

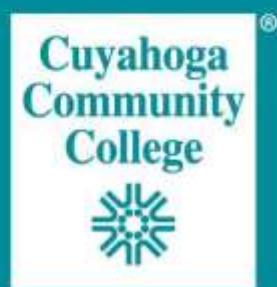
Student Handbook 2023-2024

OCCUPATIONAL THERAPY ASSISTANT TECHNOLOGY



Last update: August, 2023

The information in this version of the Occupational Therapy Assistant Technology Program Handbook is subject to change without notice. This handbook is a program resource and is not intended to contain all policies and procedures



Introduction

The purpose of this handbook is to inform and guide students on program-specific requirements and expectations.

The Cuyahoga Community College Board of Trustees, Faculty, and Administration reserve the right to change, at any time, without notice, graduation requirements, tuition, books, fees, curriculum, course structure and content, and such other matters within its control, including information outlined in this handbook.

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Section I – Welcome Letter

The Occupational Therapy Assistant Technology instructional staff welcomes you to the Occupational Therapy Assistant Program at Cuyahoga Community College. We hope that together we will prepare you to become a quality practitioner in this exciting and progressive profession. We urge you to become active participants in your program, your college, and your professional associations. Use the documented procedures for making your concerns known; your assigned advisor will assist you in that effort.

All occupational therapy assistant students must adhere to the conditions, policies, and procedures outlined in this Handbook. The Handbook contains many items of interest and importance. We challenge you to embrace all the exciting learning opportunities over this two-year journey. We look forward to working with you on your way to success! As you progress through the Program, let us know of additional items that might be helpful to include. Each student is responsible for reviewing and understanding the information presented here. A statement describing this responsibility appears in the back of this handbook. Please sign and date the statement after you have read and understood the handbook.

CREED FOR COTAs Author Unknown

As a Certified Occupational Therapy Assistant, I have a responsibility to the professional group to which I belong, the institution to which I am attached, and the community in which I live. This responsibility requires that I act and speak in such a manner that Occupational Therapy is presented favorably to the institution and the community and the institution is presented favorably in the community.

This requires that I maintain consistently high-performance standards as a therapeutically oriented person; I respect channels of authority and be mindful that if I criticize outsiders to which I belong, I degrade myself, whether it is the Association, Occupational Therapy, the institution, or the department.

The American Occupational Therapy Association will provide me with general standards of performance and a registered Occupational Therapist will supervise me in my work. The welfare of the patient will at all times be uppermost in my mind, their dignity as a person will not permit me to be disrespectful of their person by:

1. Discussing them with anyone except authorized people
2. Mistreatment physically or mentally
3. assuming responsibility for their treatment above that is consistent with my training and experience.

OTAT Program Accreditation

The OTAT Program at Tri-C leads to an Associate of Applied Science Degree in Occupational Therapy Assistant Technology. The OTAT program is fully accredited by the:

Accreditation Council for Occupational Therapy Education (ACOTE)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Telephone: (301) 652-6611 www.acoteonline.org

STUDENT RESPONSIBILITY

As an OTA student, you are expected to conduct yourself at all times both on and off campus, in a responsible manner that conforms to the generally accepted standard of adult behavior. We expect that you will show courtesy and respect for the administrative officers, faculty, support staff, employees, and students in your

contacts.

A syllabus is provided at the beginning of each program course by the instructor of that course. Students are responsible for knowing the information contained in each class syllabus. Instructors reserve the right to make changes to the syllabus as needed. It is the student's responsibility to refer to the syllabus and make note of any changes that occur during the semester. Students are responsible for communicating with their instructor if they have questions or concerns.

Students are held responsible for knowledge of all information contained in this Handbook. A statement to the effect that the student has received a Handbook will be signed by the student and kept on file by the Program Director.

Section II – Program Description

Mission, Vision, and Philosophy

THE COLLEGE MISSION

To provide high-quality, accessible, and affordable educational opportunities and services — including university transfer, and technical and lifelong learning programs —that promote individual development and improve the overall quality of life in a multicultural community.

MISSION STATEMENT OF THE OTAT PROGRAM

The mission and purpose of the OTAT Program is to prepare individuals to serve the people of Northeast Ohio. It also provides students with the knowledge and skills needed to develop qualified, resourceful, socially and culturally competent occupational therapy assistants, eligible to be certified and licensed to practice in the state of Ohio under the general or direct supervision of registered occupational therapists with patients/clients who have mental, physical or developmental disabilities. This education provides an appreciation for lifelong learning and further development of the individual and improves the overall quality of life in a multicultural environment.

