



**Missouri Health Professions Consortium (MHPC) Occupational
Therapy Assistant (OTA)
Student Handbook
Class of 2025**

PURPOSE OF HANDBOOK: The purpose of this handbook is to provide, in one document, pertinent data, policies and procedures for students enrolled in the OTA Program. It is essential that students understand the information presented in this handbook to facilitate their progression through the OTA Program. This handbook has been designed to be used in conjunction with your community college catalog and college specific student handbook.

NOTE: Any changes in your home community college's Rules and Regulations and Policies may supersede current information in this handbook.

Revised July 24 BB

**Missouri Health Professions Consortium (MHPC)
Occupational Therapy Assistant Program Student (OTAS) Handbook
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*** Please print Signature page ONLY.**

Sign, scan, and submit this form to the OTA Administrative Assistant by the first Wednesday of classes.



Welcome to the MHPC OTA Program



HISTORY & OVERVIEW: The Missouri Health Professions Consortium

Cooperative Colleges:

East Central College
Moberly Area Community College
North Central Missouri College
State Fair Community College
Three Rivers College

Community colleges from across the State of Missouri formed the Missouri Health Professions Consortium (MHPC) to offer an innovative Occupational Therapy Assistant (OTA) Program.

Graduates of the MHPC OTA Program will obtain an Associate of Applied Science Degree in Occupational Therapy Assistant (OTA) from their enrolled home campus college. Each student admitted to the OTA Program will select only one “home” campus from the community colleges offering the program of study, including:

- Moberly Area Community College - *Columbia, MO- Columbia Campus*
- State Fair Community College - *Sedalia, MO*
- East Central College - *Union, MO*
- Three Rivers College - *Poplar Bluff, MO*
- North Central Missouri College - *Trenton, MO*



MHPC ORGANIZATION STRUCTURE

1. Governing Board -- The Consortium will be managed under the authority of a Governing Board of Directors comprised of the presidents from each member's community college.
2. Community Colleges - Each student admitted to a Consortium program will enroll in one "home" campus from among the member community colleges offering the program of study, once the college extends an offer of enrollment. The admitted student is expected to enroll and pay tuition and fees directly to the "home" campus. When professional coursework is delivered face-to-face or utilizing a distant format (i.e. Zoom), the admitted student is also expected to physically attend coursework delivered at the "home" campus. Admitted students may be required to travel to other approved site(s) to attend assigned practice laboratory and clinical training. Once a student completes all program requirements, the "home" campus shall grant and confer the student's degree, and these outcomes shall be collected and reported in accountability measures such as graduation rates, retention rates, and other institutional assessments.

As of December 2019, State Fair Community College (SFCC) will provide Consortium infrastructure including, but not limited to: staff, teaching and curricular expertise, educational technology for network delivery, fiscal/operational agency, and maintenance of files.

MISSION & VISION

The mission of the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Program is to educate and prepare occupational therapy assistants to provide occupational therapy interventions to the citizens of Missouri and neighboring states, especially those in rural and underserved areas. We educate and prepare OTA generalists, to have the knowledge, skills and professional behaviors that are necessary to work in both traditional and emerging areas of practice.

The OTA Program's vision is to be recognized as a leader in innovative strategies for occupational therapy assistant education. Through a combination of distance and on-site education opportunities and experiences, we envision a cadre of highly skilled and educated occupational therapy assistants who will serve the citizens of Missouri and neighboring states.

HOME CAMPUS MISSION STATEMENTS

EAST CENTRAL COLLEGE

Mission: As the primary provider of higher education in the area, East Central College will serve the needs of those in the college district and service region by providing quality educational programs and services. As an open access institution, the College will serve students who have a range of preparation and ability. As a learning organization, the College will preserve and enhance its commitment to continuous quality improvement. As a planning institution, the College will make decisions informed by data.

MOBERLY AREA COMMUNITY COLLEGE

Mission: MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities.

STATE FAIR COMMUNITY COLLEGE

Mission: State Fair Community College provides relevant and innovative learning experiences that successfully prepare students for college transfer, career development and lifelong learning. SFCC is committed to being accessible and affordable; values collaborative partnerships; and strengthens and enriches the intellectual, economic and cultural vitality of the communities it serves.

NORTH CENTRAL MISSOURI COLLEGE

Mission: North Central Missouri College (NCMC) provides accessible, affordable, and quality educational programs, with emphases on excellence in teaching, learning, workforce development, and service. To fulfill this mission, we are committed to the following principles to guide our thoughts and actions:

- Upholding high academic standards, rigor, and uncompromising integrity that encourages, promotes, and catalyzes intellectual growth through NCMC courses and curricula
- Modeling and maintaining high standards of integrity, honesty, transparency, and social and personal responsibility
- Meeting workforce demand by being responsive and nimble to changing economic conditions and the needs of business and industry
- Partnering with regional K-12 schools and career technical schools where opportunities exist and arise
- Providing state-of-the-art technology in our learning and work environment
- Enhancing institutional effectiveness through a campus-wide culture of assessment
- Serving as good stewards of our financial and human resources
- Taking pride in the care and condition of facilities and spaces
- Active engagement as a community and regional partner
- Supporting diversity and inclusion
- Providing a safe campus environment, free from harassment, intimidation, and degradation
- Valuing co-curricular and extra-curricular opportunities as extensions of learning
- Supporting faculty and staff in their professional progression and encouraging internal advancement when opportunity arises

THREE RIVERS COLLEGE

Mission: Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve.

MHPC OTA PROGRAM STATEMENT OF PHILOSOPHY

The Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Program's philosophy states that by providing access to effective occupational therapy assistant educational programming in rural communities, more of society's occupational needs can be met.

The Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) program believes in the role of occupations to impact the health and wellness of individuals, groups and populations in urban and rural areas in Missouri and its neighboring states. Humans are intrinsically motivated to successfully perform occupations for meaningful engagement in life. Mastery of occupations is usually achieved in the course of normal development through participation in a variety of contexts.

“Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation.” (AOTA, 2017) Mental or physical illness or disability may interrupt the ability or opportunity to successfully participate in occupations. Occupational therapy encourages and facilitates occupations and occupational roles through varied, client-centered approaches. Occupational therapy uses occupation as both means and end; meaningful occupations are used with clinical reasoning as interventions, while also serving as goals of the occupational therapy process.

The program's beliefs about how students learn are based on integrated concepts and theories of constructivism and spiral theories. Students learn when new knowledge is built upon and linked to previous knowledge, and then transformed and adapted based on new experiences. Learning occurs in a spiral fashion—concepts are addressed in repetition, with the addition of more detail and higher level of difficulty. “Students are active learners who are responsible for organizing and using knowledge” while faculty promote learning through facilitation of deep thinking, clinical reasoning and collaboration. (Iwasiw and Goldenberg, 2015)

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

Iwasiw, C. L., & Goldenberg, D. (2015). *Curriculum development in nursing education* (2nd ed.). Burlington, MA: Jones & Bartlett Learning

CURRICULUM DESIGN

Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) program's curriculum is designed to align on constructivist and spiral theories and emphasizes themes that the program has deemed of high importance to thread throughout the curriculum. Since the program believes that learning is actively constructed as it is connected and related to existing knowledge and experiences, teaching of important program concepts is designed in this way.

A spiral approach is used to build competence in important OT concepts. Course sequence, teaching/learning methods, and assessment measures are designed to reflect these curriculum constructs. Course sequence reflects this design as students complete OTA 215 Mental Health and Psychosocial Practice as well as in OTA 220 Pediatric and Adolescent Practice. Students participate in an active hands-on lab involving teaching and learning of basic patient care skills such as vital signs, basic transfers and self-care techniques. Occupational Therapy assessments used in Mental Health and Pediatric practices are also included. Students are often able to connect these skills to their past experiences as caregivers, patients, or healthcare workers. These skills are presented and assessed as simple techniques at this level of the curriculum and are assessed via skill competency tests.

As students' progress to the spring term OTA 255 Physical Disabilities Practice revisits these skills with additional layering of complexity. In this course, students complete vital signs relative to clients with cardiac issues, transfers for clients with weight-bearing restrictions, and self-care for clients with neurological and musculoskeletal deficits for example. They are able to compare this content with previous course content and concurrent fieldwork I experiences to gain a deeper understanding. Students are assessed via a combination of skill competency tests and, later, a lab practical, which requires students to research and prepare a treatment session incorporating not only the previously taught skills, but also client factors and contexts, in preparation for Level II fieldwork and practice.

The program has identified the following themes/threads of the curriculum:

1. Professionalism
2. Clinical reasoning
3. Occupation-based, client-centered OT Practice
4. Community-based practice

The curriculum design concepts have been applied to these as follows:

1. Professionalism

Professionalism provides the foundation for ethical and professional behaviors. The intra- and interpersonal skills required to be an effective member of an inter-professional team, life-long learning, and the ability to advocate and promote the profession. This theme is presented in OTA 200 Foundation of Occupational Therapy, OTA 265 Ethics and Management in Occupational Therapy, and OTA 270—Professionalism in Occupational Therapy. These classes explore various concepts related to professional behaviors and communication, and ethics. Students relate their previous experiences as healthcare consumers to important features of professionalism. These concepts are reinforced throughout the program, with strong emphasis in Level I fieldwork seminars, role playing and skilled practice during lab courses. Professionalism is assessed via rubrics on all lab practical's and fieldwork experiences.

2. Clinical Reasoning

The MHPC program describes clinical reasoning as the cognitive process of making the best clinical decisions throughout the therapeutic process. Clinical reasoning is a skill that is developed through education, practice and experience. It is highly influenced by client factors and context, theory and frames of reference, evidence-based practice, and skill of the occupational therapy assistant.

Clinical reasoning is identified and defined during the Fall and Spring Term in the MHPC OTA program. Students use this information to build client centered intervention plans and carry out simulated treatments during lab practicals, in preparation for the higher-level clinical reasoning that is required in the complex settings of Level II fieldwork OTA 290 & OTA 295.

3. Occupation Based, Client-Centered OT Practice

This is defined as identifying the meaningful occupations of the person and including them as “active participants in the therapy process”. Understanding how physical and/or psychosocial conditions may impact a person’s performance. Infusing context, environment, and relevant life aspects to improve the person’s roles and goals within the therapy process.

This concept is introduced and defined in OTA in the fall term of the program and included in all courses throughout the MHPC curriculum. Students connect these concepts to the observations required prior to program admission. Mastery of the content is assessed via many methods, including written exams, initially, and progressing via the spiral theory to written intervention plans, simulations of treatment sessions, lab check outs, fieldwork assignments and assessments.

4. Community-Based Practice

Practice in this area “includes a broad range of health-related services: prevention and health promotion, acute and chronic medical care, habilitation and rehabilitation, and direct and indirect service provision, all of which are provided in community settings. Community models are responsive to individual and family health needs in homes, workplaces, and community agencies. The goal in community-based practice is for the client and the practitioner to become integral parts of the community.”

The program introduces this concept in the spring term during OTA 260 Community Practice and Emerging Practices in OT via assigned readings and lectures. Later in the semester, students complete a volunteer experience / project in a community-based setting. The community-based programming is used to deepen the students understanding of the scope of this theme. Finally, the project is completed with a presentation and emphasis toward publication and presentation.

References:

American Occupational Therapy Association. (2014). Occupational Therapy Practice Framework: Domain & Process (3rd edition). *American Journal of Occupational Therapy*, 68, S1-S48.

Scaffa, Marjorie E., S. Maggie Reitz. (2014). *Occupational Therapy in Community-Based Practice Settings*, 2nd edition. Philadelphia: F.A. Davis.

CURRICULUM

MISSOURI HEALTH PROFESSIONS CONSORTIUM (MHPC) OCCUPATIONAL THERAPY ASSISTANT (OTA)

Associate of Applied Science Degree Program

Total Credits: 78-80

General Education Requirements: 30-32 (minimum of 25% of total credits)

Professional Requirements: 48

YEAR 1	General Education Requirement Courses	Credit Hours
	Human Anatomy with Lab (or Anatomy & Physiology I)	4
	Physiology with Lab (or Anatomy & Physiology II)	4
	Oral Communications or Public Speaking	3
	English Composition I	3
	General Psychology	3
	Human Growth & Learning/ Lifespan Development	3
	Medical Terminology	3
	Mathematics Requirement	3
	US History or Government, Constitution Requirement	3
	General Education Electives	1-3
	<u>TOTAL GENERAL EDUCATION: 30-32 Credit Hours</u>	

YEAR 2	Professional Requirements	Credit Hours
SEMESTER 1:	August - December	
	OTA 200: Foundations of Occupational Therapy	3
	OTA 205: Medical Conditions in Occupational Therapy	3
	OTA 210: Activity Analysis and Therapeutic Media	3
	OTA 215: Mental Health & Geriatric Practice	3
	OTA 215 A: Level I Fieldwork & Lab	1
	OTA 220: Pediatric & Adolescent Practice	3
	OTA 220 A: Level I Fieldwork and Lab	1
	<u>TOTAL: 17 Credit Hours</u>	
SEMESTER 2:	January – April	
	OTA 250: Functional Kinesiology	1
	OTA 250 A: Lab	1
	OTA 255: Physical Disabilities Practice	3
	OTA 255 A: Level I Fieldwork and Lab	1
	OTA 260: Community Practice and Emerging Practice in OT	3
	OTA 265: Ethics, Management, & Leadership	3
	OTA 270: Professional Skills	3
	<u>TOTAL: 15 Credit Hours</u>	
SEMESTER 3:	May-August	
	OTA 290: Level II Fieldwork, Rotation A	8
	OTA 295: Level II Fieldwork, Rotation B	8
	<u>TOTAL: 16 Credit Hours</u>	

TOTAL PROFESSIONAL PROGRAM HOURS: 48

TOTAL PROGRAM: 78-80 Credit Hours

PROGRAM STRUCTURE

The Missouri Health Professions Consortium Occupational Therapy Assistant curriculum is developed around humanistic values and incorporates an experiential approach to learning. Clinical coursework promotes an understanding of the dynamic and interdependent relationship between access and quality. The curriculum model is organized around four themes:

1. Professionalism
2. Clinical reasoning
3. Occupation-based, client-centered OT Practice
4. Community-based practice

THEME I: Professionalism

Professionalism provides the foundation for ethical and professional behaviors. The intra- and interpersonal skills required to be an effective member of an inter-professional team, life-long learning, and the ability to advocate and promote the profession. This theme is presented in OTA 200 Foundation of Occupational Therapy, OTA 265 Ethics and Management in Occupational Therapy, and OTA 270—Professionalism in Occupational Therapy. These classes explore various concepts related to professional behaviors and communication, and ethics. Students relate their previous experiences as healthcare consumers to important features of professionalism. These concepts are reinforced throughout the program, with strong emphasis in Level I fieldwork seminars, role playing and skilled practice during lab courses. Professionalism is assessed via rubrics on all lab practical's and fieldwork experiences.

THEME II: Clinical Reasoning

The MHPC program describes clinical reasoning as the cognitive process of making the best clinical decisions throughout the therapeutic process. Clinical reasoning is a skill that is developed through education, practice and experience. It is highly influenced by client factors and context, theory and frames of reference, evidence-based practice, and skill of the occupational therapy assistant.

Clinical reasoning is identified and defined during the Fall and Spring Term in the MHPC OTA program. Students use this information to build client centered intervention plans and carry out simulated treatments during lab practicals, in preparation for the higher-level clinical reasoning that is required in the complex settings of Level II fieldwork OTA 290 & OTA 295.

THEME III: Occupation Based, Client-Centered OT Practice

This is defined as identifying the meaningful occupations of the person and including them as “active participants in the therapy process”. Understanding how physical and/or psychosocial conditions may impact a person’s performance. Infusing context, environment, and relevant life aspects to improve the person’s roles and goals within the therapy process.

This concept is introduced and defined in OTA in the fall term of the program and included in all courses throughout the MHPC curriculum. Students connect these concepts to the observations required prior to program admission. Mastery of the content is assessed via many methods, including written exams, initially, and progressing via the spiral theory to written intervention plans, simulations of treatment sessions, lab check outs, fieldwork assignments and assessments.

Theme IV: Community-Based Practice

Practice in this area “includes a broad range of health-related services: prevention and health promotion, acute and chronic medical care, habilitation and rehabilitation, and direct and indirect service provision, all of which are provided in community settings. Community models are responsive to individual and family health needs in homes, workplaces, and community agencies. The goal in community-based practice is for the client and the practitioner to become integral parts of the community.”

The program introduces this concept in the spring term during OTA 260 Community Practice and Emerging Practices in OT via assigned readings and lectures. Later in the semester, students complete a volunteer experience / project in a community-based setting. The community-based programming is used to deepen the students understanding of the scope of this theme. Finally, the project is completed with a presentation and emphasis toward publication and presentation.

In summary, the MHPC curriculum design flows from the Department's Mission and Philosophy. It guides the curriculum in the selection, scope, and placement of content. It also provides a mechanism for identifying the critical areas assessed in evaluation of the effectiveness of the curriculum. Ultimately, the curriculum design facilitates the preparation of competent, ethical, and committed occupational therapy practitioners prepared to deliver quality services and who specialize in delivery of services in **rural areas** where their skills are in high demand and where they are vested members of the community.

TUITION AND FEES GUIDELINES FOR THE MHPC OTA STUDENT

Policy: Tuition and Fees policies for the MHPC OTA Consortium Program are consistent with policies and procedures established by the participating Consortium colleges. It is the duty of the Program Director and MHPC Governing Board of Directors to ensure ongoing continuity and consistency between campuses within a reasonable degree of variation.

The following guidelines are intended to assist students in addressing general tuition and fees related to payment and financial aid.

General:

1. Students will be billed for all tuition and fees through the home campus registrars and cashiers as established by community college specific policies and procedures.
2. Students matriculated into the Consortium program will enroll at the student's **"home campus" community college, and will pay the required tuition and fees to the home campus.**
3. All pre-requisite general education and science coursework taken prior to a student's formal admission to the Consortium program shall be paid in the same manner as other native students attending the home community college campus.

Financial Aid:

1. It is generally understood that once admitted to the Consortium program, students are counted and reported as students of the **"home" community college.** This process shall determine the student "home-campus" for federal and state financial aid eligibility and account service. It is the intent of this Consortium agreement that all financial aid services shall be provided by the local member community college.

Non-Curricular Student Activities and Events:

1. Students accepted into a Consortium program will be afforded the same access rights to non-curricular events and activities as those afforded to other currently enrolled native students on the "home campus". This understanding will enable these students to participate in community college intercollegiate athletics, student activities and organizations, use the recreation facilities, library, residence halls, etc. All appropriate fees will be covered by the tuition/fees charged by the "home" member Consortium community college.

Estimated Student Costs Class of 2025

Tuition and Fees for the MHPC OTA Program year (OTA Coursework) will be higher than general education costs at the home campus. This is an estimate of student costs associated with the program, including tuition, books, supplies, immunizations, training/certifications for the Class of 2025.

Students Supplies Group A: Required *Student is responsible for making payment to vendor.*

Nationwide Criminal Background Screening	\$ 59.00
Drug Screen	\$ 92.00
Missouri Family Care Safety Registry (FCSR) Application	\$ 15.55
Supplies (estimates only, prices may be higher than estimated)	
• Scrubs (you will wear 5 days a week)	\$ 30.00
• Gait belt (Fall term)	\$ 10.00
• Goniometers x3 (Spring term)	\$ 15.00
• Tape measure (Spring term)	\$ 5.00
• Blood pressure Kit (Spring term)	\$ 25.00
Subtotal Student Supplies Group A	\$ 251.55

Students Supplies Group B: Required *Student is responsible for making payment to vendor.*

Student Membership Dues for American Occupational Therapy Association (AOTA)	\$ 75.00
Physical Examination (cost is estimated and varies depending on healthcare provider/insurance coverage)	\$ 150.00
Immunizations (cost is estimated and varies depending on healthcare provider/insurance coverage) <i>Tetanus/diphtheria (TDaP) within past 10 years; MMR series, Varicella series, Hep B series (or Titer indicating immunity for any series); Flu shot, 2 step Tuberculosis screening, chest x-ray or blood work; COVID Vaccination</i>	\$ 500.00
American Heart Association "BLS for Healthcare Providers" Certification - estimated	\$ 75.00
Professional Clothing and shoes for Fieldwork (varies between students)	\$ 300.00
Computer Headset with microphone	\$ 30.00
Web cam (if computer does not have one)	\$ 35.00
Subtotal Student Supplies Group B	\$ 1,165.00

Students Supplies Group B: Required *Student is responsible for making payment to vendor.*

Occupational Therapy Toolkit	\$ 169.00
Quick Reference Occupational Therapy	\$ 68.50
Subtotal Student Supplies Group C	\$ 237.50

Semester 1 - Fall, 16 weeks

Tuition & Fees @ 17 credit hours/5 classes (paid directly to home campus)	\$ 4,726.00
Books - estimated (paid directly to home campus)	\$ 1,000.00
Subtotal Fall Semester	\$ 5,726.00

Semester 2 - Spring, 16 weeks

Tuition & Fees @ 15 credit hours/5 classes (paid directly to home campus)	\$ 4,170.00
Books - estimated (paid directly to home campus)	\$ 800.00
Miscellaneous School Supplies	\$ 20.00
Course Fees - OTA 270: Professional Skills OTA NBCOT Exam	\$ 550.00
Subtotal Spring Semester	\$ 5,540.00

Semester 3 - Summer, 16 weeks

Tuition & Fees @ 16 credit hours/2 classes (paid directly to home campus)	\$ 4,448.00
Books - estimated (paid directly to home campus)	\$ 260.00
TherapyEd NBCOT Study Prep Course and Textbook	\$ 225.00
Additional Drug Screen (only if required by fieldwork site)	\$ 92.00
Miscellaneous School Supplies	\$ 20.00
Graduation Fees - estimated (to be paid to the home campus)	\$ 50.00
Subtotal Summer Semester	\$ 5,095.00

Additional Fees (required after graduation)

Transcripts - estimated (required for NBCOT exam application)	\$ 20.00
Missouri Limited License Permit Fee - estimated	\$ 30.00
Missouri Permanent License Fee - estimated	\$ 70.00
Subtotal Post-Graduation	\$ 120.00

TOTAL Estimated Professional Year Cost \$ 18,132.05

***Tuition & Fees listed above are current for 2024-2025 and are paid directly to the home campus, subject to change each year.** Specific tuition and fee rates may vary by campus but the total cost to the student remains the same regardless of home campus assignment. Total tuition and fee rates include tuition, professional program/course fees, student activity fees, technology fees and support services fees and do not vary based on student designation of in/out of district. **All other costs (books, immunizations, screenings, supplies, etc.) are only an approximation.** Program costs above do not include ordinary costs of daily transportation, living expenses, child care, and health insurance.

