat Banks Academic F.W. Coordinator DH203 – Ext. 4174	Mary M. Malone Full-time Faculty DH233 – Ext. 4172	Madelyn O'Reilly Adjunct Faculty
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Note: All offices are located in the Health and Sciences Building at the Ferncroft Road Campus in Danvers.

NORTH SHORE COMMUNITY COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

POLICY AND PROCEDURES RELATIVE TO STUDENTS WITH DISABILITIES

A Student Guide to Disability Services is available on line from the College's web page.

Section I:

Policy of Nondiscrimination:

North Shore Community College is a public, open admission, comprehensive institution. The college affirms the principles of equal access and reasonable accommodations for students with disabilities as stated in Section 504 of the Rehabilitation Act of 1973. The college will strive to maintain and extend its barrier-free environment; the college will practice non-discrimination in its academic and non-academic components; the college will seek to ensure that a student's level of achievement will be measured in ways that measure learning and minimize the interference of disability-related factors.

Section II:

Definitions of Students with Disabilities and Reasonable Accommodation:

Students with disabilities are those who meet the following eligibility criteria outlined under Section 504 of the Rehabilitation Act of 1973 and reaffirmed in the Americans with Disabilities Act:

1. have a physical or mental impairment that substantially limits one or more major life functions.
- or, 2. have a history of such impairment.
- or, 3. are recorded as having such an impairment.
- or, 4. are deemed to be otherwise qualified despite the disability.

Reasonable accommodations are alternative courses of action which will ensure that students with disabilities receive:

- 1. opportunities to participate in and meet the stated essential requirements of courses and programs for which they are otherwise qualified, and**
- 2. evaluations which measure their levels of achievement of those essential requirements and are not influenced by the impact of their disability.**

These reasonable accommodations will be provided in a manner that does not compromise the academic standards of the course or program and is reasonable in light of the public nature of the community college setting.

Section III.

Procedure for Establishing Eligibility for Accommodations

Students seeking support services and/or accommodations on the basis of a disability are required to verify eligibility in accordance with Section 504 of the Rehabilitation Act of 1973. The following are guidelines:

Student's Responsibilities:

- 1. FIRST. A student must self-identify and submit documentation estimating the disability's effect on their participation in academic activities. Documentation must be provided from a physician, psychologist, learning disability specialist, or comparable professional.**
- 2. SECOND. A student must make an appointment with the Student Support Center to review their documentation and complete a "Request for Services Form" with an Educational specialist AT LEAST two weeks prior to the time of the requested accommodations.**

ALL DOCUMENTATION IS CONFIDENTIAL AND SHOULD BE SUBMITTED TO:

**DIRECTOR OF DISABILITY SERVICES
NORTH SHORE COMMUNITY COLLEGE
ONE FERNCROFT ROAD
DANVERS, MA 01923-0824
OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

PROFESSIONAL ORGANIZATIONS

AOTA

**AOTA - The American Occupational Therapy Association, Inc.
4720 Montgomery Lane
P. O. Box 31220
Bethesda, MD 20824-1220
Phone: 301-652-2682; FAX: 301-652-7711; TDD: 1-800-377-8555
www.aota.org**

The American Occupational Therapy Association (AOTA) is a national professional organization, established in 1917 for the purpose of advancing and improving the quality of occupational therapy service.

Student membership is encouraged and applications for membership are located in a folder on the bulletin board inside the OTA Laboratory, Room 123 and are available on the AOTA website.

The annual conference of the AOTA is held each spring, usually in April during OT Month. At the conference, the Association of Student Delegates (ASD), provides the mechanism for the expression of student concerns and offers a way whereby students can have effective input into the affairs of the AOTA. The Pre-conference meetings have one representative from each educational program in the country; the representative is identified as the Delegate.

The OTA Program encourages student involvement in AOTA and the ASD. The NSCC student body of the OTA Program elects a representative (OTA and/or OTX) each year to be the ASD Delegate. Financial support is received from the SOTA Club as available. The Delegate may have to share the financial costs of travel and housing.

SOTA

All OTA/OTX students are considered members of the Student Occupational Therapy Assistant (SOTA) Club and are encouraged to participate in:

1. fund raising activities,
2. sharing knowledge and activities of the profession with NSCC's student body and faculty.
3. community service.
4. providing visibility to the community.

The college officially recognizes the SOTA club and an OTA faculty member serves as the club's advisor. Student members elect officers and plan the club's activities. Active members and leaders of the SOTA club may qualify for college service awards. An awards ceremony is held each spring.

NBCOT

National Board for Certification in Occupational Therapy (NBCOT)
12 South Summit Avenue
Suite 100
Gaithersburg, MD 20877-4150
Phone: 301-990-7979; Fax: 310-869-8492
www.nbcot.org

National Board of Certification in Occupational Therapy (NBCOT) is the independent national credentialing agency that certifies eligible persons as occupational therapists registered (OTR) and certified occupational therapy assistants (COTA). The NBCOT is not affiliated with the American Occupational Therapy Association (AOTA). The mission of NBCOT is to serve the public interest by providing high standards for the certification of occupational therapy practitioners. NBCOT develops and administers the certification examination, based on current and valid standards that provide reliable indicators of competence for the practice of occupational therapy. Demonstrated continued competency is required for recertification every three years. NBCOT outlines the criteria for which recertification is based.

MAOT

MAOT

**57 Madison Road
Waltham, MA 02154
Phone: 781-647-5556
www.maot.org**

The Massachusetts Association of Occupational Therapy (MAOT) is the professional organization in the Commonwealth of Massachusetts for those who practice and teach occupational therapy. Student membership is encouraged and application forms are located in a folder on the bulletin board inside the OTA laboratory, Room DH123, or may be obtained from the MAOT web page.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

OTA LABORATORY

The Occupational Therapy Laboratory, Room DH123, is used primarily for laboratory practice and for selected therapeutic activities and modalities. Occasional lectures to clarify procedures may be warranted. The kitchen and laundry facilities are used for therapeutic practice and problem solving adaptations and modifications. The responsibility of the student is to make certain that all areas of the Lab are left clean and that the equipment used is put back in its appropriate storage place. Failure to maintain a clean and organized laboratory area will result in revocation of the student's use of the laboratory facility.

It is an expectation that students take advantage of open lab times to practice skills introduced in laboratory courses. Students are encouraged to use the laboratory beyond his/her scheduled class hours for practice of skills or to complete class assignments. The OTA Department Chair and Faculty have keys to the laboratory.

No items are to be removed from the laboratory unless permission is obtained from the Faculty or the Department Chair.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

OTA DEPARTMENT RESOURCE LIBRARY

As a supplement to the main Library, a collection of Occupational Therapy magazines, journals and books are maintained in a locked cabinet in the OTA laboratory. Students may check out any of these resources with a faculty member. Also, the Department Chair and Faculty have resources in their offices that may be loaned to students with permission. Students are encouraged to independently seek out resources and utilize various resources for their academic and professional development.

Videotape/DVD players and VCR tapes/DVDs are available for student use in the laboratory. Media may not be removed without permission from the Department Chair and Faculty. Consideration may be granted only under very special conditions. The student will be held responsible for any damage that occurs to the tapes in their use.

A networked computer is available for student use in the laboratory. Educational software can be shared among all programs within the Division of Health Professions. Access to the College Library can be gained from this computer. All students are expected to abide by the College's Computer Use Policy found in the College Catalog and Student Handbook.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT EMAIL ACCOUNTS

North Shore Community College students are offered free student email accounts that can be accessed through "Campus Pipeline" in the College web page from outside locations with internet connections. All OTA students are required to have an email account and internet access in order to engage in web supported courses within the OTA curriculum. Computers are available on campus for student use as needed. Faculty will utilize student Pipeline accounts only for all email communications.

Technology-based communication is widely practiced in the occupational therapy profession and students are encouraged to join list serves available through the various professional organizations. In addition, students can readily communicate with OTA Department faculty through email and faculty email addresses are distributed to students with course materials, and included with links within ANGEL and Pipeline.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

TELEPHONE CALLS

Emergency calls necessitating student contact may be directed through the Health Professions office (978) 762-4000 ext. 4160. The secretary will notify the OTA Department concerning any pertinent telephone messages. This procedure is offered to the student only for emergency telephone calls.

A student is not allowed to initiate any outgoing calls from college telephones, or to receive calls on those phones. These phones may be used for official OTA Department business only when approved by the OTA Department Chair or Faculty.

CELL PHONE POLICY

The policy of the OTA Program requires ALL students to adjust their cell phone to “vibrate” or “silent” mode PRIOR to entering class. If your cell phone doesn’t have this feature, you are required to turn your cell off while class is in session. If an instructor allocates time for a break, you may access/make calls during this time only.

Under NO circumstances should you be text messaging or using your cell phone for some form of entertainment while class is in session. Violations will result in a five (5) point deduction from your final grade. Violations during an examination, test or quiz will result in an automatic zero for that exam/test/quiz and may result in program dismissal.

Violations of cell phone policy during fieldwork may result in termination from fieldwork and failure of the course for which the field experience is affiliated.

NORTH SHORE COMMUNITY COLLEGE

Campus Safety

The Campus Police Department coordinates campus safety and security in response to medical emergencies, fire/fire alarm emergencies, public safety emergencies and environmental emergencies.

Students are directed to the campus police web page for further information related to emergency situations and procedures for campus evacuation.

In the wake of recent campus shootings across the nation, the college has added an Emergency Number to report potentially violent situations. This emergency number is (781) 477-2100 and students should program this number into their cell phone.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

PROFESSIONAL CERTIFICATION AND LICENSURE

Successful completion of, and graduation from the academic program, are separate processes from professional certification as an Occupational Therapy Assistant. Professional credentials are obtained through National and State certifications. Upon successful completion of all course requirements (Academic and Fieldwork) of NSCC's OTA and OTX Programs, students are eligible to sit for the national certification examination. The National Certification Examinations for OTAs are administered by the National Board for Certification in Occupational Therapy (NBCOT), in collaboration with the Professional Examination Service (PES). Each student must notify the NBCOT of his/her eligibility to take the certification exam and personally complete the registration process which is detailed on the NBCOT web site at <http://www.nbcot.org>.