Transportation costs to travel to home campus, clinical lab and/or clinical fieldwork sites are not included above. Clinical fieldwork costs will vary throughout the professional coursework depending on location. If a student chooses a distant clinical fieldwork site, he/she is responsible for related living expenses, including transportation, room and board.

COURSE REGISTRATION

Once the student has been accepted into the MHPC Occupational Therapy Assistant (OTA) Program, and all prerequisites have been completed with satisfactory grades the student may register for the classes required for the professional phase of the program.

All OTA students are subject to the procedures of registration as published in their home college student handbook and therefore should refer to their home college student handbook for registration specifics.

A list of OTA classes will be provided to the registrar and students prior to enrollment.

COURSE DESCRIPTIONS

OTA200 Foundations of Occupational Therapy

This course presents an introduction to occupational therapy; including history, philosophical base, values, ethics, practice framework, and clinical reasoning. Students will learn selected theories and frames of reference as they pertain to interventions in mental health, physical disabilities, pediatrics, and community practice areas. An overview of the occupational therapy process, including assessment, treatment planning, treatment implementation, and discontinuation of intervention will be presented. Role delineation and collaboration of the occupational therapy assistant with other occupational therapy and health care personnel are discussed.

OTA205 Medical Conditions in Occupational Therapy

This course will provide a framework for students to learn about common medical conditions seen by occupational therapy practitioners and to facilitate learning of these conditions from an occupational therapy perspective. It is not intended to emphasize treatment of a *diagnosis*; however, students will learn about specific factors unique to given conditions that may impact an individual's occupational roles and functions. These factors must be understood and analyzed regarding the relative impact on the individual's occupational performance. The knowledge gained from this course is a necessary pre-requisite to *Physical Disabilities Practice*.

OTA210 Activity Analysis and Therapeutic Media of Occupational Therapy

This course is designed to foster various occupations or activities used as therapeutic interventions in occupational therapy. Emphasis on awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities. This course also provides knowledge and use of tools, equipment, and basic techniques of therapeutic media. Emphasis is given to analysis and instruction of activities frequently used as occupational therapy media in multiple community and clinical settings.

OTA215 Mental Health and Geriatric Practice

This course presents the role of the Occupational Therapy Assistant in the psychosocial area as well as the Geriatric population of Occupational Therapy practice. Students will learn selected frames of reference, and explore the effects of psychosocial dysfunction on areas of occupation. Students will learn skills necessary to assess, implement and document intervention in a variety of mental health settings and Geriatric settings. Client factors, including culture and diversity, therapeutic interactions and methods are studied. Students will develop skills in administering individual and group interventions, professional communication, conflict negotiation, and advocacy. This course integrates the Occupational Therapy process and collaboration with the Occupational Therapist through its review of advanced, appropriate Occupational Therapy therapeutic interventions and techniques used to enhance functional ability and independence in daily life tasks and occupation for the Geriatric and Mental Health populations. The Student incorporates knowledge of the influences of environment, individual, family, culture and access to Occupational Therapy services on occupational performance.

OTA220 Pediatric and Adolescent Practice

Treatment of pediatric and adolescent conditions. Normal and delayed development of the infant, child and adolescent are explored. The lab component incorporates theoretical principles and provides opportunities for students to develop assessment, intervention planning and implementation, and documentation skills to address a range of childhood sensory-motor, cognitive, and psychosocial performance deficits. Students will learn to adapt the environment, tools, materials, and occupations to meet the self-care, work/play, and leisure needs of the pediatric and adolescent population. Lab activities, site visits and Level I fieldwork opportunities will enable students to participate in and apply pediatric and adolescent treatment principles to practice.

OTA250 Functional Kinesiology

In this course, students use and apply their knowledge of anatomy and physiology to study muscle groups and their function relative to performing various activities. Analysis of functional movement patterns required for work, self-care, play, and leisure activities is emphasized. Principles and techniques of manual muscle testing and range of motion are practiced, specifically as they relate to the impact on daily activities. Principles of energy conservation, joint protection and work simplification are presented. Prevention, health maintenance and safety procedures relevant to functional activities are reviewed.

OTA255 Physical Disabilities Practice

This course provides in-depth opportunities for students to develop assessment, intervention planning, intervention, and documentation skills to address a wide range of adult and geriatric physical disabilities and conditions typically treated by occupational therapy and occupational therapy assistants. Topics include, but are not limited to, stroke, spinal cord injury, fractures and joint replacement, head injury, and cardiopulmonary disorders. The use of splinting, orthotics, modalities, and assistive technology in treatment will also be presented. Students will learn to adapt the environment, tools, materials, and occupations to meet the self-care, work, play, and leisure needs of the adult and geriatric population. Lab activities and Level I fieldwork opportunities will enable students to participate in and apply physical disabilities treatment principles to practice.

OTA260 Community Practice and Emerging Practices in Occupational Therapy

Students will learn the basic roles and functions of an occupational therapy practitioner and the role of occupational therapy in medical, educational, and community models, as well as emerging areas of practice that are predicted to grow in the future. Students explore a variety of work settings, and/or types of practice including OT role delineations in community based and non-traditional settings. The student will study specialty areas through case discussion, enhancement of treatment techniques, review of literature, and current trends. Site visits and volunteer opportunities will enable students to participate in and apply occupational therapy assessment and intervention principles to a wide range of community settings including vocational, vocational rehabilitation, home health, and emerging community practice areas. Emphasis will be on community settings in the students' state and geographic region.

OTA 265 Ethics, Management and Leadership

This course focuses on the OTA role in managing and directing occupational therapy services. It covers ethical provision of services, departmental operations, program development, supervisory requirements, personnel development and supervision, professional team building, quality assurance, compliance with regulations, reimbursement, and national and state credentialing requirements. Techniques for developing a resume and job interview skills are practiced. The importance and responsibility for on-going OTA professional development, ethical practice, contributing to research and evidence-based practice, attention to emerging practice issues and areas, and international perspectives are explored.

OTA270 Professional Skills

This course is designed to foster practical professional skills in critical thinking, using literature to make evidence-based practice decisions and recommendations, and using theory to guide practice, all through the completion of a professional portfolio.

OTA290 Level II Fieldwork A

Full-time clinical fieldwork experience in mental health, physical disabilities, geriatric, pediatric and/or community-based practice working under the supervision of an OTR and/or COTA. Focus is on achieving entry-level competence in planning and implementing interventions.

OTA295 Level II Fieldwork B

Full-time clinical fieldwork experience in mental health, physical disabilities, geriatric, pediatric and/or community-based practice working under the supervision of an OTR and/or COTA. Focus is on achieving entry-level competence in planning and implementing interventions.

CREDIT HOUR DISTRIBUTION: Lecture/Lab/Clinical Hours per Week

<u>Courses</u>	<u>Lecture Credit Hours</u>	<u>Lab Credit Hours</u>	<u>Lab Clock Hours</u>	<u>Clinical Clock Hours</u>	<u>Total Week Clock Hours</u>	<u>Total Credits</u>
Semester 1 – Fall	3	0	0	0	3	3
Foundations of Occupational Therapy	3	0	0	0	3	3
Medical Conditions in Occupational Therapy	3	0	0	0	3	3
Activity Analysis and Therapeutic Media	3	0	0	0	3	3
Mental Health and Practice and Geriatric Practice, Level I FW & Lab	3	1	3	4	10	4
Pediatric and Adolescent Practice, Level I FW and Lab	3	1	3	4	10	4
Totals	15	2	6	8	29	17
Semester 2 - Spring						
Functional Kinesiology	1	1	3	0	4	2
Physical Disabilities Practice, Level I FW and Lab	3	1	3	4	10	4
Community Practice and Emerging Practice in OT	3	0	0	3	3	3
Ethics, Management, and Leadership	3	0	0	0	3	3
Professional Skills	3	0	0	0	3	3
Totals	13	2	6	7	23	15
Semester 3 - Summer						
Level II Fieldwork, Rotation A (8 weeks, Full-time)				320	40	8
Level II Fieldwork, Rotation B (8 weeks, Full-time)				320	40	8
Totals				640	80	16
1-hour Lab = 3 clock hours in structured lab activities overseen by faculty						
Clinical experience: 30-40 contact hours = 1 credit (you will work when your fieldwork educator is working)						

Occupational Therapy Assistant Fall 2024 Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Foundations of Occupational Therapy OTA 200 8:30 - 9:50				
9:00					Pediatric & Adolescent Practice Level I Fieldwork OTA 220 9:00 - 10:00
9:30			Mental Health & Geriatric Practice Lab OTA 215 On Campus 9:00am - 12:00pm	Foundations of Occupational Therapy OTA 200 10:00 - 11:20	Pediatric and Adolescent Practice OTA 220 10:00 - 11:20
10:00	Pediatric and Adolescent Practice OTA 220 10:00 - 11:20	Mental Health & Geriatric Practice Level I Fieldwork OTA 215 10:00-11:00			
10:30					
11:00		Mental Health & Geriatric Practice OTA 215 11:00 - 12:20		Lunch - 30 min 11:30 - 12:00	Lunch 11:30 - 12:30
11:30	Lunch 11:30 - 12:30		Lunch 12:00 - 1:00	Mental Health & Geriatric Practice OTA 215 12:00 - 1:20	Medical Conditions in Occupational Therapy OTA 205 12:30 - 1:50
12:00		Lunch - 30 min lunch 12:30 - 1:00			
12:30	Medical Conditions in Occupational Therapy OTA 205 12:30 - 1:50	Activity Analysis and Therapeutae Media in Occupational Therapy OTA 210 1:00 - 2:20	Pediatric & Adolescent Practice Lab OTA 220	Activity Analysis and Therapeutae Media in Occupational Therapy OTA 210 1:30 - 3:00	
1:00					
1:30			On Campus		
2:00					
2:30					
3:00					
3:30			1:00pm - 4:00pm		

Occupational Therapy Assistant Spring 2025 Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Functional Kinesiology OTA 250 9:00 - 10:25		Physical Disabilities Lab OTA 255 On Campus 9:00am - 12:00pm		
9:30					
10:00	Professional Skills OTA270 10:30 - 11:55	Functional Kinesiology OTA 250 9:30 - 10:50		Physical Disabilities Level I Fieldwork OTA 255 10:30 - 11:20	Professional Skills OTA 270 10:30-11:55
10:30				Lunch 11:30 - 12:00	
11:00		Lunch 11:00 - 11:55			
11:30			Lunch 12:00 - 1:00	Community Practice and Emerging Practice in OT OTA 260 12:00 - 1:25	Lunch 12:00 - 1:00
12:00	Lunch 12:00 - 1:00	Community Practice and Emerging Practice in OT OTA 260 12:00 - 1:25	Lunch 12:00 - 1:00		
12:30			Functional Kinesiology Lab OTA 250	Physical Disabilities OTA 255 1:30 - 2:55	Ethics, Management, and Leadership OTA 265 1:00 - 2:25
1:00	Ethics, Management, and Leadership OTA 265 1:00 - 2:25	Physical Disabilities OTA 255 1:30 - 2:55			
1:30			On Campus		
2:00					
2:30					
3:00					
3:30			1:00pm - 4:00pm		

Occupational Therapy Assistant Summer 2025 Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	LEVEL II FW	LEVEL II FW	LEVEL II FW	LEVEL II FW	LEVEL II FW
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
5:00					

1st 8 weeks (April 28 - June 20, 2025) = OTA290 Level II Fieldwork A
2nd 8 weeks (June 23 - August 15, 2025) = OTA295 Level II Fieldwork B

MHPC OTA Program Academic Calendar and Important Dates Class of 2024-2025

Students should refer to their “home campus” academic calendar for enrollment and drop dates.

Fall Session 2024 (August 19– December 13)	
Classes Begin	Monday, August 19, 2024
Labor Day (Holiday)	Monday, September 2, 2024
Central Lab at SFCC Week 7	Wednesday, October 2, 2024
Level I Fieldwork Week 8	October 7-11, 2024
Midterms Week 9 (SFCC PD Week)	October 14-18, 2024
Veterans Day (Holiday)	Monday, November 11, 2024
Central Lab at SFCC Week 14 - Loftus Christmas	Wednesday, November 20, 2024
Thanksgiving Break (Closed)	November 27-29, 2024
Final Exams	December 2-6, 2024

Spring Session 2025 (January 2 - April 25)	
Classes Begin	Thursday, January 2, 2025
Martin Luther King (Holiday)	Monday, January 20, 2025
President Day (Holiday)	Monday, February 17, 2025
Midterms Week 9	February 24-28, 2025
Fieldwork Week Option 1	March 3-7, 2025
MOTA on the Hill – Jefferson City	Wednesday, March 12, 2025
Fieldwork Week Option 2	March 17-21, 2025
Spring Break	March 17-21, 2025
Central Lab at SFCC Week 13	Wednesday, March 26, 2025
Spring Holiday (Closed)	Friday, April 18, 2025
Final Exams	April 14-17, 2025
Spring Holiday and Classes End	Friday, April 18, 2025

Summer Sessions 2025 (April 28 – August 15)	OTA Fieldwork A	OTA Fieldwork B
Classes Begin	Monday, April 28, 2025	Monday, June 23, 2025
Memorial Day (holiday)	Monday, May 26, 2025 – Determined by Fieldwork Site	n/a
Midterm Week	May 19-23, 2025	July 14-18, 2025
Juneteenth (holiday)	Thursday, June 19, 2025 Determined by Fieldwork Site	n/a
Independence Day (holiday)	n/a	Friday, July 4, 2025 Determined by Fieldwork Site
Final Week	May 19-23, 2025	August 11-15, 2025
Classes End	Friday, June 20, 2025	Friday, August 15, 2025

Therapy Ed NBCOT Prep Course and Pinning Ceremony – Wednesday, August 20, 2025

**OTA program summer semester holidays are determined by the site where students complete their clinical hours.

GRADUATION & CERTIFICATION

Successful completion of both the didactic course work and fieldwork Level I & II requirements of the MHPC OTA Program are necessary to earn the Associate of Applied Science degree.

As a fully accredited OTA Program, graduates are eligible to sit for the National Certification Examination for Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy Inc.

After successful completion of this exam the individual will be a Certified Occupational Therapy Assistant (COTA).

Address:

One Bank Street
Suite 300
Gaithersburg, MD 20878

Phone: (301) 990-7979

Website: www.nbcot.org

STATE LICENSURE

In addition, Missouri requires licensure to practice; however, acquisition of a state license is based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Exam or attain State Licensure. Occupational therapy assistant students should be aware of state licensing laws at all times, especially while on fieldwork experiences. OTA students need to be aware that state licensing laws differ and regardless of the state in which the student resides or the school resides, the student is responsible for the state practice act in the state in which they are completing fieldwork.

While the application process may be different from state to state, all states require successful completion of educational requirements, both academic and fieldwork, and successful completion of the certification examination. Many states have limited ability to practice prior to successful completion of the certification examination and/or limited practice while awaiting the licensing application to be processed.

ACCREDITATION

The MHPC OTA Program has been granted Accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE), the accrediting body of the American Occupational Therapy Association (AOTA). For more information on the accreditation process, please contact:

ACOTE

c/o Accreditation Department
American Occupational Therapy Association (AOTA)
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
Phone: 301-652-2682
TDD: 800-377-8555
accred@aota.org

PROFESSIONAL DEVELOPMENT OPPORTUNITIES & MEMBERSHIPS

A graduate of the MHPC OTA program is expected to assume responsibility for continuing competency and to maintain a commitment to the professional organization. A student's involvement and membership in the American Occupational Therapy Association (AOTA) is mandatory. In addition to professional accountability, membership is required as students will utilize multiple member resources available on the AOTA website. These resources will take the place of required texts. Examples of opportunities available for professional leadership development are listed below:

American Occupational Therapy Association Membership

Membership in the American Occupational Therapy Association (AOTA) is a professional obligation. Benefits include weekly and monthly periodicals, discounts on publications, access to loans, grants and fellowships, professional meetings and educational sessions with discounts. This organization is the practice voice of the occupational therapy profession. By becoming a member, the student is acting in support of the profession. In addition, students are strongly encouraged to join their state occupational therapy associations, such as the Missouri Occupational Therapy Association (MOTA).

Student Occupational Therapy Assistant Association

The MHPC SOTA offers a variety of opportunities for leadership development. Through participation as officer, committee co-chair, and project leader, a student can demonstrate team member activities, skills and organizational abilities. Membership in the Student Occupational Therapy Association (SOTA) is an opportunity for initial professional development. SOTA is organized to further communication about occupational therapy among students, faculty, and the community. SOTA may be involved in informational, recruitment, service, and social events. Membership is open to any MHPC OTA student. Monthly meetings are scheduled the first week of each month and usually held by ITV so all campuses can participate.

Delegate to the Assembly of Student Delegates (AOTA)

The president of SOTA represents the OTA student body as the MHPC ASD delegate. ASD, the national student committee of AOTA, is responsible for student issues of the profession and the association. There is an annual ASD meeting held prior to the national AOTA Conference. Each accredited program has one elected delegate. President, Vice President, President-elect attends. If a student is interested in fulfilling this role for MHPC, please contact the SOTA advisor.

Student Representative: Missouri Occupational Therapy Association

The vice-president of the Student Occupational Therapy Association (SOTA) is the official student representative for the Student Committee of MOTA. The responsibilities include representing student issues, communication about SOTA activities as requested by MOTA leadership and attending the MOTA Student Committee meetings. The representative must be a MOTA student member. The Mid-MO MOTA meetings are currently held in Columbia, four times per year.

Class Representative: Missouri Health Professions Consortium Campus Representative

MHPC's Student Occupational Therapy Association (SOTA) will have representation by each campus. While depending on office role may vary, one duty is to act as liaison to the student body and the faculty. Their responsibility is to work in a collaborative relationship on issues concerning the academic program, student issues and concerns, and to facilitate communication and participation in program activities.

FACULTY & STAFF COMMUNICATION INFORMATION

Brett Butler MFA, BA, COTA/L MHPC OTA Program Director and Clinical Instructor	MHPC Program Director 3201 W. 16 th Street Sedalia, MO 65301-2199 660-596-7361 Bbutler6@sfccmo.edu
Rebecca Throneberry OTD, OTR/L MHPC OTA Academic Fieldwork Coordinator and Clinical Instructor	MHPC Academic Fieldwork Coordinator 3201 W. 16 th Street Sedalia MO 65301 660-596-7381 rthroneberry@sfccmo.edu
Amanda Delfft BA, COTA/L MHPC OTA Clinical Instructor	MHPC Clinical Instructor 3201 W. 16 th Street Sedalia MO 65301 660-596-7352 adelfft@sfccmo.edu
Katelyn Milberg, COTA/L MHPC OTA Clinical Instructor	MHPC Clinical Instructor 3201 W. 16 th Street Sedalia MO 65301 660-596-7353 kmilberg@sfccmo.edu
Jennifer Smith MHPC OTA Administrative Assistant	MHPC OTA Administrative Assistant 3201 W. 16 th Street Sedalia MO 65301 660-596-7353 jsmith140@sfccmo.edu

FACULTY OFFICE HOURS

Each faculty advisor will have office hours on the campus to which they are assigned. Students are encouraged to take advantage of these periods when faculty members have arranged advisement times for students. Appointments can be made individually with a faculty member, the program director, or the academic fieldwork coordinator when a special need arises. In addition, students will be provided with phone numbers and e-mail for all principle faculty members for convenient access and ongoing communication opportunities.

DEPARTMENT MEETINGS

Faculty and staff meet weekly to share information about program, teaching, and campus specific activities. Student representatives are invited to present an agenda item and actively participate in faculty meetings when arranged in advance with the Program Director. If a student wishes to bring forth a personal concern to the staff meeting, the discussion will remain confidential and only students involved in individual review may be in attendance.

ADVISEMENT FOR STUDENTS WHO HAVE DECLARED THE INTENT TO MAJOR IN THE AAS DEGREE IN OCCUPATIONAL THERAPY ASSISTANT

The student is assigned a faculty advisor from the corresponding home campus with knowledge and understanding specific to the MHPC OTA Program requirements. The role of the advisor is to review student transcripts and prerequisite course work to make sure the student is taking the correct courses and performing academically at a level that will make them a viable candidate to apply to the MHPC OTA Program. The Academic Advisors work in collaboration with the MHPC OTA Program Director and Admissions Coordinator to prepare students for a successful application process.

This advisor assists in planning the educational program, provides assistance with scholastic problems, and serving as a resource about opportunities and options on campus, i.e. Learning Center, Counseling Services, and Financial Aid. In addition, students have access to the OTA Program Director through virtual informational sessions, e-mail, phone contact, and scheduled meetings facilitated by the “home” campus. Prospective students are invited to contact the MHPC Admissions Coordinator to receive feedback on admissions processes and policies.

OTA PROGRAM PROFESSIONAL YEAR ADVISEMENT

During the professional program year, students are assigned an OTA faculty advisor to provide feedback to the student regarding his/her academic performance, program concerns, and overall professional development towards becoming an occupational therapy assistant. Students will complete a self-evaluation of their performance two times during fall semester and spring semester. Once the self-rating is completed, the students will submit by email their advising form to their OTA faculty advisor. The advisor will rate the student’s performance and return to the student one time per semester or as needed. The student will not be required to meet face to face with their OTA advisor. However, if there are concerns noted, the student will be asked to schedule a face to face meeting with their faculty advisor. A student may request a meeting with their faculty advisor at any time. If a student receives a total score in the unsatisfactory or needs improvement range, an additional meeting with the Program Director may be warranted.

Student Advising during Summer Semester (OTA 290 & OTA 295) will be completed by the Academic Fieldwork Coordinator, as outlined in the OTA 290/295 Syllabus.

*Please see appendices for academic advising form.

PROFESSIONAL ACADEMIC STANDARDS

The Missouri Health Professions Consortium faculty is responsible for preparing graduates at a level of competence consistent with professional and accreditation standards. Occupational therapy assistants (OTA) make an important contribution to health care and they must have professional skill sets, the ability to apply theory to practice and to solve problems that affect occupational performance. Students must demonstrate professional behavior and ability to promote therapeutic relationships.

Students are encouraged to seek help from their instructors and their faculty advisors when academic problems arise. Additionally, students continue to have access to their home campus services such as, but not limited to the Learning Center and Counseling Services. Faculty members may involve home campus representatives to address violations of program policies or to address concerns related to student behavior and academic performance. The Program Director may develop a learning contract in cases where a student is in violation of academic or professional standards. A student is allowed one learning contract in an 8-week period, and two learning contracts in a 16-week period. Consequences related to breach of contract are specified in the individualized student learning contract in order to promote awareness and transparency.

Program faculty members are responsible for facilitating the students' clinical performance, academic and professional development. Faculty members are responsible for being aware of student conduct and discussing with the student inappropriate professional behavior. Faculty can offer academic assistance or recommend remedial strategies. This assistance may be offered when students exhibit unsatisfactory academic progress, display behavior that does not meet professional standards, or commit violations to the OT Code of Ethics. Students are expected to read course materials and complete course work on time. Unprofessional behavior or poor academic performance in either general education or professional coursework can result in dismissal from the professional program.

Academic performance standards require students to maintain a minimum overall 2.5 GPA or greater and individual course grades may not fall below a 'C' in order to progress through the program. Because the program is sequential students will not be allowed to progress to the next semester without successfully completing the preceding semester requirements and will subsequently be dismissed from the program if unable to maintain minimum standards of performance. Students must achieve a cumulative GPA of 2.5 or greater for professional coursework in order to graduate from the program. In addition, students must successfully complete all fieldwork requirements within a timely manner. As noted in the Fieldwork Section of the student handbook, it is the policy of MHPC OTA Program that all Level II fieldwork must be completed within one calendar year of completion of the didactic portion of program unless exceptional circumstances exist as outlined in the fieldwork policy.

All MHPC OTA students are subject to the rules of student conduct and academic regulations as published in their home campus college student handbook. Academic dishonesty and dismissal will be addressed according to both MHPC OTA Program policies and home campus policies and procedures.

ACADEMIC PREPARATION & PERFORMANCE EXPECTATIONS

Attends class approximately 35+ hours per week which includes preparation for and participation in the following:

- Lecture
- Laboratory
- Group process
- Integrated fieldwork experience which can include the following:
 - Simulated environments (i.e. Simucase or ICE video library)
 - Standardized patients
 - Faculty practice
 - Faculty-led site visits
 - Supervision by a fieldwork educator in a practice environment
- Reading, studying and understanding classroom assignments.
- Travels or relocates to various campuses or sites required for coursework, labs & fieldwork

Applies critical thinking process to requirements of the academic learning experience:

- Participates in classroom and online discussions
- Meets fieldwork expectations
- Demonstrates essential skills consistent with entry level OTA practice, both clinical and professional in nature.
- Performs or instructs others in a timely manner in the following:
 - Transfers – example: transfers patient/client to/from bed to/from wheelchair.
 - Activities of daily living (dependent through independent status)
 - Fabrication of splints and orthotics
 - Therapeutic activities/procedures
 - Verbal group activities
 - Contributions to assessment procedures
 - Uses sound judgment in clinical reasoning
 - Abides by safety precautions

Meets professionalism standards consistent with program and profession expectations:

- Addresses problems or questions to the appropriate person at the appropriate time
- Maintains personal appearance and hygiene conducive to professional settings.
- Maintains work area, equipment and supplies in a manner conducive to efficiency and safety
- Models socially appropriate behaviors
- Manages time effectively
- Communicates with peers, faculty and staff effectively and professionally
- Treats peers, faculty, staff, patient/clients with respect
- Assumes responsibility for professional conduct
- Is responsible for abiding by the rules and regulations of the program, facility, college, and the profession.

STUDENT PERFORMANCE & CRITICAL DEMANDS

Occupational Therapy Assistants work with persons with many different kinds of disabilities, and have a deep commitment to serving the needs of persons with disabilities of all ages, whether those disabilities are of mind or body, are acquired, or are developmental in nature. Every effort will be made to meet the needs of occupational therapy assistant students with disabilities, within the parameters of the academic educational program and fieldwork availability.

The Occupational Therapy Assistant curriculum within the Missouri Health Professions Consortium educates students as generalist practitioners, in keeping with the requirements of the Accreditation Council for Occupational Therapy Education (ACOTE). Thus, students are prepared for entry-level employment in all areas of practice, and for the certification exam that is required prior to practicing as a graduate of an accredited Occupational Therapy Assistant Program.

Students participating in the Occupational Therapy Assistant Program must be able to:

1. Participate in lab activities that require hands on contact with classmates and instructors in various stages of moderate undress so as to prepare for clinical training.
2. Speak and understand the English language at a level consistent with competent professional practice.
3. Observe and interpret signs and symptoms through visual, auditory, and tactile feedback. Students must possess functional use of the senses that permit such observation.
4. Utilize hand and mechanical tools safely and effectively.
5. Exhibit sufficient postural and neuromuscular control, sensory function and coordination to safely and accurately provide remediation.
6. Demonstrate the use of accepted techniques accurately and safely when using equipment and materials of the profession.
7. Participate in physical activity involving lifting of approximately 50 lbs., bending, moving and safely supporting others in transfer.
8. Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds.
9. Communicate judgments and treatment information effectively, with appropriate confidentiality.
10. Demonstrate appropriate behaviors and skills in classroom and fieldwork in interactions with faculty, other students, fieldwork coordinator, fieldwork supervisors and professional colleagues.
11. Demonstrate the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to perform therapeutic interventions.

Document Uploading

All uploaded documents must be in a Word (.doc) or PDF file. Images, photos, jpgs, or screenshots will not be accepted as valid documents. All students will have access to Office 365 through Canvas. Unless otherwise specified by the instructor, please submit all assignments and forms as .doc or .pdf.

Anything submitted as an image, jpeg, photo or screenshot will not be accepted. It will be considered late and returned to the student.

Generative AI (Artificial Intelligence) Policy

For the duration of all MHPC OTA Program courses, the use of Generative AI in assignments is strictly prohibited. Assignments are opportunities for personal growth, critical thinking, and applying your acquired knowledge. Your individual effort and creativity are essential in demonstrating your understanding of the course material. Dependence on AI undermines these objectives and compromises the integrity of the learning process. We appreciate your commitment to academic honesty and dedication to upholding this course's principles by refraining from using Generative AI in your assignments.

GRADE SCALE

Letter grades should reflect the degree to which the student has achieved the learning outcomes specified in the course syllabi. The grading scale is used to:

- Ensure consistency in grading and among all courses (with the exception of Level II fieldwork, which is graded on Pass/Fail).
- Provide valid indicators of achievement which reflect the degree of the student understands of course material.
- Keep the students informed of their academic achievement.

Final grades are part of your permanent academic record. Grades are posted to the student's record at the end of each term. Students cannot view or print grades if they have a financial obligation to the home campus. Grades will display on the student's home community college grade system. An official transcript can be requested in writing from the Registrar's Office at the home campus.

Grade	Grade point per credit	Percentages
A	4	90-100
B	3	80-89
C	2	70-79
D	1	60-69
F	0	<60

The purpose of a grading scale is to have a measurable way to assess a student's understanding of the material presented. Each community college in the consortium has defined their grading scale as A, B, C, D, and F. MHPC will abide by the grading scale of each cooperative community college.

An average GPA of >2.5 indicates acceptable progress towards meeting minimum standards. Students must earn a 'C' or better in each OTA course and achieve a cumulative GPA of 2.5 or greater for professional coursework in order to progress through and graduate from the program.

Honor Roll

The purpose of an honor roll system is to recognize the dedication of students who have achieved an outstanding GPA. Each community college has designated their honor roll system and the MHPC will abide by the honor roll systems of each cooperative community college.

Grades below C

In an effort to support a student's academic success a student is expected to seek advisement and strategies for learning. If a grade lower than "C" is earned on a test or assignment, the student is responsible for scheduling an appointment with the instructor.

OTA Lab Remediation Policy

Lab Practicals -Lab practicals are competency-based. This means that you must achieve competency to go to the next level. Students should strive to pass lab practical's (checkouts) for the first time to keep pace with the rest of the class. A failed lab practical or checkout must be retaken until the student demonstrates 100% proficiency or competency. The lab grade recorded will reflect a 10% markdown from 100% for each retake necessary to achieve acceptable proficiency. Open labs are held at the Sedalia campus Lab on Friday by appointment only for students that need to retake the lab practical or check out or student seeking tutoring to prepare for a lab practical or checkout.

MHPC MASTER GRADING RUBRIC

Criteria	<u>Does Not Meet Expectations</u>	<u>Developing</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>	<u>Points</u>
	(69% and Below):	(70% - 79%)	(80% - 94%)	(95% - 100%)	
<u>Directions</u> 70%	<ul style="list-style-type: none"> •Inappropriate response to the assignment •Identifies and demonstrates a weak understanding of concepts •Unclear understanding of the assignment. 	<ul style="list-style-type: none"> •Not a full response to the assignment. •Identifies and demonstrates acceptable understanding of some of the concepts • Inconsistently demonstrates a clear understanding of the assignment. 	<ul style="list-style-type: none"> •Appropriate response to the assignment. •Identifies and demonstrates an understanding of most concepts. • Understands the connection between most course material and assignment application. 	<ul style="list-style-type: none"> •Excellent response to the assignment. •Identifies and demonstrates understanding of concepts. •Understands the connection between course material and assignment application. 	
<u>Life-Long Learning</u> 10%	<ul style="list-style-type: none"> •No evidence and knowledge from best practice guidelines within the assignment. •Failure to implement current practice trends. 	<ul style="list-style-type: none"> •Significant lack of evidence to support work. •Failure to implement current practice trends. •Concerns noticed with clinical reasoning. 	<ul style="list-style-type: none"> •Mostly incorporated evidence and knowledge from best practice guidelines within the assignment. •OT Frame of Reference/ Model is applied correctly. •Implement current practice trends. •Developing clinical reasoning. 	<ul style="list-style-type: none"> •Incorporated evidence and knowledge from best practice guidelines within the assignment. •OT Frame of Reference/ Model is applied correctly. •Implemented current practice trends. •Excellent clinical reasoning. 	
<u>Occupation-Based Theory</u> 10%	<ul style="list-style-type: none"> •Occupation-Based Theory was not incorporated into the assignment appropriately. •Assignment does not accurately reflect the scope of practice of an OTA. 	<ul style="list-style-type: none"> •Notable concerns regarding the incorporation of Occupation-Based Theory. •Assignment does not accurately reflect the scope of practice of an OTA. 	<ul style="list-style-type: none"> •Beginning to incorporate Occupation-Based Theory. •Assignment accurately reflects the scope of practice of an OTA. •Treatment recommendations are mostly meaningful and occupationally based. 	<ul style="list-style-type: none"> •Occupation remains a central theme in the assignment. •Assignment accurately reflects the scope of practice of an OTA. •Treatment recommendations are meaningful and occupationally based. 	
<u>Ethics</u> 5%	<ul style="list-style-type: none"> •Serious violations of the OT Code of Ethics. •Serious issues noted regarding Person First Speech and a client centered approach to care. 	<ul style="list-style-type: none"> •Possible violations of the OT Code of Ethics. •Multiple instances of non-Person-First language. •Multiple concerns related to client-centered approaches to care. 	<ul style="list-style-type: none"> •Abides by the OT Code of Ethics. •Some use of non-Person First language. •Some concerns related to client-centered approaches to care. 	<ul style="list-style-type: none"> •Abides by the OT Code of Ethics. •Utilizes Person First language. •Practices client-centered approaches to care. 	
<u>Writing Mechanics</u> 2.5%	<ul style="list-style-type: none"> •Contains multiple and serious errors in writing style. 	<ul style="list-style-type: none"> •Contains many spelling, punctuation, grammar, and capitalization errors. •Disorganized structure to the assignment. 	<ul style="list-style-type: none"> •Contains some spelling, punctuation, grammar, and capitalization errors. •Uses second- or third-person speech. •Mostly logical and organized structure to the assignment. 	<ul style="list-style-type: none"> •Each sentence structured effectively written. •Logical and organized structure to the assignment. •Virtually free of spelling, punctuation, and capitalization errors. •Utilities their person speech. 	
<u>APA Format</u> 2.5%	<ul style="list-style-type: none"> •Source material is not cited. 	<ul style="list-style-type: none"> •In-text citations are missing or incorrect. •Reference section contains many mistakes. 	<ul style="list-style-type: none"> •In-text citations are mostly correct. •Reference section is mostly formatted correctly. 	<ul style="list-style-type: none"> •In-text citations are correct. •Source material mostly paraphrased. •Reference section formatted correctly. 	

MHPC MASTER DISCUSSION BOARD GRADING RUBRIC

Criteria	<u>Does Not Meet Expectations</u> (69% and Below):	<u>Developing</u> (70% - 79%)	<u>Meets Expectations</u> (80% - 94%)	<u>Exceeds Expectations</u> (95% - 100%)	Points
<p><u>Basic Directions</u> (60%)</p> <p>Student fulfilled all areas of assignment, as indicated in the assignment description.</p>	<p>Inappropriate response to the assignment.</p> <p>Identifies and demonstrates a weak understanding of concepts.</p> <p>Unclear understanding of the assignment.</p> <p>Does not maintain professional standards, as defined in the student handbook and OT Code of Ethics.</p>	<p>Not a full response to the assignment.</p> <p>Identifies and demonstrates acceptable understanding of some of the concepts.</p> <p>Inconsistently demonstrates a clear understanding of the assignment.</p> <p>Demonstrates difficulty abiding by professional standards, as defined in the student handbook and OT Code of Ethics.</p>	<p>Appropriate response to the assignment.</p> <p>Identifies and demonstrates an understanding of most concepts.</p> <p>Understands the connection between most course material and assignment application.</p> <p>Maintains professionalism standards, as defined in the student handbook and OT Code of Ethics.</p>	<p>Excellent response to the assignment.</p> <p>Identifies and demonstrates understanding of concepts.</p> <p>Understands the connection between course material and assignment application.</p> <p>Maintains professionalism standards, as defined in the student handbook and OT Code of Ethics.</p>	
<p><u>Reponses</u> (10%)</p> <p>Student responded to two classmates.</p>	<p>Inappropriate response to the assignment.</p> <p>Identifies and demonstrates a weak understanding of concepts.</p> <p>Unclear understanding of the assignment.</p> <p>Does not maintain professional standards, as defined in the student handbook and OT Code of Ethics.</p>	<p>Not a full response to the assignment.</p> <p>Identifies and demonstrates acceptable understanding of some of the concepts</p> <p>Inconsistently demonstrates a clear understanding of the assignment.</p> <p>Demonstrates difficulty abiding by professional standards, as defined in the student handbook and OT Code of Ethics.</p>	<p>Appropriate response to the assignment.</p> <p>Identifies and demonstrates an understanding of most concepts.</p> <p>Understands the connection between most course material and assignment application.</p> <p>Maintains professionalism standards, as defined in the student handbook and OT Code of Ethics.</p>	<p>Thoughtful response to the assignment.</p> <p>Understands the connection between course material and assignment application.</p> <p>Maintains professionalism standards, as defined in the student handbook and OT Code of Ethics.</p>	
<p><u>Life-Long Learning</u> (10%)</p>	<p>No evidence and knowledge from best practice guidelines within the assignment.</p> <p>Failure to implement current practice trends.</p>	<p>Significant lack of evidence to support work.</p> <p>Failure to implement current practice trends.</p> <p>Concerns noted with clinical reasoning.</p>	<p>Mostly incorporated evidence and knowledge from best practice guidelines within the assignment.</p> <p>OT Frame of Reference /Model of Practice is mostly applied correctly.</p> <p>Implemented current practice trends.</p> <p>Developing clinical reasoning.</p>	<p>Incorporated evidence and knowledge from best practice guidelines within the assignment.</p> <p>OT Frame of Reference/Model of Practice is applied correctly.</p> <p>Implemented current practice trends</p> <p>Excellent clinical reasoning.</p>	
<p><u>Occupation-Based Theory</u> (10%)</p>	<p>Occupation-Based Theory was not incorporated into the assignment appropriately.</p> <p>Assignment does not accurately reflect the scope of practice of an OTA.</p>	<p>Notable concerns regarding the incorporation of Occupation-Based Theory.</p> <p>Assignment does not accurately reflect the scope of practice of an OTA.</p>	<p>Beginning to incorporate Occupation-Based Theory.</p> <p>Assignment accurately reflect the scope of practice of an OTA.</p> <p>Treatment recommendations are mostly meaningful and occupationally-based.</p>	<p>Occupation remains a central theme in the assignment.</p> <p>Assignment accurately reflects the scope of practice of an OTA.</p> <p>Treatment recommendations are meaningful and occupationally-based.</p>	
<p><u>Ethics</u> 5%</p>	<p>Serious violations of the OT Code of Ethics.</p> <p>Serious issues noted regarding Person-First speech and a client-centered approach to care.</p>	<p>Possible violations of the OT Code of Ethics.</p> <p>Multiple instances of non-Person-First Language.</p> <p>Multiple concerns related to client-centered approaches to care.</p>	<p>Abides by the OT Code of Ethics.</p> <p>Some use of non-Person- First Language.</p> <p>Some concerns related to client-centered approaches to care.</p>	<p>Abides by the OT Code of Ethics.</p> <p>Utilizes Person-First Language.</p> <p>Practices client-centered approaches to care.</p>	
<p><u>Writing Mechanics</u> (2.5%)</p>	<p>Contains multiple and serious errors in writing style.</p>	<p>Contains many spelling, punctuation, grammar, and capitalization errors.</p> <p>Disorganized structure to the assignment.</p>	<p>Contains some spelling, punctuation, grammar, and capitalization errors.</p> <p>Use of second- or third-person speech.</p> <p>Mostly logical and organized structure to the assignment.</p>	<p>Each sentence structured effectively written.</p> <p>Logical and organized structure to the assignment.</p> <p>Virtually free of spelling, punctuation, and capitalization errors.</p> <p>Utilizes Third Person Speech.</p>	
<p><u>APA Format</u> (2.5%)</p>	<p>Source material is not cited.</p>	<p>In-text citations are missing or incorrect.</p> <p>Reference section contains many mistakes.</p>	<p>In-text citations are mostly correct.</p> <p>Reference section is mostly formatted correctly.</p>	<p>In-text citations are correct.</p> <p>Source material is mostly paraphrased.</p> <p>References section is formatted correctly.</p>	