THE STUDENT IS RESPONSIBLE FOR ACCESSING THE CANDIDATE HANDBOOK AND COMPLETING ALL STEPS OF THE APPLICATION PROCESS. The 2009 fee is \$520.00 plus an additional \$40.00 for notifying each state in which the student wishes to practice. All fees are subject to change.

The certification exam application contains “character” questions to ensure that all OT practitioners meet standards of professional conduct. All candidates are required to answer these character questions. The Qualifications Review Committee of NBCOT makes a determination with the Board’s Disciplinary Action Committee to accept or deny the candidate’s opportunity to take the examination. Students wishing more information can access the NBCOT website at www.nbcot.org.

All certification examinations are administered “on demand” via computerized testing at designated test sites. Testing sites are posted on the NBCOT web site and it is the student's responsibility to schedule his or her own testing.

In addition to the national certification, the OTA who plans to work in Massachusetts must apply for licensure. Massachusetts's licensure applications are processed by Professional Credential Services, Inc. (PCS), P. O. Box 198689, Nashville, TN 37219-8689. Information and applications can be accessed via the web at www.pcshq.com. Requests to PCS can be made by telephone at (877) 887-9727 or by email at otlicense@pcshq.com. Licensure laws govern the practice of occupational therapy in Massachusetts and are overseen by the COMMONWEALTH OF MASSACHUSETTS, BOARD OF REGISTRATION IN ALLIED HEALTH PROFESSIONALS, 239 Causeway Street, Suite 500, Boston, MA 02114.

The board's phone number is (617) 727-3071 and calling hours are Monday through Friday, 11:00 a.m. to 4:00 p.m. The website is www.mass.gov/dpl/boards/ah Email contact is ann.barry@state.ma.us

The Massachusetts licensure application procedure involves completing the form and submitting a fee to PCS. For proof of completion of the OTA Program at NSCC, an official transcript must accompany the application and indicate the graduation date and the degree granted. A temporary license may be granted initially (as long as candidate is waiting for results or is deemed eligible by NBCOT to take the certification examination) with transference to a permanent license upon receipt of successful (passing) examination results. The current fee for MA state licensure is \$179.00 (initial licensure with temporary license). The fee is \$156.00 for initial licensure without issue of a temporary license. Once licensed, ongoing renewal fees are required to maintain licensure.

To practice as an OTA in other states, the graduating student should contact the appropriate licensing bureau within those states.

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

TRANSFER OPTIONS

There is the possibility for a graduate to transfer to a professional level OT program. As of January 2007, professional entrance into the field of occupational therapy requires minimum of a master degree. NSCC OTA graduates have been admitted to fully accredited Occupational Therapy Programs at:

Boston University

***Salem State College (OTA to OT Program)**

Touro University

Tufts University

University of New Hampshire

University of Puget Sound University

University of Texas

University of Virginia

Worcester State College

- **An official transfer agreement exists between NSCC's OTA Program and SSC's OT Program.**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

STUDENT AGREEMENT OF RESPONSIBILITY FOR STUDENT ORIENTATION HANDBOOK

It is the responsibility of each student to read the OTA Program Student Orientation Handbook. Failure to read the information contained in the Student Orientation Handbook will not be considered an excuse for non-compliance or lack of understanding.

The Occupational Therapy Assistant Department may change policies or revise information due to institutional and/or program circumstances. When indicated, changes will be made known to students and the Department Chair will distribute copies of the changes. This handbook is formatted so that it can be placed in a 3-ring binder and pages can be replaced as needed.

Each student is required to read, understand, and agree to comply with all policies stated in the Occupational Therapy Assistant Program Student Orientation Handbook. An acknowledgment form is provided on the next page and must be signed by the student to indicate his or her agreement. This signed form will be maintained in the student's program record. A student who does not submit his/her acknowledgement form to the Department Chair by the established due date will be restricted from class and fieldwork participation until submitted.

NORTH SHORE COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

2009-2010 STUDENT ORIENTATION HANDBOOK

ACKNOWLEDGEMENT AND CONSENT FORM

I, _____, have received, reviewed, and understand the content in this Occupational Therapy Assistant Program Student Orientation Handbook. I am aware of and accept my responsibility to both the college and the program in regard to rules and regulations governing student performance. As a student of North Shore Community College's OTA Program, I understand that I am to maintain the attitudes and behaviors reflected in these guidelines. My signature below indicates my commitment to abide by the policies and procedures within this handbook. My signature also indicates consent for selective copying of my work throughout the curriculum for program and accreditation review only.

Student's Signature

Date

Student's Printed Name