MHPC MASTER RUBRIC FOR SOAP NOTES

Criteria	<u>Does Not Meet Expectations</u> (69% and Below):	<u>Developing</u> (70% - 79%)	<u>Meets Expectations</u> (80% - 94%)	<u>Exceeds Expectations</u> (95% - 100%)	Points
<u>S Section</u> 20%	<p>Includes multiple statements not pertaining to the client's communication during the therapy session.</p> <p>Documentation of the client's communication is not relevant to the plan of care.</p> <p>Pain levels not addressed (if in a relevant setting).</p>	<p>Includes multiple statements not pertaining to the client's communication during the therapy session.</p> <p>Some documentation of the client's communication is not relevant to the plan of care.</p> <p>Pain levels not addressed (if in a relevant setting).</p>	<p>Includes some statements not pertaining to the client's communication during the therapy session.</p> <p>Documentation of the client's communication is relevant to the plan of care.</p> <p>Documents the client's pain levels (if in a relevant setting).</p>	<p>Only includes statements pertaining to the client's communication during the therapy session.</p> <p>Documentation of the client's communication is relevant to the plan of care.</p> <p>Documents the client's pain levels (if in a relevant setting).</p>	
<u>O Section</u> 20%	<p>Does not accurately describe the events during the intervention session.</p> <p>Complete lack of documentation of the Functional Assistance Level for each task completed.</p> <p>Does not document the education and training provided by the OTA.</p> <p>Reflects concerning clinical reasoning</p> <p>Includes continuous instances of superfluous or irrelevant information.</p>	<p>Accurately describes the events during the intervention session.</p> <p>Unclear documentation of the Functional Assistance Level for each task completed.</p> <p>Does not document the education and training provided by the OTA.</p> <p>Reflects poor clinical reasoning</p> <p>Includes multiple instances of superfluous or irrelevant information.</p>	<p>Accurately describes the events during the intervention session.</p> <p>Accurately documents the Functional Assistance Level for each task completed.</p> <p>Does not document the education and training provided by the OTA.</p> <p>Reflects clinical reasoning.</p> <p>Does include some superfluous or irrelevant information.</p>	<p>Accurately describes the events during the intervention session.</p> <p>Accurately documents the Functional Assistance Level for each task completed.</p> <p>Accurately documents the education and training provided by the OTA.</p> <p>Reflects clinical reasoning.</p> <p>Does not include superfluous or irrelevant information.</p>	
<u>A Section</u> 20%	<p>Does provide supporting evidence regarding the functional progress of the client.</p> <p>Does not provide recommendation for the continuation of therapy services.</p> <p>Does not document functional barriers to progress.</p> <p>Does not document anticipated functional progress.</p>	<p>Does provide supporting evidence regarding the functional progress of the client.</p> <p>Does not provide recommendation for the continuation of therapy services.</p> <p>Documents functional barriers to progress.</p> <p>Documents anticipated functional progress.</p>	<p>Does provide supporting evidence regarding the functional progress of the client.</p> <p>Provides recommendation for the continuation of therapy services.</p> <p>Documents functional barriers to progress.</p> <p>Documents anticipated functional progress.</p>	<p>Accurately documents the functional progress of the client and provides supporting evidence.</p> <p>Provides recommendation for the continuation of therapy services.</p> <p>Documents functional barriers to progress.</p> <p>Documents anticipated functional progress.</p>	
<u>P Section</u> 20%	<p>Does not address future intervention planning.</p>	<p>Does not begin with a statement regarding how often (once or twice daily, 2x/wk, etc.) and for how long (for 3 days, for 2 weeks, for 1 month, etc.) the client will receive occupational therapy.</p> <p>Does not conclude with a statement regarding intent for next session.</p>	<p>Does not begin with a statement regarding how often (once or twice daily, 2x/wk, etc.) and for how long (for 3 days, for 2 weeks, for 1 month, etc.) the client will receive occupational therapy.</p> <p>Concludes with a statement regarding intent for next session.</p>	<p>Begins with a statement regarding how often (once or twice daily, 2x/wk, etc.) and for how long (for 3 days, for 2 weeks, for 1 month, etc.) the client will receive occupational therapy.</p> <p>Concludes with a statement regarding intent for next session.</p>	
<u>Documentation Components</u> 10%	<p>Three or more missing or inaccurate documentation components.</p>	<p>Two missing or inaccurate documentation components.</p>	<p>One or Two missing or inaccurate documentation components.</p>	<p>Includes the documentation components:</p> <ul style="list-style-type: none"> o Appropriate CPT Codes o Calculates Number of CPT Codes correctly o Appropriate Student Signature o Date 	

<p>Professionalism 10%</p>	<p>Contains multiple and serious errors regarding spelling, punctuation, grammar, and capitalization errors.</p> <p>Continuous instances of second- and first-person speech.</p> <p>Significant amount of unclarity regarding the documentation.</p> <p>Contains multiple and serious instances of inaccurate medical terminology.</p>	<p>Contains many spelling, punctuation, grammar, and capitalization errors.</p> <p>Multiple instances of second- or first-person speech.</p> <p>Unclear documentation noted.</p> <p>Some instances of inaccurate medical terminology.</p>	<p>Contains some spelling, punctuation, grammar, and capitalization errors.</p> <p>Use of second- or first-person speech.</p> <p>No contradictory documentation noted.</p> <p>Proper medical terminology utilized.</p>	<p>Contains no spelling, punctuation, grammar, and capitalization errors.</p> <p>Uses Third Person Speech.</p> <p>No contradictory documentation noted.</p> <p>Proper medical terminology utilized.</p>	
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MISSED, MAKE-UP WORK

This policy applies to work missed due to absences or failure to submit or complete assignments.

Except in the situations outlined herein, any and all graded work or performed competencies (letter grade or pass / fail) not completed by the due date or missed due to absence, including being tardy or leaving early, will not be eligible for a grade. Students will receive a zero (0) for missed classwork.

- Instructors may make case by case exceptions with Program Director's approval if a significant, documentable, and infrequent situation caused a student to miss a submission deadline.
- Work submitted and accepted for grading after the original due date will receive a maximum grade of C. In the case of a pass / fail assignment the student may receive a pass (P) or fail (F) grade.
- Extensions may only be granted by the OTA Program Director for a reasonable period after the original due date. Missed work should be submitted for grading within 24 hours of the student's return to school unless that timeline extends beyond the last day of the term.

EXAMS / TESTS

In each OTA course, a number of tests will be given. Students are expected to prepare and be present for examinations on the scheduled dates. During testing cameras **MUST** be on at all times – **NO EXCEPTIONS**. Please go to your campus to take your exam if your internet or computer experiences issues. If a student takes an exam without the camera on, the highest grade that can be achieved is a 70%.

Make-up examinations are reserved for those students who are ill or have other significant life issues such as a death in their family that prevent them from taking the exam on the scheduled date. Students who will be absent must contact the OTA department and/or course faculty member before exam time indicating the problem preventing them from taking the exam. Exam make-ups must be coordinated with the faculty member in a timely manner within a 24 – 48 hours' time period. Students who fail to make prompt arrangements to make up the exam are at risk of receiving a zero for the exam. Students can only receive a minimum of C on a make-up exam.

TUTORING / OPEN LABS

Tutoring / open labs will be scheduled at the discretion of the course instructor and OTA program director. Open labs are also held at the Sedalia campus Lab on Friday by appointment only for students that need to retake the lab practical or check out or student seeking tutoring to prepare for a lab practical or checkout.

ACADEMIC GRIEVANCES & APPEALS (Policy 502)

All grievances related to academic issues such as grades or grading appeals, complaints about instructors or instruction staff, academic policy and procedures, attendance, disciplinary matters related to classroom behavior and other issues involving credit classes should be resolved using the following procedure.

The student should first attempt to resolve the issue informally with the OTA faculty or staff.

If the issue cannot be resolved informally and/or the student wishes to formally appeal a decision the student must present a written statement regarding the grievance to the OTA Program Director within 5 working days after the decision was rendered by the faculty member or staff. The Program Director must then decide after consultation with both the faculty or staff, home campus representative and the student, on the grievance. The Program Director will make a written response to the student, copied to the faculty or staff member, within 10 working days from the date she was originally contacted by the student.

If the student is not satisfied with the Program Director's decision, the student should inform the Program Director that she would like to further involve representatives from the home campus.

The Program Director will involve a representative from the student's home campus, generally the Dean of Academic Affairs, in accordance with the home campus grievance, grade appeal and/or complaint policies.

Grade appeals must be made no later than 2 weeks after the date the final course grade was officially recorded.

Any change of grade after that grade is officially recorded will require adjustment in accordance with home campus policies.

DISMISSAL FROM THE PROGRAM

A student may be dismissed from the professional year of the OTA Program including, but not limited to the following reasons:

1. Failure to maintain academic standards as outlined in the Academic Standards policy.
2. Breach of attendance policies
3. Unethical conduct based on any behavior which shows poor judgment, endangers or discredits individuals, the profession, or the department; and/or academic dishonesty.
4. Failure to maintain physical or mental health in accordance with the essential functions of an occupational therapy assistant as determined by professional consultation.

If a student is dismissed or withdrawn from the professional program, the Program Director will determine if the student is eligible to re-apply at a later time. Contingencies may be established for re-application at the time of dismissal or withdrawal. Grievances, complaints, and appeals will be honored in compliance with "home" campus policies and procedures.

ACADEMIC DISHONESTY

The faculty believes: if students do not respect the ethics of their program, it is unlikely they will respect or practice ethical behavior in their professional careers. Falsifying academic work is a serious offense in this professional program. Such practice undermines critical thinking and ultimately endangers the student's future in a professional career.

ACADEMIC DISHONESTY includes but is not necessarily limited to the following:

1. Claiming authorship/participation in a group paper or presentation without real contribution.
2. Delaying taking an examination or turning in a paper using a false excuse.
3. Any student discussing material covered in a test with students who have yet to take the test in question.
4. Previewing exams from a "test file" when the instructor does not permit students to keep copies of exams. This includes reviewing assignment submissions from program graduates.
5. Working in a group on a homework assignment that was assigned as individual work.
6. Consciously memorizing, copying or electronically saving a block of questions on an exam, so that they could be included in a test file for later use by others.
7. Permitting another student to look at your answer sheet during an exam or taking online examinations in collaboration with another student when instructed to do so individually.
8. Plagiarism is the borrowing of ideas, opinions, examples, words, phrases, sentences, or paragraphs from a written source or another person, including students or teachers, without acknowledgment (i.e., an indication of the author, title and date of the source as described by the Publication Manual of the American Psychological Association). Failure to provide complete documentation about all of your resources is also considered plagiarism. Any work or assignment which is taken, part or whole from another person's writing or work without proper acknowledgment is dishonest. Students who allow another student to copy or use their work are also guilty of cheating.

Any student who commits an act of academic dishonesty is subject to disciplinary action. The procedures for disciplinary action will be in accord with the rules and regulations of the home campus governing disciplinary action and may include dismissal from the program.

Note: Issues of academic dishonesty relate to behaviors/performance in both general education and professional courses.

ATTENDANCE POLICY

Students enrolled in the MHPC OTA program are expected to attend all scheduled class sessions, labs, and Fieldwork experiences. Students are expected to be prepared, and demonstrate timely attendance for all class/lab/fieldwork sessions and appointments. Attendance will be taken at the discretion of the instructors. A faculty member may use attendance, or lack of attendance, as a criterion in the determination of a course grade and/or dismissal from a course.

Students aware of an **anticipated** absence should inform the course instructor and administrative assistant by **e-mail at least 24 hours in advance.**

In the event of an **unexpected** absence, it is the student's responsibility to notify the course instructor and administrative assistant by e-mail PRIOR to their absence when possible. The instructor on record can then decide with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with the number of identified absences.

In order to facilitate the best performance from each student, instructors will

- Require all students communicate via text/voicemail/email with the instructor/administrative assistant if running late. This will count as a tardy.
- Mark any student absent if he/she is running late and does not contact the instructor/administrative assistant.
- Require a doctor's note or a note from hospital staff for any student sickness, child sickness, or immediate family sickness or any immediate medical assistance that results in missed class, lab or fieldwork time.
- Require funeral home documentation for any death in immediate and/or extended family.
- Require physical/photographic proof for any missed class, lab or fieldwork time. (Example: flat tire – send picture or receipt for tire, car accident – police report number or photo of vehicle, stuck in traffic – photo of traffic jam, traffic ticket or court date – subpoena or copy of ticket, etc.)

Failure to contact the appropriate people is considered “no call, no show” and may be grounds for dismissal from the professional year of the program. Any missed class, lab or fieldwork time without prior notification or prior approval, may be result in dismissal from the professional year of the program.

Any absence that does not have physical or photographic proof will be an unexcused absence. **Each unexcused absence exceeding the number 2, will lead to a 5-point deduction from the final grade.**

Students will **not** be granted a grace period from the start of class. If you think you will be late, then please start logging in earlier. Class time is very important. 10 points will be deducted for late arrival for quizzes, midterm and final exams at instructor's discretion.

A student exhibiting habitual tardiness or absence (i.e. more than one occurrence) is considered unprofessional and disruptive to the instructor and other students. The course instructor will note the issue on the student's academic advising form and a Learning Contract or a Breach of Professionalism may be issued. Habitual tardiness or absenteeism is grounds for dismissal from the professional year of the program.

If two consecutive weeks of class are missed during the regular 16-week semester, the student will be dropped from that class unless acceptable justification is supplied to the instructor, Program Director, and Dean of the community college. Additionally, a student who misses more than one-fourth of the class during any scheduled session may be dropped from that class by the instructor if in the opinion of the instructor the student does not have a reasonable opportunity to succeed in the class.

INCLEMENT WEATHER

The policy of the MHPC is to conduct scheduled classes, keep offices open and carry on normal college operations under conditions deemed to be reasonable safe. When adverse weather conditions or other events force the temporary closing or postponement of classes, students and office has up-to-date contact information.

In the event the program activities are being held, students should not attempt to travel under unsafe conditions or to take unnecessary risk due to inclement weather if they must travel some distance to get to campus. The department administrator and/or course director should be notified if the student is unable to attend class or other activity due to the weather.

If classes are canceled a make-up assignment will be posted for the day or days the college is closed due to inclement weather. It is the responsibility of the student to sign on to Canvas to receive the assignment and/or instructions for that day or day's classes and review the due date. If student was unable to do the assignment the student must contact the course instructor to apply for an extension of due day.

MHPC DRESS CODE POLICY

Students are expected to present a professional appearance which positively impacts their therapeutic relationships. Cleanliness, modesty, and safety are the primary grooming considerations during all Client Contact.

Students are to wear Cherokee charcoal gray or pewter gray scrubs. These scrubs are to be worn for all Zoom class meetings, every on-campus lab meeting, and all fieldwork site visits.

Compliance with the dress code of an assigned fieldwork site is a must, as there may be site specific requirements and students may be asked to leave if their appearance is not acceptable. Below are the departmental guidelines for presenting a professional appearance during Client Contact:

- **Name Badge:** Students will be issued a name badge from the MHPC Occupational Therapy Assistant Program Office. Name badges must be worn at all times when representing the school and program while in facilities and/or agencies as an MHPC Occupational Therapy Assistant Student unless the facility has provided a name badge for the student or it is against the site's policies and procedures.
- **Clothing:** The standard rule is that skin other than face, neck, elbows/forearms, hands, knees and calves should not show. Students need to be aware of what happens to their clothing when they run, stretch, bend, lift, jump or twist. Students are required to adhere to the facility's dress code.
- **Shirts:** A collared, 2-4 button shirt in a size that the shirt is loose fitting and covers the midriff and chest. Some sites may require a lab jacket and patch, which can be purchased online or through most of the Home Campus Bookstores.
- **Slacks:** Slacks need to be a plain, solid color and allow full mobility while keeping the skin covered. Short shorts, leggings, jeans, or skintight stretch pants, are not acceptable.
- **Footwear:** Shoes need to be supportive, comfortable and professional, as most health care sites prohibit open-toed or open-backed shoes.
- **Site Dress Code Regulations:** The site dress code regulations take precedence. If you have questions, direct them to your Site Fieldwork Educator or MHPC OTA AFWC.
- **Jewelry:** Jewelry must be simple. Heavy neck chains and dangling or hoop earrings can be caught on equipment or pulled by clients. Rings or bracelets with sharp edges might injure clients, get caught on clothing or puncture exam gloves. Keep it simple.
- **Fragrances:** Perfumes, scented aftershaves and lotions need not be worn, as many clients and health care workers have allergies, and health care facilities frequently request clients be fragrance free before seeing practitioners. In addition, many healthcare facilities will send students home when smelling of cigarette or cigar smoke.
- **Personal Hygiene:** Basic rules of cleanliness (absence of body odor), including hand washing apply. Hair must be clean and well groomed. Makeup must not be excessive. Fingernails must be clean and trimmed. Artificial nails and nail extenders will be prohibited when having direct contact with clients.
- **Body Piercings and Tattoos:** Body piercings are discouraged, as some sites have strict rules on piercing and students also need to be mindful of any messages which might be inferred and communicated to clients by their piercings. Tattoos are also discouraged and may need to be covered with makeup or clothing, as some sites require that tattoos cannot be visible.

Excerpts from: The Essential Guide to Occupational Therapy Fieldwork Education, AOTA, 2004



Missouri Health Professions Consortium Occupational Therapy Assistant Program Communicable Disease and Immunizations

Individuals who choose to undertake in training for a health science profession should be aware of the risks associated with health care training and professional practice. Healthcare students and professionals utilize standard precautions to reduce the risk of infectious disease exposure, however, these measures do not eliminate the risk that a student or healthcare provider may become infected.

During healthcare training in the lab and clinic setting, students will come into close contact with their instructors, classmates, and patients. With this in mind, students should make informed choice regarding their education and career. Please review all CDC and WHO links provided below to ensure you are well informed regarding the risks associated with healthcare and with the preventative measures used to mitigate these risks. If you have concerns about your personal risk level, you should contact your healthcare provider.

CDC: Workplace Safety and Health topics: Health Care Workers

<https://www.cdc.gov/niosh/topics/healthcare/default.html>

CDC: Infection Control: Standard Precautions for all Patient Care

<https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

CDC: Sequence for Putting on PPE and Safe PPE Removal

<https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf>

Upon acceptance to Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) Program, students are required to provide proof of immunizations against a variety of disease. Proof includes evidence of vaccination on an official record, school record, or positive titer results. Students must submit proof of immunizations to the MHPC OTA Program Administrative Assistant. Required immunizations:

- COVID-19
 - 1 updated dose of the COVID Vaccine
- Measles, Mumps, Rubella (MMR) vaccine
 - Series of 2 doses of MMR vaccine or
 - Laboratory results for MMR IgG titer showing immunity to MMR
- Varicella (chickenpox) vaccine
 - Series of 2 doses of Varicella vaccine or
 - Laboratory results for Varicella IgG titer showing immunity to Varicella
- Hepatitis B vaccine
 - Series of 3 doses of Hepatitis B vaccine or
 - Laboratory results for Hep B Titer showing immunity to Hepatitis B
- Tetanus Diphtheria and Pertussis
 - Documentation of one dose of TDaP required within the past 10 years
- Influenza
 - Documentation of annual influenza vaccine administered after October 1st.
- Tuberculosis
 - Documentation of 2 step TB, QFT, T-Spot or negative chest x-ray

The MHPC immunization policy is determined by the requirements and standards of our individual clinical partners. Student's requested documentation will be submitted to their fieldwork site. ***The fieldwork site will determine if the immunization requirements are met or if medical/religious exemptions are approved for their specific site. Students not meeting immunization requirements or not receiving an approved exemption from the clinical site will be prohibited from participating in clinical education and, therefore, will be dismissed from the program.***

The immunization policy applies equally to all students regardless of their specific placement. Should clinical site requirements change, students will be required to meet the stand or will be prohibited from participating in clinical education.

Students with approved immunization exemptions must abide by clinical facility mandates such as PPE or communicable disease testing on a regular basis (possible at the student's expense).

Students must maintain current immunization records for the duration of the occupational therapy assistant program.

MHPC PERSONAL INSURANCE POLICY

Each OTA student is responsible for his/her own health and insurance coverage. Neither East Central College, Moberly Area Community College, North Central Missouri College, State Fair Community College, Three Rivers College nor any of the affiliated clinical sites are responsible for payment of charges incurred due to student's illness or injuries. Use of the Emergency Department or other medical providers will be the financial responsibility of the student.



Missouri Health Professions Consortium Occupational Therapy Assistant Program COVID-19

Missouri Health Professions Consortium (MHPC) is not mandating COVID-19 vaccine. However, our students must follow clinical facility requirements in order to gain access to clinical training as indicated in the immunization policy you were provided. This policy states “should clinical site requirements change, student will be required to meet the standard or will be prohibited from participating in clinical education”. MHPC is not the only institution impacted by clinical sites mandating COVID-19 vaccine.

We are urging your to please act now if you plan to receive the COVID-19 vaccine if you have not already done so and submit documentation to the MHPC OTA office as soon as possible. We want to stress, if you are not fully vaccinated, you may be denied access to the clinical sites and therefore be at risk for not graduating on time, being unable to complete your clinical rotation, failing the rotation, and/or unable to continue in the program.

There will be a waiver option for medical or religious reasons for some clinical sites, but it is not guaranteed and, if approved by the site, may still come with other requirements such as nasopharyngeal swab testing on a regular basis at the student’s expense. Please realize that approval of a waiver request is up to each clinical site. Each clinical site will have a different process for a waiver and we cannot predict what they will and will not accept. Because most of our OTA students attend clinicals at multiples sites, one site might now accept a waiver and another clinical site (later in your program) might not.

Clinical sites are limited and placements are made based upon the student’s academic needs. Alternative site locations are rare and, in most cases, cannot be granted. If there should be an acceptable alternative site, the program director would need to approve and the decision would not be appealable. In all cases, once clinical schedules are final, clinical schedules cannot be changed or swapped with other students to accommodate an unvaccinated student.

As always, MHPC OTA office maintains documentation of immunization status that is provided to all clinical sites.

If you have questions or concerns about the COVID-19 vaccine, please contact your program director.

Sincerely,

Brett Butler, OTA Director

TECHNOLOGY REQUIREMENTS

Computer:

In the MPC OTA program, all didactic courses are taught online. This means that students will be required to attend virtual classes at a specified time using Zoom technology. **Students will be required to utilize a personal laptop and need access to reliable internet to complete. The computer should have a camera and a microphone. Students should also have a scanning device or scanning app on their phone.** No iPads or tablets will be permitted for computer-based exams. You may need Adobe Reader and Flash Plug-in as well. These can be easily downloaded from the web at www.adobe.com/downloads/. Some configuration options for Internet Explorer might make some features of the online learning management system difficult to use therefore, it is recommended that students use Chrome or Firefox. Additionally, a word-based software program is recommended to open and download course materials. MHPC students must have Microsoft Office available for use. A free download of Microsoft Office is available through their student SFCC email account. Instructions are available at <https://www.sfccmo.edu/itsknowledge-base/office-365/>

SFCC Help Desk provides technical support 24/7 for students enrolled in our MHPC courses. Call toll free at (866) 295-3070 for technical support.

The following are expectations when attending a class session via web conference:

1. All students will be logged into the web conference platform **at least 5 minutes prior** to scheduled class time. Instructor will provide link or instructions for logging or calling in.
2. Student will be considered tardy if they are not logged into the class with camera on at the start of the scheduled class time.
3. Students should have either a laptop with a camera or a web-camera. Students will log into the class using a web camera or laptop camera to be considered 'present'. Using a cell phone for web conferenced classes is not permitted without prior approval by the instructor in extenuating circumstances.
4. Students should mute their audio upon entrance into the class and camera should be on to allow instructor and classmates to see one another. Muting will minimize the background noise or students talking over the instructor or each other. You should not be in a dark room; the instructor and classmates should be able to see your face.
5. Be mindful that when using the web camera, everyone can see everyone else. Proper attire (charcoal gray scrubs) as per the student handbook is expected.
6. If a student needs to leave the class early or disable their camera, they should notify the instructor.
7. Students may unmute their microphone to ask a question, type questions into the chat link or raise their hand at any time depending on instructor preference.
8. Make every attempt to secure daycare arrangements for children, assure pets are fed/walked, and family knows that you are "in class."
9. During class breaks, students do not need to log off and can step away from the computer but return ready at the time given.
10. If you have internet connection problems, please reach out to instructor.

INFORMATION EXCHANGE

Numerous options for exchange of information are available to the student in the MHPC Occupational Therapy Assistant program.

Email: All students are required to have a school email address from their home campus. Departmental and class messages may be relayed through email. Email should be read every 24 hours when class is in session. Students are responsible for information distributed through email by the program and individual instructors within the 24-hour limit.

- During Level II fieldwork rotations students will be required to address email within 24 hours.

Website: General program information and frequently asked questions will be placed on the MHPC website.

Cell Phones & Texting: Cell phones must be turned off or silenced during all classes. Text messaging is not allowed during class and laboratory experiences.

- You are not allowed to carry your cell phone with you during fieldwork. It is suggested that you obtain the facility's number on the first day of fieldwork for family members to contact in the event of an emergency.
- Students who have family responsibilities which possibly require the student being available are encouraged to place their phone on vibrate during ALL class times and labs. This privilege may be revoked in the event that it is abused by the student.

Messages: Sometimes the need arises for someone to call and leave a message for an occupational therapy assistant student. In case of emergency, every effort will be made to locate a student. Confidentiality does not allow the office staff to give out student phone numbers, class schedules, or class locations.

Classroom Behavior: Students are expected to treat staff and faculty with respect and dignity. Students should refrain from talking when instructor begins class/lecture/instruction. If the student has questions, they should direct question(s) to the instructor. Students may be required to leave microphones open during distance education sessions to ensure that there are no side conversations during lecture.

SOCIAL MEDIA CONDUCT POLICY

Students are expected to comply with all state, local, and federal requirements governing the privacy of medical information. Students are bound to comply with all privacy requirements even when they are not at the clinical site. This includes conversations with family, friends, and peers. Students will be held accountable for maintaining the privacy of any information they obtain, see, or are given during their clinical rotations. To uphold the privacy of such information, students must not post or discuss any clinical experience or information regarding their experience with the clinical site, its staff, or its clients/patients on any internet social media (Facebook, Twitter, emails, Myspace, Snapchat, Instagram, and any other not mentioned).

The MHPC administration periodically searches the internet for breaches in its privacy policies. Students violating any privacy requirements will be prohibited from returning to the clinical site. Such violation may result in a delay of a student completing their degree requirements and may result in further disciplinary action.

On a personal level, we understand that social media can be a fun and rewarding way to share your life and opinions with family and friends. However, use of social media also presents certain risks and carries with it certain responsibilities. Be thoughtful about what you share online and consider how it may appear to future employers. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including dismissal from the program.

Students are personally responsible for the content they publish on social media sites, blogs, other websites, wikis, forums, or any other form of user-generated content, and there should be no expectation of privacy using social media sites. The college reserves the right to examine material stored on or transmitted through its facilities if there is cause to believe that the standards for acceptable and ethical use are being violated by a member of the college community.

Students should not be “friends” with instructors on social media sites until after completion of the program.

AMERICANS WITH DISABILITIES ACT (ADA)

It is the intent of the MHPC OTA Program that compliance with the Americans with Disabilities Act shall be a high priority. Appropriate changes will be made and accommodation provided to qualified individuals with disabilities, unless doing so would pose an undue burden on the institution's resources or would fundamentally alter the nature of a program.

Students who have disabilities that qualify under the Americans with Disabilities Act (ADA) should register with their home campus if requesting accommodations and/or assistance. All members of the Missouri Health Professions Consortium comply with ADA guidelines. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the course instructor immediately and contact the Access/ADA Office at your college to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. Students may register for assistance through their respective home campuses. The student's home campus is the point of contact for issues related to accommodations. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

NOTICE OF NON-DISCRIMINATION

The Missouri Health Professions Consortium and its member institutions do not discriminate on the basis of race, color, religion, sexual orientation, genetics, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. Inquiries concerning nondiscrimination should be directed to the student's home campus. The student's home campus is the point of contact for issues related to discrimination.

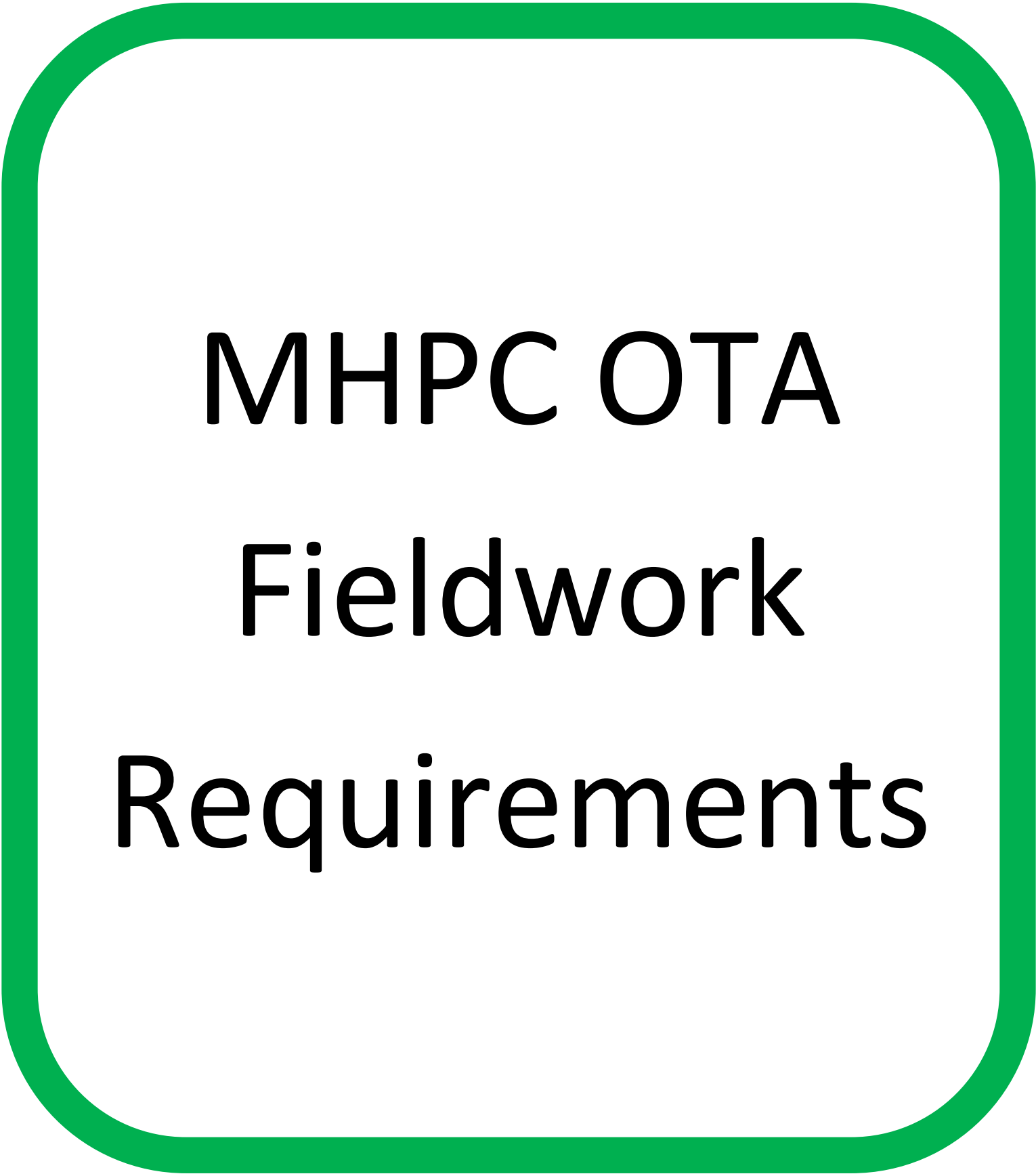
The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

MHPC TITLE IX STATEMENT

The MHPC OTA Program will not tolerate a hostile environment. Thus, prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence.

INTELLECTUAL PLURALISM

The MHPC Program welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Program Director or administrative representative from their home campus. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.



MHPC OTA
Fieldwork
Requirements

MEMORANDUM: Letter from the Academic Fieldwork Coordinator

TO: Occupational Therapy Assistant Students

FROM: MHPC OTA Fieldwork Office

RE: Fieldwork and Client Contact Information

Dear Student:

Welcome to the MHPC Occupational Therapy Assistant Fieldwork Program. Good luck on your adventure in becoming a healthcare professional. While progressing through the coursework, Fieldwork will be an integral part of the learning experience. It will take what you learn in the didactic portion of coursework and apply it to hands on experience in the real world.

The information provided in this section is designed to assist navigating the various Fieldwork and Client Contact experiences offered. The guidelines contain important details about Level I Fieldwork and Level II Fieldwork. Access to this information is required throughout your academic coursework and your fieldwork placements.

The MHPC Fieldwork Office will assist in making your Fieldwork experiences go as smoothly as possible. Should questions arise, please contact me via email, telephone or make an appointment. I look forward to visiting with you.

Dr. Rebecca Throneberry
Academic Fieldwork Coordinator

OCCUPATIONAL THERAPY ASSISTANT FIELDWORK PROGRAM OVERVIEW

Fieldwork experiences are an integral part of the MHPC Occupational Therapy Assistant curriculum. They provide students with opportunities for “hands on” application of the skills and knowledge taught in classes. Fieldwork experiences are designed to expose students to a variety of practice settings and client populations such as pediatric, geriatric, adult rehabilitation, mental health populations and community-based services. Through the various Fieldwork experiences, students improve their skills to progressively higher levels of performance and responsibility.

MHPC Occupational Therapy Assistant education provides two levels of Fieldwork experience.

Level I Fieldwork occurs concurrently with professional academic curriculum coursework. **Level II** Fieldwork is scheduled following successful completion of all didactic academic coursework and is comprised of two full time eight-week rotations. **Students are responsible for all costs associated with Fieldwork placements including, but not limited to travel, relocation, and room and board.**

Level I Fieldwork

The goals for Level I Fieldwork are to introduce students to settings in which Occupational Therapy Assistants practice and to increase student comfort with and understanding of client needs. Though students have opportunities to work directly with clients, they are not expected to perform occupational therapy tasks independently. Students may be under the supervision of Occupational Therapists, Occupational Therapy Assistants, Physical Therapists, Physical Therapist Assistants, Speech Language Pathologists, nurses, social workers, teachers, activities directors, or a variety of other healthcare professionals.

No portion of Level I Fieldwork will be substituted for any portion of Level II Fieldwork.

Level I Objectives: During Level I Fieldwork experiences, students will demonstrate emerging:

- Comfort level with and understanding of the needs of clients as an individual within his or her given context;
- Skills in articulation of personal strengths and limitations and how these impact client/staff interactions;
- Observation skills needed for appropriate communication, intervention and documentation;
- Communication skills and the application of the therapeutic use of self with clients and professionals from diverse backgrounds;
- Ability to articulate the role of an Occupational Therapy Assistant in the promotion of health and the prevention of injury and disease;
- Application of learned occupational therapy knowledge;
- Professional documentation and writing skills;
- Understanding of the supervisor – supervisee relationship and the responsibility of the Occupational Therapy Assistant Student’s role;
- Professional behaviors required to function effectively as an Occupational Therapy Assistant;
- Appreciation of the important relationship between provision of quality healthcare and community health especially with regard to rural communities.

Specific Level I Fieldwork objectives are included in the MHPC Occupational Therapy Assistant Level II Fieldwork Syllabi available on Canvas under OTA 215, OTA 220, and OTA 255.

Additional Fieldwork information: AOTA Commission on Education Guidelines for Occupational Therapy Assistant Fieldwork Level I: <http://www.aota.org/Education-Careers/Fieldwork/Levell.asp>

Level II Fieldwork: OTA 290/295

The goal of Level II Fieldwork is to develop competent, entry-level, generalist Occupational Therapy Assistants. Both Level II Fieldwork rotations are designed to provide students with in-depth experiences in delivering occupational therapy services to clients. During Level II Fieldwork, students are expected to gradually take on the responsibilities of an Occupational Therapy Assistant, including treatment planning, intervention, collaborating with the Occupational Therapist regarding additional evaluation, transitions, goal tracking, discharge planning, and completing documentation. During Level II Fieldwork, students are under the direct supervision of Occupational Therapists and /or Certified Occupational Therapy Assistants.

Level II (OTA 290/295) Objectives: For successful completion of the Level II Fieldwork experience, students are expected to demonstrate entry-level competency in providing occupational therapy services through:

- gathering and sharing data for the purpose of screening and evaluation
- administration of selected assessments using appropriate procedures and protocols
- articulation of the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process and rationale for supervision and collaboration
- identification of appropriate recommendations to the Occupational Therapist including the need for additional evaluation and/or transition
- assisting with the development of occupation-based, client-centered intervention plans and strategies
- selection and provision of direct occupational therapy interventions utilizing the occupational contexts
- selection and provision of intervention activities based on the clients' psychosocial needs in order to remediate or compensate for psychosocial factors
- therapeutic use of self in delivery of evidenced-based occupational therapy services
- appropriately fulfilling their role in care coordination, case management, and transition of service in traditional and/or emerging areas of practice
- promotion of community programming and resources to support performance in the client's natural setting
- provision of relevant education and counseling for recipients and their support network
- effective communication regarding the provision of occupational therapy services in interdisciplinary, facility, and community settings
- timely production of required documentation to ensure accountability of service provision and to meet reimbursement standards
- maintaining appropriate treatment responsibilities in case load and support services in the treatment setting
- completion of the learning activities required by the fieldwork facility in a timely and professional manner
- displaying ethical reasoning, professional behavior, sound judgment and related communication skills
- ensuring a safe treatment environment by adhering to consistent safety regulations and accident prevention

Specific Fieldwork objectives are included in the MHPC Occupational Therapy Assistant Level II Fieldwork Syllabus available on Canvas under OTA 290/295.

Additional Fieldwork information:

AOTA Commission on Education Guidelines for Occupational Therapy Fieldwork Level II:

<http://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx>

OCCUPATIONAL THERAPY ASSISTANT PROGRAM FIELDWORK & CLIENT CONTACT SUMMARY SHEET

Semester	Type of Experience	Description	Length
Fall	Fieldwork Level I: Mental Health/Psychosocial (OTA 215)	Students are placed with a healthcare professional addressing mental health or psychosocial issues in practice.	32-40 hours/semester
	Fieldwork Level I: Pediatric/Adolescent (OTA 220)	Students are placed with a teacher or healthcare professional working in pediatric or adolescent practice.	32-40 hours/semester
Spring	Fieldwork Level I: Physical Disabilities (OTA 255)	Students are placed with a healthcare professional in a physical disability setting.	32-40 hours/semester
Level II Fieldwork			
May-June	Fieldwork Level II: Rotation A (OTA 290)	Students are placed in practice settings under the supervision of a licensed Occupational Therapist or Occupational Therapy Assistant to gain entry level competency in all aspects of providing occupational therapy services to clientele.	Full time 8 weeks
June-August	Fieldwork Level II: Rotation B (OTA 295)		Full time 8 weeks

FIELDWORK GUIDELINES

Guidelines and recommendations for a successful Fieldwork experience.

1. SITE ASSIGNMENTS

Level I: The Level I Fieldwork experiences occur throughout the MHPC Occupational Therapy Assistant curriculum. The method of assigning sites is determined by the MHPC Occupational Therapy Assistant Academic Fieldwork Coordinator. Site assignments consist of a predetermined number of hours each week. Site supervision may be provided by a variety of professionals, including teachers, recreational therapists, allied health professionals, program directors, Occupational Therapy Assistants, Occupational Therapists, etc. Level I placement assignments are shared with students via email. Level I fieldwork may be met through one or more of the following instructional methods:

- Simulated environments (i.e. Simucase or ICE Video library)
- Standardized patients (i.e. case studies or EHRGo)
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

Level II: Both Level II Fieldwork (OTA 290/295) experiences occur after successful completion of all required MHPC Occupational Therapy Assistant academic didactic coursework and must be completed within 12 months from the date of completion of the didactic portion of the Occupational Therapy Assistant program. Each experience is a full time, 8-week placement.

Students will submit their top four sites to the MHPC Academic Fieldwork Coordinator via the Fieldwork Preference Form by the designated due date. Identified sites will not be available to all students as contracts are developed through the "home campuses". All out of state placements will follow NC-SARA guidelines. Should a student live out of state and wish to become licensed out of state, they are advised to refer to the state professional licensing and certification requirements within their specific state and contact the MHPC Program Director for assistance. Students all take the same national exam, NBCOT, but some states vary in their specific license requirements.

Level II (OTA 290/295) Requirements:

- One placement must be in Missouri (If not possible up to Program Director/Academic Fieldwork Coordinator discretion)
- One placement must be in a nonmetropolitan setting.
- Supervision must be provided by a licensed Occupational Therapist or Occupational Therapy Assistant with a minimum of one-year experience since successful completion of the initial certification examination.
- Students are required to successfully complete a minimum of two full-time eight-week Level II Fieldwork experiences in order to graduate from the MHPC Occupational Therapy Assistant program.

Conflict of Interest and Fieldwork Experiences:

For both Level I and Level II Fieldwork, students **will not** be placed at a Fieldwork site where:

- The student is currently employed, within the rehab department.
- The student has been employed within the last 2 years (unless a total change of staff, or the student worked in a department that had no professional contact with the Occupational Therapy department)
- The student will be supervised by a person who is a relative, close personal friend, or relative of a

mutual acquaintance.

- The student has been a patient in the Occupational Therapy department or another department that the student would have to work closely with (i.e., the physical therapy department) within the last 2-3 years.

When a conflict of interest potentially exists the MHPC OTA Academic Fieldwork Coordinator will make the final determination regarding the appropriateness of placing the student at the Fieldwork site.

Students who have a loan/scholarship with a company or facility requiring a work commitment following graduation:

- Are strongly discouraged from completing a Level I or II Fieldwork experience with the company/facility. If a student would like to complete a Fieldwork experience with the company/facility he/she must request, in writing, permission from the MHPC Occupational Therapy Assistant Program Director.
- Students must disclose such a commitment, in writing, to the MHPC Academic Fieldwork Coordinator once the commitment is official. Failure to do so will forfeit any opportunity to complete a Fieldwork experience with said company/facility. A student who completes a Fieldwork experience in such a facility, without disclosing the scholarship/ loan commitment, may receive a failing grade for the Fieldwork experience. The MHPC Occupational Therapy Assistant Program Director and Academic Fieldwork Coordinator will have final determination of grade.

A student who accepts a job with a company/facility where he/she is scheduled to complete a Level II Fieldwork **prior** to the start of said Level II may forfeit his/her placement. Forfeiture will result in the student completing the Fieldwork rotation in the first available facility the MHPC Occupational Therapy Assistant Academic Fieldwork Coordinator is able to secure and may result in delayed graduation. **The MHPC Occupational Therapy Academic Fieldwork Coordinator will make the final determination regarding the appropriateness of placing the student at said fieldwork site.**

Student expectations and responsibilities:

- Students are responsible for all costs associated with Fieldwork, such as travel, living expenses, tuition, drug and background checks, immunizations and uniforms, as required.
- Students are responsible for securing transportation and/or housing, as needed.
- Students are expected to adhere to the MHPC Occupational Therapy Assistant (OTA 290/295) course syllabus and to complete all assignments related to the Fieldwork placement.
- Students are expected to come to each Fieldwork experience prepared with needed materials and assignments and to actively participate in their site supervision.

2. FIELDWORK SITE AVAILABILITY/CANCELLATIONS

A placement may not be available due to an inability to secure a Fieldwork contract. There are times when the MHPC Occupational Therapy Assistant Program is not able to reach a mutually agreeable Fieldwork contract with a specific site.

Even after a student has been assigned to a site, the Fieldwork experience may be canceled at any time due to unforeseen circumstances such as staff vacancies, medical leave, staff re-organization, among other reasons. When these cancellations occur, the Fieldwork office will do everything possible to secure an alternate placement, as soon as possible. The student should be prepared to be flexible and make last minute changes related to travel, relocation, or scheduling.

The MHPC Occupational Therapy Assistant program will abide by the National Council for State Authorization Reciprocity Agreements (NC-SARA) in the placement of students out of state. Currently within the MHPC Consortium, East Central College, Moberly Area Community College, North Central Missouri College, State Fair Community College and Three Rivers Community College are members of NC-SARA. The individual institution determines whether the program meets the requirements for professional licensure in the state where the student resides based on NC-SARA compacts or applicable licensing boards.

3. ABSENCES

Level I Fieldwork:

Students are expected to attend all Fieldwork dates. If a student becomes ill during Fieldwork, the student will be responsible for making up any missed time. The student is responsible for notifying their Fieldwork Educator at their site and the Academic Fieldwork Coordinator as soon as possible of the illness.

All missed Fieldwork hours must be made up at a time approved by the Fieldwork educator, the course faculty, **and** the Fieldwork office. Students should make every attempt possible to make-up missed time on the day of the week the student is scheduled at the facility or at the time that best fits their Fieldwork Educators. The MHPC Academic Fieldwork Coordinator must be notified of any time extensions beyond the original dates. A passing grade is dependent upon meeting the attendance requirement for each Fieldwork experience as well as any assignments outlined in the corresponding course syllabus. Students may be dismissed from the program due to absenteeism or tardiness during Fieldwork rotations.

Refer to the accompanying course syllabus for more specific course requirements related to passing Fieldwork requirements.

Notes on Level I Fieldwork in Conjunction with Affiliated Course:

- Students must successfully complete and pass the Fieldwork portion of this course. If a student does not successfully complete or pass the Fieldwork portion of this course, they will fail the course, which will result in dismissal from the Occupational Therapy Assistant program.
 - Students MUST have a current (and negative) 2-step TB test to be able to attend Level I Fieldwork (FW) rotations.
 - If a student's TB test expires during the Level I FW rotation, it is the student's responsibility to get another TB test and turn in the results to course instructor.
 - If a student lets their TB test expire and does NOT provide the course instructor with a new TB test result, the student will NOT be allowed to attend FW rotations. This may result in delay or failure of FW, which may result in failure of the course and dismissal from the Occupational Therapy Assistant program
- Students MUST attend ALL Fieldwork (FW) dates on the day/time assigned. There are NO excused absences. There are NO excused reasons for arriving late to a site. There are NO excused reasons for leaving a site early.
- If a student has a DOCUMENTED medical reason (i.e., active vomiting or GI issues) and needs to miss a FW day, they MUST contact the course instructor and FW supervisor prior to their absence and provide medical documentation (doctor's note) of absence within 24 hours of absence (email is encouraged). If medical documentation is not received within 24 hours, the student may be removed from their Fieldwork site due to professionalism concerns. This removal may result in failure of the course and dismissal from the program.

- FW hours will ONLY be made up if allowed and agreed upon by the course instructor AND the FW Educator/site. If a student does not notify their instructor AND Fieldwork site PRIOR to an absence and missed or late arrival, this will be considered as a no call/no show, and may result in a removal from the Fieldwork site, potential failure of the course, and potential dismissal from the program due to professionalism concerns.
- Students may NOT independently decide on a FW day and time. Their FW assignment (including day and time) will be assigned by the Academic Fieldwork Coordinator and/or course instructor.
- If a student does not follow the assigned FW day and time, they may be dismissed from the MHPC Occupational Therapy Assistant program due to professionalism concerns.
- Regardless of documentation and signatures provided on time logs associated with FW rotations, if the course instructor or other faculty or staff members of the MHPC program receive reports from FW sites, other students, etc. that a student did not fulfill FW time requirements, MHPC faculty will investigate these reports. This may result in a minimum of a learning contract up to a possible dismissal from the Occupational Therapy Assistant program due to professionalism concerns.
- While on a FW site, students will ONLY complete assignments and tasks affiliated with that particular FW rotation. If student has “free” time while on FW, then please do one (or all) of the following (with approval from FW educator first):
 - Volunteer to observe another discipline,
 - Review educational handouts,
 - Clean therapy cabinets, &/or
 - Glance through the therapy cabinets & write down possible treatment ideas with use of items in cabinet.
- If a student has a positive hit on their criminal background check, has a change in criminal background status, gets arrested while completing the program, etc., they need to immediately notify the MHPC Occupational Therapy Assistant office. This change in status may affect placement for Fieldwork. If the student has a change in background check status and fails to notify the MHPC Occupational Therapy Assistant office, this may result in permanent removal from the FW placement, which will result in failure of the course and dismissal from the program due to professionalism concerns.
- In most cases, personal health information (PHI) should not be copied or removed from the facility. Prior to removal or even request of duplication, student is to seek approval from course instructor. If working in a home health or travel position, students must work to keep records confidential. If HIPAA standards are breached, regardless of the intent or actual acquisition, distribution, or consequence, the student may be dismissed from the MHPC Program.

Level II Fieldwork (OTA 290/295):

Students are expected to attend all Fieldwork dates during Level II Fieldwork. In the event students become ill during a Level II Fieldwork, MHPC Occupational Therapy Assistant Students will be allowed to have one (1) excused absence per Level II rotation. Students who miss in excess of three (3) days during a Level II Fieldwork may fail the rotation or be required to extend their rotation dates. In addition to contacting the facility, the MHPC Occupational Therapy Assistant Fieldwork office must be notified of any absence. **Excused absences are valid only for medical illness of the Occupational Therapy Assistant Student. Time missed due to a family illness is not excused.** Students may be dismissed from the program due to absenteeism or tardiness during Fieldwork rotations. If a MHPC Occupational Therapy Assistant student does not notify their Site Fieldwork Educator **AND** the MHPC Occupational Therapy Assistant Academic Fieldwork Coordinator of an absence, missed or late arrival,

this will be considered as a no call/no show, and may result in a removal from the Fieldwork Site, potential failure of the course, and potential dismissal from the MHPC Occupational Therapy Assistant Program due to professionalism concerns. Please note if a Fieldwork site has a “no miss” policy students must follow the individual site’s policy. The MHPC Occupational Therapy Assistant Academic Fieldwork Coordinator in conjunction with the MHPC Occupational Therapy Assistant Program Director will make the final determination regarding dismissals.

** Students who have children or care for family members are strongly encouraged to have multiple back-up plans in place for the care of anyone outside of themselves during all Level I and Level II Fieldwork dates. **

4. MALPRACTICE & PROFESSIONAL LIABILITY INSURANCE

Fieldwork sites require that both Level I and Level II students be covered under a professional liability insurance plan. Students are automatically placed under their home college’s professional liability policy when participating in:

- a. Fieldwork at a facility which has signed a contract agreement;
- b. a school approved function;
- c. Client Contact or other Fieldwork experiences as part of a course assignment.

5. EMPLOYMENT DURING FIELDWORK

Students who are employed are expected to make course work requirements a priority. Every effort will be made to keep students informed of schedule changes early enough to make arrangements with an employer.

6. CONFIDENTIALITY

Students are required to follow relevant state and federal laws and policies related to privileged and protected health information including HIPAA. Students sign a Confidentiality statement in which they agree to safeguard information learned about clients, other students and staff, including the Fieldwork site educator. Students must check with the Fieldwork site educator regarding the site’s policies on confidentiality. Any attempt/request to remove confidential client information from the site or posting of client/site information on a social networking site will result in program dismissal.

7. COMMUNICATION WITH THE ACADEMIC FIELDWORK OFFICE:

Ongoing communication is essential during all Fieldwork experiences. Students are required to keep the Fieldwork office informed of current contact information (name changes, email address, mailing address, and home phone number).

Level I Fieldwork:

Students are encouraged to contact the course instructor to discuss any problems, questions or concerns that arise during the Fieldwork experiences in relation to assignments and projects and the MHPC OTA Academic Fieldwork Coordinator for placement issues via office email or phone. If unable to reach the course instructor, student may contact the MHPC OTA Academic Fieldwork Coordinator or Program Director.

Level II Fieldwork (OTA 290/295):

Students are encouraged to contact the MHPC OTA Academic Fieldwork Coordinator via the MHPC Fieldwork office to discuss any problems, questions, or concerns that arise during the Fieldwork experience by email or phone.

During Fieldwork experiences, it is the responsibility of the student to check their email account at least every 24 hours. Communication with the entire class will occur in this manner and through the “Announcements and Modules” sections of Canvas. Students are required to utilize the Canvas site dedicated to Fieldwork (OTA 290/295) throughout their Level II Fieldwork experiences. Canvas assignments will be posted periodically which are required for successful completion of the rotation.

8. GRADING

The Fieldwork evaluation process is ongoing between the student, the site Fieldwork Educator, MHPC Academic Fieldwork Coordinator, and faculty. For Level I Fieldwork, the faculty will outline the grading criteria in the course syllabus and provide the required evaluation forms to the site Fieldwork educator prior to the start of each Fieldwork experience. Level II Fieldwork is graded pass/fail and is based on successful completion of all paperwork requirements, assignments, discussion boards and a passing score on the AOTA Fieldwork Performance Evaluation for The Occupational Therapy Assistant Student (FWPE). The FWPE will be used for both midterm and final grading. The MHPC OTA Academic Fieldwork Coordinator (AFWC) is the instructor on record for all Level II Fieldwork, therefore, the MHPC OTA Academic Fieldwork Coordinator has the final determination regarding the pass/fail grade.

In addition to not achieving a passing score on the AOTA FWPE, the student may also be given a grade of “Fail” at any time prior to the completion of Fieldwork and the final FWPE.

- This grade is assigned when a student withdraws without AFWC approval from any Fieldwork course.
- This grade is assigned when a student fails to make progress or meet the key goals of a learning contract.
- This grade may be assigned immediately upon non-compliance with HIPAA and/or safety requirements.
- This grade may be assigned if the student is removed from a Fieldwork rotation due to one or more of the following:
 - Dismissal from the fieldwork site for any reason. All placements are “at will” per site.
 - Failing to meet Fieldwork objectives despite repeated instruction and/or correction.
 - Failing to demonstrate professional conduct.
 - Failing to demonstrate behaviors that constitute fundamentally safe occupational therapy practice.
 - Failing to consistently follow the dress code despite correction.
 - Failing to consistently follow guidelines for required paperwork.
 - Failing to consistently meet discussion board requirements and/or assignments.
 - Consistently demonstrating clinical behaviors that place others at risk.
 - Inability to maintain satisfactory clinical progress leading to a failure of the Fieldwork rotation.
 - Inability to meet terms for remediation and correction.
 - Failing to follow substance abuse policy.
 - Requiring an inordinate amount of faculty guidance or remediation to maintain safe practice.
 - Breaching site policies that would result in dismissal if employed by said institution. Examples include but are not limited to:
 - HIPAA Infractions
 - No call, no show
 - Excessive absenteeism or tardiness

- Insubordination (Failure to recognize the authority of a superior, i.e. Fieldwork Educator, Rehab Director, Lead Therapist, etc....)
- Violation of zero tolerance policies
- Inappropriate use of cell phone
- Grade appeals should be made according to the program policy outlined in this handbook and their articulating campus policies.

9. **WHEN A PROBLEM OCCURS DURING FIELDWORK**

The first step is for the student to try to identify the problem and explore what events might have led to the difficulties. The next step is to look at possible solutions to the problem and analyze each to determine the possible consequences. Based upon the analyses, determine which of the possible actions will work the best. Attempt to talk the problem over with the Fieldwork site educator. If the student does not feel comfortable doing this, the next step is to contact either the course instructor or AFWC (Level I) or the Academic Fieldwork Coordinator (Level II).

With regard to Level II Fieldwork, it is the student's responsibility to call or e-mail should they have a problem or even think they have a problem. A small problem, if not resolved, will turn into a larger conflict. It is far better to face problems head on than to hope that they will disappear. The student should not rely on periodic check-ins or site visits conducted by the AFWC to address concerns. The student **MUST** take responsibility for appropriately involving the AFWC to assist in resolving conflict during Level II Fieldwork.

10. **FIELDWORK REMEDIATION PROCESS**

Remediation is a process to assist students with their professional development. The focus can be on either the student's present knowledge base or professional behaviors. This process is designed to guide the student toward the successful completion of their fieldwork experience.

The remediation process is most effective when initiated **early on** in the rotation. The fieldwork remediation process can be called into action by the student, site fieldwork educator, site fieldwork coordinator, program director, course instructor, or academic fieldwork coordinator. If the student believes there is any potential cause for concern he/she should contact the AFWC immediately as a delay in the remediation process significantly decreases the chance for successful and timely completion of the rotation.

The following steps will take place:

- Identification of the concern or problem.
- A review of the student's fieldwork and academic history to identify a pattern of concerns.
- Identification of strategies to address concerns will be formulated by the student, faculty and site fieldwork representative.
- An action plan will be written outlining who will be responsible for the action steps. This will include measurable student objectives developed by the student under the guidance of the AFWC, site FW Educator and/or Program Director.
- Faculty, with student and site FW Educator input, will decide how to continue or whether to continue with the present fieldwork experience.
- Ongoing communication with both the student and the site fieldwork educator will occur throughout the remaining fieldwork rotation by the AFWC to ensure that the student maintains the site fieldwork educator's performance expectations.
- Necessity of an onsite visit by the AFWC will be determined in conjunction with the student and

Fieldwork Educator. The AFWC reserves the right to schedule an unannounced visit to review the student's performance.

Regarding midterm grades:

There is no pass or fail score at midterm. However, based on student performance trends, the following policy is followed (this is also in your OTA 2290/295 syllabus):

- For scores above 72, no further action is required. The student will continue as planned throughout weeks 5-8.
- For scores of 71 to 62, the student will send the Academic Fieldwork Coordinator their action plan to address the areas in need of improvement.
- For scores of 61 and below, in addition to the student's action plan, the Academic Fieldwork Coordinator will create a learning contract, with a more formal remediation plan.

This will initiate the fieldwork remediation process. The student should be aware that a score of less than 62 at midterm places them at risk for failure of the rotation and therefore he/she should formalize a process with their Fieldwork Educator to receive more timely feedback in order to address areas in need of improvement. Additionally, the student should initiate frequent contact with the AFWC to ensure progression towards a passing final score.

11. FAILURE OR WITHDRAWAL FROM A FIELDWORK EXPERIENCE

Failure of Level I Fieldwork:

Level I fieldwork grades are integrated into the overall grade for the corresponding course. Failure to meet professional standards associated with Level I Fieldwork will result in failure of the course and the student will be dismissed from the MHPC Occupational Therapy Assistant program.

Failure of Level II Fieldwork:

Failure of a Level II Fieldwork will result in a grade of "F". The student can appeal the grade according to the program policy outlined in this handbook and their articulating campus policies and/or will need to apply for a remedial fieldwork placement in order to be granted permission to retake the course when the course is offered on the MHPC OTA schedule.

Grade appeals must be made no later than 2 weeks from the date the final course grade was officially recorded. Applications for retaking of fieldwork courses need to be submitted to the Program Director within 5 business days of the date of failure or the end of the scheduled rotation, whichever occurs first. If the student chooses to apply for reapplication, he/she will not be eligible to appeal the fieldwork grade at a later date, regardless of the faculty's decision regarding the opportunity to retake the fieldwork course. If Student is granted approval to retake fieldwork, the student can register for the next rotation that OTA 290 and OTA 295 are offered.

All college policies regarding retaking of coursework will apply, including tuition and fees. Faculty review will determine if a student will be provided the opportunity to retake the Level II fieldwork course in order to successfully complete the MHPC Occupational Therapy Assistant Program. The determination to provide the student with another opportunity will be based on the fieldwork evaluation (formal or informal where available) and educator comments, previous fieldwork rotation performance, professional behaviors, and academic performance in the didactic coursework component of the program. In most instances, the existence of a prior learning contract will prohibit the chance for remediation. If the faculty determines that another opportunity is not warranted, the

student will be dismissed from the program. The student will need to take the class OTA 290, OTA 295 next time it is offered. If an additional opportunity is provided, the student will enter into a learning contract and be placed in the first available site the Academic Fieldwork Coordinator is able to secure during the next rotation of fieldwork II. Additionally, based on the noted concerns contributing to the failure, the student may be required to complete additional training or assignments to demonstrate essential understanding of prerequisite knowledge prior to beginning the remedial placement. Dates of the additional fieldwork experience will be offered in the next rotation of fieldwork II. Student graduation will likely be significantly delayed by up to one year. A student who fails the additional Level II Fieldwork rotation offering will be dismissed from the MHPC Occupational Therapy Assistant Program without the option to apply for further fieldwork opportunities.

Voluntary Withdrawal from Level II Fieldwork

- A student may withdraw from a fieldwork site for medical reasons or because of extenuating life circumstances. Documentation regarding the situation may be required. Reassignment will be at the discretion of the Program Director and Academic Fieldwork Coordinator.
- The removal of a student from a fieldwork site for reasons other than failure will be determined by the MHPC Occupational Therapy Assistant Program faculty.
- If a student unilaterally chooses to withdraw from a rotation after the withdrawal date has passed, the student will fail the rotation. Placement at an additional rotation will depend on reasons for withdrawal and evidence of a remediation plan and action if appropriate. Student will need to wait until the class is offered again the following summer term in order to complete the rotation. Permission to continue in the program will be at the discretion of the MHPC Occupational Therapy Assistant Program Director, Academic Fieldwork Coordinator and faculty.

12. MEDICAL INSURANCE

Many fieldwork sites require students to have medical insurance coverage. Due to the high risk found in occupational therapy practice environments, the colleges representing the MHPC OTA Program strongly recommend that students be covered by medical insurance. MHPC, our colleges, nor our partnering Fieldwork sites are responsible for payment of charges incurred due to student's illness or injuries. Use of the Emergency Department or other medical providers will be the financial responsibility of the student. MHPC and our affiliated clinical sites do not provide or offer medical insurance to students.

Students are responsible for the cost of purchasing medical insurance coverage. In order to secure more information regarding this option, please contact Student Services at your "home campus".

As a student you are not covered under Workman's Compensation; therefore, all students are urged to have some type of medical hospitalization insurance.

13. RELEASE OF INFORMATION

A Release of Information is required for the AFWC to discuss and/or copy the student's academic records, personal, or prior fieldwork information with the site fieldwork supervisor. You will only need to complete this form when asked specifically to do so. The AFWC will document all contact that is made with the Fieldwork Educator.

14. PROFESSIONALISM

Students are expected to act in the highest professional manner at all times during fieldwork. This includes, but is not limited to:

- Timeliness and attendance
- Positive communication with all staff, patients and clients
- Following MHPC OTA guidelines and facility dress codes
- Being actively involved at all times whether during client interactions, observations, professional meetings, etc.
- Responding to all requests in a positive manner
- Seeking out learning opportunities, specifically if “down time” presents itself
- No texts, e-mails, phone calls, or other personal communication while on-site
- Being ethical in all matters.

15. PROFESSIONAL APPEARANCE DURING CLIENT CONTACT

During any Client Contact, students are expected to present a professional appearance which positively impacts their therapeutic relationships. Cleanliness, modesty, and safety are the primary grooming considerations during all Client Contact. Compliance with the dress code of an assigned site is a must, as there may be site specific requirements and students may be asked to leave if their appearance is not acceptable.

16. QUALIFICATION REQUIREMENTS FOR CLIENT CONTACT

The MHPC Occupational Therapy Assistant Program requires students to complete the following qualification requirements prior to having contact with clients through any course or fieldwork experience. Individual fieldwork facilities may have additional requirements. Students are responsible for any financial cost incurred to meet these requirements. Documentation indicating compliance is to be kept in the student’s Professional Portfolio and provided to the MHPC Occupational Therapy Assistant Program as requested.

Confidentiality Agreement:

Students are informed of and agree to adhere to the rules and regulations regarding their responsibility for safeguarding confidential information of clients/patients, other students, and staff. A signed Confidentiality Agreement is kept on file with MHPC Occupational Therapy Assistant Program Fieldwork Office.

Basic Life Support:

Certification in Basic Life Support is required and must be maintained throughout the program year. Required documentation is a photocopy of a current signed certifying the student has successfully completed the training course in CPR/BLS Adult, Child and Infant and AED. The expiration date must be included.

Immunizations:

Current immunizations of MMR, diphtheria/tetanus, Hepatitis B, Varicella, Influenza, and annual two step TB skin test are required. COVID vaccinations are recommended. Hepatitis A is recommended. Compliance records are verified and maintained by MHPC Occupational Therapy Assistant Program Fieldwork office, however students are also required to keep a copy for their records. Students may utilize private physicians to obtain immunizations, titers, x-rays, etc. The results must still be provided to MHPC OTA Fieldwork Office. Students are responsible for keeping their immunization and health information current and for providing all documentation regarding changes in this information to the MHPC OTA Fieldwork Office. Students must keep a current paper copy of their immunization and health information in their compliance folder. TB skin tests are required annually. Results and immunizations will be provided to clinical fieldwork sites during the professional year per site specific policies for

clinical students. ***Fieldwork sites determine the acceptance or denial of any medical or religious exemptions for any vaccinations.***

Please note: If a student's BLS or time sensitive immunizations (i.e. TB, tetanus) is scheduled to expire during either Level II Fieldwork rotations the student will be required to obtain an updated BLS and / or immunizations **prior** to completing the didactic portion (summer semester) of the program. The student will need to provide any updated documentation to the MHPC Occupational Therapy Assistant Fieldwork Office prior to the start of a Level II Fieldwork rotation. The student may also be required to provide the documentation to his / her Level II Fieldwork site(s) as directed by the MHPC OTA Academic Fieldwork Coordinator.

Drug Screen:

Results for the 14-panel (or more if the specific site requires) drug screen are maintained by the Fieldwork Office. A positive drug screen may disqualify a student from participating in required fieldwork involving client interaction and may affect the student's ability to complete the program. Please note some fieldwork sites require a drug screen be done a month or less prior to the start of the fieldwork. In such cases the student will be responsible for any costs associated with obtaining an updated drug screen.

Criminal Background Checks:

A felony conviction may disqualify a student from participating in required coursework involving client/patient interaction and may affect the student's ability to complete the program and receive a degree. Students are required to complete a criminal background check prior to entry into the Program.

1) Registration with the Family Care Safety Registry (FCSR):

Record checks included in the FCSR include the Missouri State Highway Patrol criminal background, Sex Offender Registry, child abuse / neglect, and the Employment Disqualification List / Registry for Senior Services and Mental Health. Also included are child care, residential living, and nursing home facility licensing records and foster parent licensing records. (<http://health.mo.gov/safety/fcsr/>)

2) Office of Inspector General's List of Excluded Individuals

(<http://exclusions.oig.hhs.gov/>) Enter name and print off search result.

3) A nationwide criminal background check

Students are required to sign a release form which allows any concerns regarding the results of a student's criminal background checks or drug screen to be discussed with each fieldwork site prior to the beginning of the student's fieldwork experience, at that site. If any changes occur in a student's background status after the initial background check, the program requires that the student inform the MHPC OTA Fieldwork Office immediately.

Additionally, sites may not accept a student for fieldwork based on any criminal findings in the student's background. These are site specific and do not necessarily need to be a felony conviction. Please note any criminal background findings will be shared with the Fieldwork Sites. Placement at a Fieldwork Site may become problematic and a student may be dismissed due to the student's criminal background. If this occurs, the MHPC OTA AFWC will attempt to place students at a Fieldwork site at the earliest opening possible. If student is dismissed or disqualified due to their criminal background, this may delay Fieldwork placement, completion and graduation.

**PLANNING FOR
MHPC OTA
LEVEL II FIELDWORK**

PLANNING FOR LEVEL II FIELDWORK

The MHPC Occupational Therapy Assistant Program's priorities for fieldwork are:

- 1) To provide students with the best possible learning experience
- 2) To ensure that high quality sites are used to train students
- 3) To develop new fieldwork sites that will provide quality experiences
- 4) To collaborate with fieldwork sites (especially in non-metropolitan Missouri) which assist the program in meeting its stated mission, vision, curriculum, and philosophy.

Level II Fieldwork reservations are secured from fieldwork sites several months in advance. Fieldwork placements are made through a selection process, based on facility availability, student-facility fit, and faculty determination approximately 2 months prior to the start of the first rotation. Placement at some specialty sites may be finalized prior to the selection process. See "Level II Fieldwork Selection Procedure."

Placement at a specific site cannot be guaranteed.

Information on active sites will be maintained electronically and made available to students throughout their affiliation with the program. Students are encouraged to review the Student Evaluation of Fieldwork Experience (SEFWE) documents available through the fieldwork office to gain information about potential fieldwork placements. The fieldwork database in the MHPC Academic Fieldwork Coordinator's office also contains information on each fieldwork site. Students may schedule an appointment to review.

Level II Fieldwork Descriptions:

- **Level II Fieldwork Rotation A** **May-June** **8 weeks full time**

Students are placed in practice settings under the supervision of a licensed Occupational Therapist or Occupational Therapy Assistant to gain entry level competency in all aspects of providing Occupational Therapy Assistant services including planning and implementing interventions to clientele during a full-time clinical fieldwork experience in mental health, physical disabilities, geriatric, pediatric, emerging settings and/or community-based practice.

- **Level II Fieldwork Rotation B** **June – August** **8 weeks full time**

Students are placed in practice settings under the supervision of a licensed Occupational Therapist or Occupational Therapy Assistant to gain entry level competency in all aspects of providing Occupational Therapy Assistant services including planning and implementing interventions to clientele during a full-time clinical fieldwork experience in mental health, physical disabilities, geriatric, pediatric, emerging settings and/or community-based practice.

Level II Fieldwork is graded on a Pass/Fail basis. A minimum of one Level II Fieldwork must be completed in a non-metropolitan setting. A minimum of one Level II Fieldwork must be completed in Missouri. A minimum of one Level II Fieldwork must be completed in an adult physical disability setting. One rotation may meet all of these criteria. Students may request a waiver of this criteria by sending an e-mail to the MHPC OTA Academic Fieldwork Coordinator outlining the reasons for this request. These waivers will be conferred after consultation with the MHPC OTA Program Director.

LEVEL II FIELDWORK SPECIAL PLACEMENT REQUESTS

Developing a new fieldwork site:

If a student is interested in having the MHPC OTA fieldwork office develop a new fieldwork affiliation, they must submit a formal request to the MHPC Academic Fieldwork Coordinator. See “Procedure for Requesting Development of a New Fieldwork Site”.

Note: Students are not to contact a site (via email, phone call, and/or in person) without first discussing with the fieldwork office. Doing so may result in dismissal from the program for breach of professional conduct.

First Come, First Served sites:

Some fieldwork sites do not make generic reservations for academic programs. They only reserve a fieldwork placement when given a student’s name. These sites are designated as “First Come, First Served”. See “Procedure for Requesting First Come, First Served sites”.

Special Permission-Required sites:

Some sites require that the student have certain qualifications to participate in fieldwork at that setting. To ensure that a student is well matched to the setting the students are required to obtain faculty and/or site permission to participate in fieldwork at that site. See “Procedure for Special Permission Sites”.

Part-Time Level II Fieldwork

The American Occupational Therapy Association allows for Level II Fieldwork to be completed on a part-time basis. The amount of time required per week would be exactly half of that which the facility considers full-time. The length of the fieldwork would double. For example, a facility who defines full time status as 40 hours per week would result in a part-time fieldwork requirement of 20 hours per week. The length of the fieldwork would extend from 8 weeks to 16 weeks. MHPC Occupational Therapy Assistant program provides part-time Level II fieldwork under extenuating circumstances. Students wishing to do so must present this request in writing to the MHPC OTA Academic Fieldwork Coordinator a minimum of two weeks prior to the Level II Fieldwork Placement Process. The outcome of the request will be provided to the requesting student in writing within 10 business days of receipt.

Completion of Level II Fieldwork

It is the policy of MHPC Occupational Therapy Assistant Program that all Level II Fieldwork must be completed within 12 months of completion of the didactic (classroom) portion of the program. In exceptional circumstances, a student may appeal the 12-month timeline. Fieldwork extension requests must be made in writing by the student. Appeals must be submitted to the MHPC Occupational Therapy Assistant Program Director. Such written requests will be reviewed by MHPC Occupational Therapy Assistant Program faculty, and a representative from the “home” campus.

FIELDWORK PLACEMENT PROCEDURE

1. Review Student Fieldwork Files
2. Schedule a meeting with the AFWC to discuss available sites or if you are interested in a new site.
3. Complete the Fieldwork Assignment Preference Sheet (located in the Appendices of this handbook) and submit it to the AFWC by the assigned due date. Late forms will not be accepted.
4. The AFWC will review the Fieldwork Assignment Preference Sheet and discuss selections with students as needed.
5. With AFWC and faculty consensus, the AFWC will begin to proceed with placement. The AFWC has the right to assign a student to a site that the student may not have requested. Students need to recognize that fieldwork placement is a competitive process as numerous schools and students need fieldwork sites. Therefore, students must also be cognizant of the fact that choosing a practice setting and location does not automatically guarantee that the student will be placed at that site.

The AFWC begins selecting students for fieldwork sites based on the following criteria:

- Timely submission of the student requests and needs using the Fieldwork Assignment Preference Sheet.
- Fieldwork practice setting and location requests and needs.
- “Fit” between the student’s request and needs, and the site’s requests and needs.

The final decision regarding all fieldwork placements is at the discretion of the AFWC and is non-negotiable. The student is obligated to accept the assigned placement regardless of the location, dates, times, setting/population, site, distance of the site from their house, distance of the site from the alternative housing location and/or the distance of the site from their home campus. Students are required to begin and end fieldwork on the dates that were established by the AFWC and the fieldwork site. Failure to comply with the assigned fieldwork site, dates, times, and location will result in dismissal from the program.

NOTIFICATION OF ACCEPTANCE FOR LEVEL II FIELDWORK

Students will meet with AFWC at a designated time and will be notified by email once their name has been given to the fieldwork site.

The email will contain:

- Fieldwork Site Contact Person’s name and credentials
- Name and address of Facility
- Phone number and e-mail address, if provided by Fieldwork Site Contact Person
- Rotation that fieldwork will occur (A or B)

The notification email sent to the student will finalize the Fieldwork placement process. Fieldwork sites and dates are **non-negotiable**. Student are required to complete the following:

- Student is required to contact assigned fieldwork site four (4) weeks prior to assigned start date to confirm dates, times and other requirements of Fieldwork site.
- Student must complete, in a timely way, all required paperwork to finalize the placement.

PROCEDURE FOR REQUESTING A NEW FIELDWORK SITE

If you are interested in requesting the fieldwork office establish a new fieldwork site, you must be aware of the following:

Site criteria:

1. Requested site must meet the Program priorities for fieldwork.
2. The Site must be willing to provide fieldwork experiences for future MHPC Occupational Therapy Assistant students.
3. If a new out-of-state fieldwork site is developed in response to a student's request, the student must take that fieldwork placement. If there are extenuating circumstances impacting the student's ability to comply with said guideline, a student must submit, in writing to the MHPC OTA AFWC, a request for changes or accommodations. Depending on the situation the program reserves the right to deny the request or offer other options which meet the program requirement.

To initiate the development of a new fieldwork site:

1. Request a meeting with the MHPC OTA Academic Fieldwork Coordinator about the request.
2. Submit a completed New Fieldwork Site Request Form to the fieldwork office, no later than the due date set by the Academic Fieldwork Coordinator. Include all information about the facility readily available to you. Do **NOT** contact the site directly to obtain information, however at minimum a phone number and the facility name should be included so the MHPC OTA Academic Fieldwork Coordinator can follow-up.
3. Once a New Fieldwork Site Request has been filed, the site will be evaluated by faculty. If the site meets the above criteria, the MHPC OTA Academic Fieldwork Coordinator will contact the facility to confirm the fieldwork information and initiate an affiliation agreement. Once the fieldwork reservation is confirmed and the agreement is in place, the site will be available as a fieldwork placement if the site is able to supervise a student for the rotation.

FIELDWORK FORMS



MHPC OTA PROGRAM
NEW FIELDWORK SITE REQUEST FORM

Print Clearly. Use Correct Spelling. Do NOT contact the site. See the Noncontact Policy above. Fill out any information you readily know.

Contact Name: _____ **Phone:** _____

Facility: _____
Complete name

Phone: _____ **Fax:** _____
If different from contact person listed above

Email address: _____

Department: _____

Mailing Address: _____

Date of Proposed Fieldwork: _____

Description of Site: (please mark all that apply)

Type of Fieldwork	Type of Setting	Incentives (explain details)
<input type="checkbox"/> Acute	<input type="checkbox"/> Hospital	<input type="checkbox"/> Housing
<input type="checkbox"/> Develop Disabilities	<input type="checkbox"/> School	<input type="checkbox"/> Other
<input type="checkbox"/> Geriatrics	<input type="checkbox"/> Community Agency	
<input type="checkbox"/> Pediatric	<input type="checkbox"/> Private Practice	
<input type="checkbox"/> Physical Dysfunction	<input type="checkbox"/> Residential Program	
<input type="checkbox"/> Psychosocial	<input type="checkbox"/> Home Health	
<input type="checkbox"/> Rehab	<input type="checkbox"/> Rehab Agency	
<input type="checkbox"/> Specialization Area	<input type="checkbox"/> Long Term Care	
	<input type="checkbox"/> Other	

Other Comments:

I understand and agree that if a fieldwork reservation is secured with this site on my behalf I am obligated to take it.

Submitted By: _____ Date: _____

Phone: _____ Email: _____



MHPC OTA PROGRAM

FIELDWORK LEVEL II PREFERENCE FORM

OTA students should complete this form and return to the AFWC by Friday, 08/30/24 as part of the reflective process for determining placement in upcoming Level II FW experiences.

Name: _____

Email: _____

Phone #: _____

Address: _____

**What is your geographic preference for Fieldwork Placement (City or Area)?
Placement cannot be guaranteed.**

What alternative geographic options might be available to you? (Staying with a friend, family member, sites with student housing options).

Where have you completed any observation hours, volunteer work or work as an aide? Please write facility, location, and type of experience.

What is your preferred direction/area of commute (you must anticipate commuting up to 2 hours one way for at least one of your internships)?

Preferred settings (choose up to 3 in order of preference) from the following: psychosocial, pediatrics, inpatient, outpatient, community, geriatrics, non-traditional/emerging practice, other. Placement in these settings is not guaranteed.

Please indicate the top five priorities that influence your FW II selection. Rate only five priorities, 1-5 (one being your top priority).

_____ Have an in-depth experience in my area of special focus: _____

_____ Experience a wide range of practice (populations and settings)

_____ Make contacts in a region where I hope to practice after graduation

_____ Experience in a practice setting where I hope to work upon graduation

_____ Experience with a different population, culture, SES, or setting

_____ Experience with an underserved population

_____ Challenge myself in a dynamic and complex setting

_____ Experience in an area that builds confidence, sustained performance

_____ Experience in a particular practice model: medical, school-based; community-based, etc.

_____ Experience at the organizational level (AOTA, etc.)

_____ Other: _____

Please list two professional goals. What practice areas of occupational therapy do you see yourself working in immediately after graduation? In 5 years? In 10 years?

Do you have a specific area of interest?

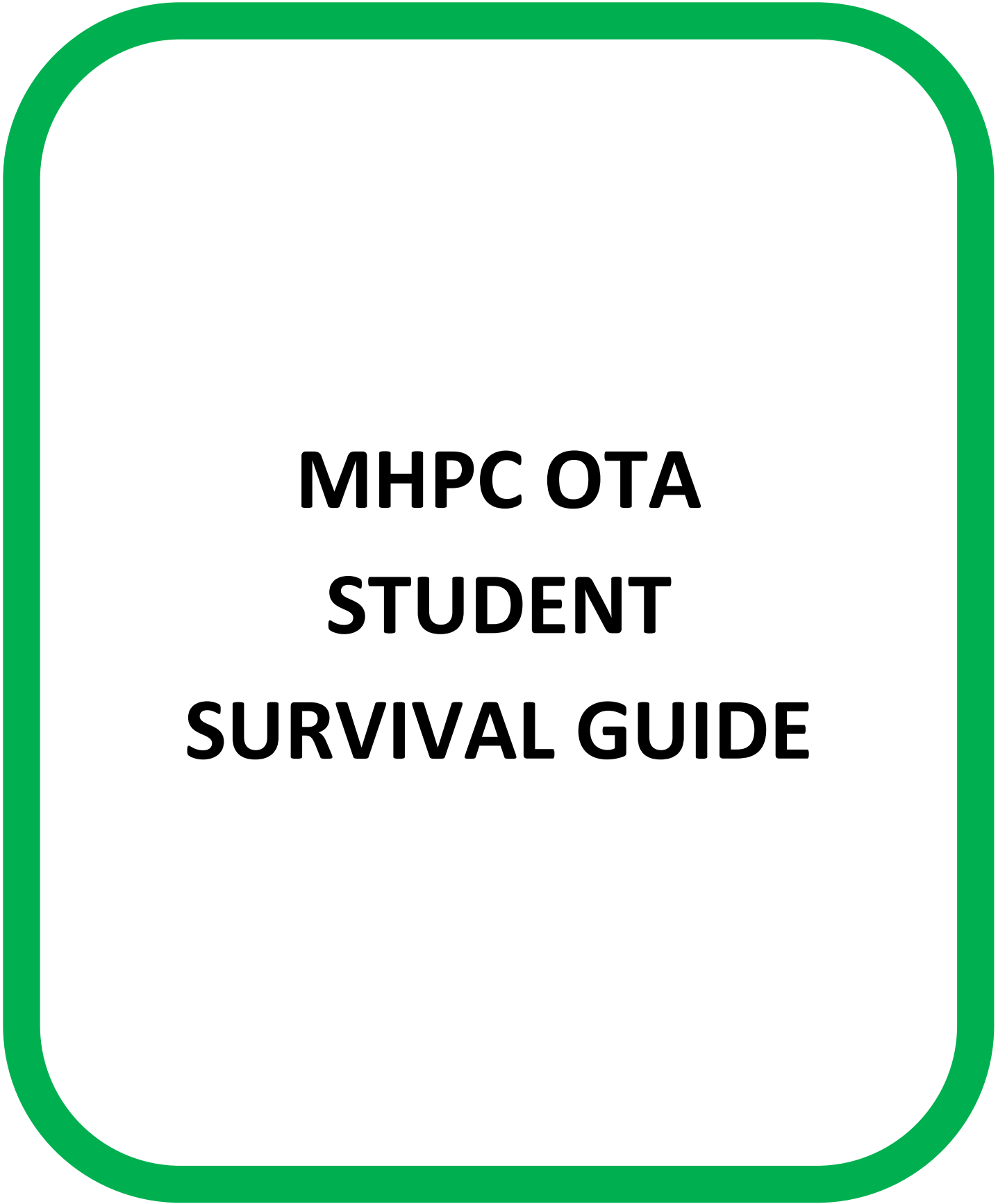
What is your preferred style of learning?

Do you speak any other languages? _____
Please indicate level of fluency _____

Specific Site Request Instructions: List the site, address, and phone number in order of preference for any site you are interested. Indicate the dates preferred and any relevant comments. There is no guarantee that you will be scheduled at a particular site; all requests will be considered on a case by case basis.

1.	2.
3.	4.

Other important considerations (family concerns, etc.):



**MHPC OTA
STUDENT
SURVIVAL GUIDE**

OCCUPATIONAL THERAPY ASSISTANT PROGRAM FIELDWORK SURVIVAL GUIDE

Fieldwork Performance Expectations

The student must be able to:

- ❖ Travel to clinical fieldwork sites.
- ❖ Manage time effectively.
- ❖ Move within clinic/community settings effectively.
- ❖ Comply with assignments and deadlines.
- ❖ Follow appropriate chain of command in facility.
- ❖ Follow all policies and procedures required by setting.
- ❖ Maintain patient/client confidentiality.
- ❖ Comply with dress code.
- ❖ Meet attendance requirements.
- ❖ Demonstrate professional standards of practice.
- ❖ Maintain work area, equipment and supplies in a manner conducive to efficiency and safety.
- ❖ Model socially appropriate behaviors.
- ❖ Create an environment which maximizes patient's/client's performance responses.
- ❖ Document all required information as directed.
- ❖ Demonstrate problem-solving skills in patient care.
- ❖ Gather information needed prior to assessment.
- ❖ Select the correct methods for assessment ahead of time.
- ❖ Administer assessment procedures accurately.
- ❖ Work collaboratively with the Occupational Therapist to interpret assessment/reassessment results accurately and completely.
- ❖ Work collaboratively with the Occupational Therapist to assist in establishing/reestablishing relevant goals/outcomes and treatment plans with patient/client.
- ❖ Carry out treatment plan as appropriate.
- ❖ Use sound judgment in maintaining professionalism when communicating with peers and patients/clients and their significant others.
- ❖ Respect diversity and the value of others.
- ❖ Identify when a problem or conflict arises in need of assistance from the AFWC.
- ❖ Adhere to the Occupational Therapy Code of Ethics and MHPC OTA Ethics Standards.
- ❖ Demonstrate critical thinking skills, self-reflection attributes and therapeutic use of self.

Student Role in Supervision

Students are expected to:

- Demonstrate skill in reflective listening.
- Identify professional development goals and develop behavioral objectives in collaboration with Site Fieldwork Educator.
- Demonstrate skill in identifying and discussing issues of concern with the Site Fieldwork Educator.
- Respond to fieldwork educator's recommendations for change and development in a objective manner by using a self-study process which incorporates an action plan.
- Contribute to the supervisory experience and benefit the fieldwork site in providing quality educational experiences.

SURVIVAL SKILLS FOR FIELDWORK STUDENTS

Excerpts from: Loma Linda University Fieldwork Manual South Oklahoma City Junior College

At the Fieldwork Site

1. Arrive on time and turn in assignments to the fieldwork educator at the time and place designated. Avoid having to be reminded about assignments.
2. Maintain all fieldwork papers in an organized manner. Have all forms ready to present to the site fieldwork educator on the first day and as needed throughout the remainder of the placement.
3. Ask what facility policies or procedures need to be known and followed. Know what to do if you are ill and cannot attend fieldwork.
4. Know the emergency procedures and where the nearest fire extinguisher and call box are located. Know the code for fire, a heart attack, seizure, violent episode, etc. and the immediate actions to be taken for these events.
5. Locate the facility's resource books/information and utilize them.
6. Identify the basic philosophy and treatment techniques used by the fieldwork site. Review site specific information regarding the philosophy, techniques, etc used at the site.

With the Fieldwork Educator and Staff

1. Ask questions!! The student is there to learn. However, avoid repeating the same question.
Hints for asking questions successfully:
 - Ask the site Fieldwork Educator when she/he has time:
 - to discuss issues of concern;
 - to answer questions;
 - to provide assistance.
 - Evaluate how quickly the question needs to be answered. Can it wait until a more convenient appropriate time?
 - Show initiative by trying to answer the question and then verify the answer with the fieldwork educator.
2. Clarify the lines of authority. Always discuss issues with the person designated as your direct supervisor and obtain consent to discuss issues with others.
3. Do not answer questions by saying "I don't know". Think, and then try to provide the answer with the information in your knowledge base. The student may actually know the pieces of information but may experience difficulty putting the pieces together. The fieldwork educator will help with making these connections during fieldwork.
4. Make an effort to become acquainted with other staff in the department and the fieldwork site. Note the names of the therapists/assistants and support staff and if needed write down the names for future reference. Be respectful and appreciative to all personnel. This behavior ensures a pleasant and efficient working atmosphere and is essential to the patient's/client's progress.

When Working with a Client

1. **Never leave a client unattended! If the need arises to leave an area, the student must notify another staff member or take the client with him/her.**
2. Handle sensitive issues, such as incontinence, sexual behavior, inappropriate behaviors and limit testing without losing his/her composure. Be open in discussing such occurrences with the supervisor and ask how to handle these situations and discuss various alternative approaches.
3. Prepare – Prepare – Prepare. The student must organize his/her thoughts and materials before initiating a conversation with a client.
4. Take time to establish a rapport. A friendly approach is the most successful.
5. Be respectful and patient with the client.
6. Work WITH the client, not ON the client.
7. Not allow her/his personal life to interfere with client interactions and treatment.
8. Establish positive “habits” early in his/her professional role by clearly explaining to the client his/her role in their progress.

Taking Care of You:

1. If you have a problem, don't let it snowball. It is quicker and easier to handle when it is small. Remember, you are the one who is denying yourself the best learning experiences.
2. Mistakes inevitably will happen. Learn from your mistakes and then make the appropriate changes required not to repeat the mistake.
3. You are not expected to know everything so don't worry about not knowing an answer to a question. Try to answer the question the best you can. Your supervisor will help you fill in the information or make the connections.
4. Be sure to understand your responsibilities. Read assignments and check instructions. Recheck your schedule, write down appointments, comments and suggestions your fieldwork educator makes. Meet all your deadlines. This will decrease your stress level.
5. When writing notes or assignments, ALWAYS PROOFREAD.
6. There are times when you will need to let off steam, cry, and joke. Choose a location without clients.

Additional information can be found at:

<http://www.aota.org/Education-Careers/Fieldwork/Answers.aspx>

A Fieldwork Level II Canvas site will be available during your Fieldwork experiences for reference and other valuable information.

**NATIONAL
&
STATE
(Missouri)
INFORMATION**

NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY, INC. (NBCOT) CERTIFICATION EXAMINATION

Once Level II Fieldwork is complete and graduation is ensured you will be ready to prepare and sit for the National Certification Exam to become a Certified Occupational Therapy Assistant. All information can be found on the NBCOT website: www.nbcot.org

Transcripts must be requested from the home campus conferring your Associate of Applied Science - Occupational Therapy Assistant degree. The MHPC Office does not have access to your official educational records. Please refer to the website/NBCOT handbook for information on the procedures to apply to sit for the examination.

NBCOT contact information:

301-990-7979

Email: info@nbcot.org

New address as of November 6, 2017 is:

One Bank Street

Suite 300

Gaithersburg, MD 20878

****Mailing a Transcript? Just add Attn: Transcripts to the address above****

State Licensure Board

Missouri requires licensure to practice; however, acquisition of a state license is based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Exam or attain State Licensure. Refer to the following state board website to obtain information on the procedure(s) for licensure application(s).

Missouri Board of Occupational Therapy

3605 Missouri Boulevard

P.O. Box 1335

Jefferson City, MO 65102-1335

Phone: 573.751.0877

Fax: 573.526.3489

TTY: 800.735.2966

Voice Relay 800.735.2466

ot@pr.mo.gov

<http://pr.mo.gov/octherapy.asp>

MO STATE OCCUPATIONAL THERAPY ASSOCIATION

Missouri Occupational Therapy Association

<https://www.motamo.net/>

APPENDIX

FIELDWORK TERMS

Academic Fieldwork Coordinator – the occupational therapist in the fieldwork office who is responsible for academic and professional aspects of the University’s fieldwork program.

ACOTE (Accreditation Council for Occupational Therapy Education) - establishes the standards for occupational therapy education and accredits quality occupational therapy education programs. Fieldwork education requirements are part of the standards used in accrediting educational programs.

ADA (Americans with Disabilities Act) - the federal law that seeks to ensure equal access to opportunities regardless of whether a person has a disability.

Affiliation agreement/ Fieldwork contract/Agreement/Letter of agreement – is the legal agreement between the University of Missouri and the fieldwork site defining the terms, procedures, liabilities and laws which the fieldwork experience can occur.

AOTA (American Occupational Therapy Association) – is the nationally recognized professional association of occupational therapists, occupational therapy assistants and students of occupational therapy.

Assembly of Student Delegates (ASD) - is composed of student members of AOTA and represents each occupational therapy education program. It provides a mechanism for the expression of student concerns and allows for student input into the affairs of AOTA.

Certification exam – is the comprehensive exam that a student who has successfully completed academic requirements must take and pass in order to practice as an occupational therapist. The exam is sponsored by NBCOT. Once you have passed your exam, you are eligible for certification

Clinical Fieldwork Coordinator – is the contact person at the fieldwork site. This person coordinates the fieldwork program and may or may not be a fieldwork educator. At some facilities, this person may not be an occupational therapist.

COE (Commission of Education) – is a standing commission of the representative Assembly of AOTA. It identifies, analyzes and anticipates issues in occupational therapy education. This commission provides recommendations for fieldwork education.

COP (The Commission on Practice) serves AOTA by promoting the quality of occupational therapy practice and developing practice standards for occupational therapists and occupational therapy assistants relative to provider and consumer needs.

EC (Ethics Commission) – serves AOTA by providing ethics education, revising the Code of Ethics and reviewing ethics violations and complaints.

FW - an abbreviation for fieldwork

Fieldwork Administrator – serves as MHPC’s representative in negotiating contracts and is the person responsible for ensuring student fieldwork contractual requirements are met.

Fieldwork educator/ supervisor/ clinical instructor – terms used to designate the person who directly supervises the student during fieldwork.

Fieldwork Performance Evaluation (FWPE) - is the AOTA tool used to assess the student’s performance of entry level competencies demonstrated during Level II fieldwork.

GOTEC (Gateway Occupational Therapy Education Consortium) – is a council of the educational programs located in the St. Louis and Mid Missouri area. The mission of GOTEC is to facilitate the development of

practitioners that support the education of their students.

HIPAA (Health Insurance Portability and Accountability Act) – was enacted by the US Congress in 1996 to provide health coverage when there is a change in employment, to reduce fraud and to protect confidential medical information.

Internship/affiliation/rotation/ practicum – is a term used to refer to a Level II fieldwork experience.

Level I – short fieldwork experiences that the student participates during the semesters of their professional program. These experiences serve to link information learned in the classroom to the OT process.

Level II – a required part of a student’s professional OT program. The goal of Level II fieldwork is to develop competent entry level, generalist occupational therapists. The student is required to do a minimum of 16 weeks, full time fieldwork. This occurs at the conclusion of the professional academic coursework.

Licensure - a state regulation that outlines the requirements to practice occupational therapy and defines how occupational therapy assistants can function within the state. The purpose is to protect consumers from unqualified or unscrupulous practitioners.

Lottery – a method used for student selection of Level II fieldwork sites

NBCOT (National Board for Certification in Occupational Therapy, Inc) – is the credentialing agency that provides certification for the occupation therapy profession. It is responsible for the national certification examination and for the profession’s ongoing re-certification process.

OSHA Regulations – are the Occupational Safety and Health Administration policies outlining the principles and procedures for Infection Control. Training in this area is often required for fieldwork.

OT - an abbreviation for occupational therapy or an occupational therapist

OTA – an abbreviation for occupational therapy assistant.

COTA - an abbreviation for a NBCOT initially certified occupational therapy assistant

OTAS – indicates an occupational therapy assistant student.

Practice Area – is the type of occupational therapy work setting. A practice area may be within a school, community setting, mental health clinic, hospital, etc.

Professional Data Packet – a packet of information that reflects the student’s professional development and performance. This packet is updated each semester and is sent to the student’s fieldwork educator.

Professional liability insurance – is malpractice insurance usually required by a fieldwork site for a fieldwork student. OTA students are automatically covered under their home campus’s plan.

Reasonable accommodation – is a modification or adjustment to a task or work environment that allows a qualified student with a disability an equal opportunity to participate in a fieldwork experience as a student without a disability.

Release of Information Consent – is a form signed by the student that grants the MHPC OTA Program permission to share the student’s prior academic and fieldwork information with a fieldwork educator or administrator. This form is requested only when needed. Students are asked to sign a similar form allowing the program to release their Professional Data Packet to the fieldwork sites.

SEFWE (Student Evaluation of Fieldwork Experience) - is an AOTA form that provides the student an opportunity to give feedback on their fieldwork experience to their fieldwork educator, faculty and other MHPC students

STUDENT ADVISEMENT FORMS

Student Advisement Record:

In addition to acting as a Professionalism Contract, this document also serves as a Student Advisement Record. Students will complete and email to their OTA advisor a self-evaluation of their performance in the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant (OTA) program on the following dates:

- Fall semester, Week 8—informal self-evaluation. If there are concerns regarding the student's performance, a meeting will be held with the student and their advisor.
- Spring semester, Week 8—Student completes self-evaluation; advisor provides written feedback.
- Summer semester, Week 4—informal self-evaluation. If there are concerns regarding the student's performance, a meeting will be held with the student and their advisor.
- Summer semester, Week 8— Student completes self-evaluation; advisor provides written feedback.

The student will not be required to meet face to face with their OTA advisor. However, if there are concerns noted, the student will be asked to schedule a face to face meeting with their faculty advisor. A student may request a meeting with their faculty advisor at any time.

It is the student's responsibility to maintain a copy of all advising records.



MHPC Occupational Therapy Program

Student Self-Appraisal of Professional Development Form

Student: _____ Fall / Spring _____ Midterm / Final _____ Year: _____

1 – Unsatisfactory 2 – Needs Improvement 3 – Meets Standard 4 – Exceeds Standard

Commitment to Learning	Score	Interpersonal Skills	Score
Self-directed and identifies needs and sources of learning		Engages in effective and non-judgmental interactions with classmates and faculty	
Invites new knowledge and understanding and independently seeks out learning experiences		Maintains focus in new situations	
Communication Skills	Score	Effective Use of Time and Resources	Score
Exhibits acceptable written and verbal communication skills		Obtains good results through use of time and resources	
Capable of modifying information to meet the needs of various audiences/purposes		Has all materials and is prepared for lecture and lab	
Recognizes impacts of non-verbal communications (eye-rolling, sighing, grimacing, huffing, etc.)		Time management and study skills are sufficient to meet program requirements and expectations	
Responds to written communications in a timely manner		Meets expectations for volume of work expected of an OTA student.	
Use of Constructive Feedback	Score	Critical Thinking	Score
Accepts, identifies and integrates feedback from others		Identifies, articulates and analyzes problems prior to making a judgement	
Provides appropriate and tactful suggestions/feedback to others		Consistently and accurately distinguish relevant from irrelevant, differentiates among facts	
Discusses problems/solutions with instructor		Generates ideas and develops rationale to support ideas	
Modifies performance in response to feedback		Makes sound decision based on factual information	
Collaborates with instructors and others to maximize the learning experience.		Evaluates results/outcomes, able to give alternative solutions	
Professionalism	Score	Responsibility	Score
Exhibits professional conduct concerning ethics, regulations, policies and procedures		Demonstrates an appropriate level of commitment	
Represents the profession in a competent and positive manner		Aware of personal and professional limitations/responsibilities	
Demonstrates appropriate "online" etiquette (e.g. camera on, face visible, microphone off, mindful of background, etc.)		Accepts responsibility for actions and outcomes	
Always wears appropriate professional attire (scrubs at all times)		Manages class load, complete assignments/projects, and group projects in timely manner	
Maintains professional boundaries		Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with instructors and others.	
Stress Management	Score	Attendance and Punctuality	Score
Manages stress level well		Attends all scheduled lecture times	
Accurately identify sources of stress and problems in self		Attends all scheduled lab days	
Actively seeks assistance when appropriate		On time for all classes/meetings	
Demonstrates effective use of coping mechanisms		Submits assignments/projects on time	
Successfully maintains balance of personal/professional life		Student is consistently prepared for class discussions and onsite labs.	
Lab Performance	Score	Program	Score
Participates in all lab activities		Understands the expectations of the OTA Program	
Meets standards for task performances		Overall knowledge and clinical skills are sufficient to meet the requirements of the OTA Program.	
Follows guidelines for safety precautions for patients		Student is aware of Professional Academic Standards Requirement for graduation.	
Follows guidelines for safety precautions of handling tools, equipment or supplies		Student is aware of level I and II fieldwork responsibilities and expectations.	

Comments:

36 or lower points	69% or lower	Unsatisfactory
37 – 41 points	71% - 80%	Needs Improvement
42 – 49 points	80% - 95%	Meets Standards
50 – 52 points	96% - 100%	Exceeds Standards

Total Score: _____ / 52

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____



LEARNING CONTRACT Between Missouri Health Professions Consortium Occupational Therapy Assistant Program

Student: Jane Doe _____

Date/Semester: Fall 2023 _____

Expectations of Performance:

As noted in the 2023 Student Handbook, the Missouri Health Professions Consortium faculty is responsible for preparing graduates at a level of competence consistent with professional and accreditation standards.

Purpose of Contract: Academic performance and professional concerns

Courses:	Concerns Noted	Action Plan	Outcome
OTA 210 Activity Analysis	1. The student is not passing OTA 210 with a grade of 70% or higher. 2. The student has numerous issues with the weekly submission of timesheets. Issues include tardiness and using the wrong document.	Student will pass OTA 210 with a grade of "C" or higher. Student will have a cumulative GPA of 2.5 or higher by the end of the spring semester. Students will turn in accurate timesheets on time and in the proper format.	Student will achieve a "C" or better in the course by the conclusion of the semester. If the student does not receive a passing grade in OTA210 Activity Analysis, the class will be "failed" and the student will have to wait a full academic year to retake the course. If the student does not achieve or maintain a cumulative GPA of 2.5, the student will be dismissed from the OTA program.

PROGRAM DIRECTOR COMMENTS:

This learning contract signifies that if the student does not improve she will be placed on probationary status regarding her position in the program.

Student Comments: _____

Student Name, OTA Student

Date

Brett Butler, MFA, BA, COTA/L
MHPC OTA Program Director

Date

Instructor Name
Clinical Instructor, Campus Advisor

Date



Breach of Professionalism Form

Students who violate the Professional Behaviors and Standards Policy as outlined in the Student Handbook will receive written notification and feedback through this form. Students will meet with their advisor to determine a course of remediation.

- *Students who violate the Professional Behaviors and Standards Policy are subject to point/grade deduction at the discretion of individual faculty members.*
- *Students who violate the Professional Behaviors and Standards Policy more than three times are subject to probation or dismissal as determined by the Academic Review Committee.*

Student Name:	
Date of Occurrence:	
Occurrence Number:	
Course:	
Date discussed with student:	

CRITERIA	OCCURRENCE
Attendance/Punctuality <ul style="list-style-type: none"> ✓ Arriving late to class ✓ Unexcused absence ✓ Returning late from class break ✓ Leaving class early 	
Professional Etiquette <ul style="list-style-type: none"> ✓ Using electronic devices (e.g. phone, tablet, computer, etc.) ✓ Texting during class ✓ Disruptive talking (e.g. side conversations) ✓ Inappropriate non-verbal communication (e.g. eye-rolling, sighing, huffing, grimacing, etc.) ✓ Inappropriate professional attire (required scrubs must be worn at all times) 	
Communication <ul style="list-style-type: none"> ✓ Interrupting or talking over someone ✓ Verbal outbursts and physical threats ✓ Student does not respond to emails in a timely manner ✓ Inappropriate written communication, (e.g. email) ✓ Student does not maintain patient confidentiality in their clinical setting or while presenting patients to faculty or other students ✓ Student contacts a fieldwork site without first discussing with the Academic Fieldwork Coordinator 	
Reliability and Responsibility <ul style="list-style-type: none"> ✓ Student does not complete assigned tasks in a timely manner ✓ Student resists constructive comments or criticism 	

Student Name, OTA Student

Date

Brett Butler, MFA, BA, COTA/L, Program Director

Date

Instructor Name, Clinical Instructor

Date



**Missouri Health Professions Consortium
Occupational Therapy Assistant Program
Professionalism Contract, Student Advising Record,
and OTA Handbook Signature Page**

It is **your** responsibility to read the OTA Student Handbook.
You will be expected to abide by the regulations contained within the handbook.
If any policy is unclear, discuss it with the OTA Program Director immediately.

Professionalism Contract:

This document outlines the *minimum* professional expectations of all MHPC OTA students. Expectations and potential outcomes of student behaviors are outlined throughout the document. If a student has any questions regarding professional expectations or potential outcomes of behaviors, they are strongly encouraged to contact their OTA program advisor.

Students will read, review and sign (actual signature required) below. Students will turn in a signed and scanned copy of **this page** by email to the OTA Administrative Assistant by the end of the **first Wednesday of the Fall semester (week 1)**.

By signing below, I certify that I understand the MHPC OTA Program’s professional expectations of me, which are outlined in this document. I understand the potential outcomes associated with each professional behavior.

You are encouraged to refer to the handbook frequently.

Your signature below confirms that you have read, understood and agree to the conditions as stated in this manual which include:

- 1. Academic Standards, Academic Dishonesty policies;**
- 2. Professional Standards and expectations;**
- 3. Fieldwork placement procedures and policies;**
- 4. Attendance expectations;**
- 5. Grading;**
- 6. Dress Code**

Student Signature

Date

Print Name

Please sign, scan, and submit this form to the OTA Administrative Assistant by the first Wednesday of classes.

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