PHILOSOPHY OF THE OTAT PROGRAM

The OTAT Program is based on the philosophy developed by the profession of Occupational Therapy. It therefore proposes that the individual functions as an active/complex being with psychosocial sensorimotor and cognitive components in a developmental process of adaptation. "Adaptation is a change in function that promotes survival and self-actualization" (AOTA, 1979 p. 785). As an active being, one learns by doing purposeful, meaningful, self-directed activities (occupation-based activities). These occupation-based tasks are integral to influencing behavior and enable individuals to cope with the realities of everyday life. The design of the program involves the student in an active learning process using lectures, collaborative learning, laboratory, technology, and fieldwork experiences requiring the integration of knowledge and therapeutic skills. Students who learn in this mode can best relate to the patient/client who also changes and learns by "doing" within a treatment program that provides occupation-based interventions. In addition to technical skills, the students should develop personal and interpersonal skills as well as ethical principles to guide their practice. Another aspect of professional socialization is to value one's profession by becoming active in its organizations. The students are required to become members of **The American Occupational Therapy Association** and **The Ohio Occupational Therapy Association**.

They are also encouraged to attend meetings and conferences and to serve on committees. Thus, the student uses these components in their personal life and incorporates them into the therapeutic process.

PROGRAM HISTORY

The Occupational Therapy Assistant Technology Program (OTAT) at Cuyahoga Community College was opened in September 1970 with one full-time faculty member. Dr. Susan P. Mahan, OTR/L was instrumental in establishing the first associate degree in occupational therapy assisting in the state of Ohio. The OTAT program graduated its first class of nine students in 1972. The program was fully accredited for the first time in the year 1977.

The OTAT program offices and classroom spaces have been located in the Health Careers and Science Building on the Metropolitan Campus since 1983.

JOB DESCRIPTION OF THE COTA

The occupational therapy assistant works under the supervision of a registered occupational therapist in a variety of healthcare services such as schools, hospitals, and skilled nursing facilities. Occupational therapy assistants use "occupation" as treatment to help people learn the skills necessary to live as independently as possible and to participate in the life occupations of education/work/productive activities; self-care and instrumental activities of daily living as well as social participation and play/leisure.

Upon successful completion of this program, graduates are eligible to sit for a national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Successful completion of this exam is required to become eligible for licensure as a Certified Occupational Therapy Assistant in the state of Ohio and other states.

OTAT CURRICULUM DESIGN

The curriculum design represents a bridge between the College and program mission statements and philosophies and the student's actual learning experiences. It should be consistent with the College's frame of reference for curriculum design. As such, Bloom's taxonomy (a well-accepted model in higher education) was chosen to guide the structure of the OTAT Program.

The basis for content selection of the OTAT curriculum is the wellness-illness-health continuum. The courses are sequenced through the developmental process from birth to old age. The wellness-illness-health continuum informs the student of normal human development and function and the interruption of performance due to dysfunction. The student then learns the appropriate use of occupations to return the individual to their former or adapted roles.

The College recognizes Bloom's taxonomy as a valid guide in developing course objectives. This taxonomy emphasizes three domains of learning experiences: cognitive, psychomotor, and affective.

The cognitive domain refers to objectives that emphasize remembering and recollection of facts, ideas, and principles. Most educational objectives deal with this domain. The psychomotor domain objectives relate to motor skills, and manipulation of objects and require coordination. Objectives within the affective domain attempt to categorize learning that specifically involves feelings, beliefs, attitudes, and values. The three domains are represented in the objectives of each OTAT course.

Within each domain, there are three levels of learning. The first, knowledge level, refers to learning basic information. The second, application level requires actual utilization of knowledge. The third, problem-solving level, integrates knowledge and application. The scope of the curriculum is determined by this hierarchy. Each level is addressed throughout the program. Individual courses emphasize one level more than the others do, but all domains are addressed each semester.

In this program, students progress through a sequence of courses over four semesters and one summer.

session. Each semester, the student builds their interpersonal skills, comprehension of the wellness-illness-wellness continuum, knowledge, and application of OT principles as well as their understanding of human performance related to the developmental process from birth to death.

In preparation for the OTAT Program, the student must have a foundation in the biological sciences by completing *BIO 1100, Introduction to Biological Chemistry*, and *BIO 2330 Anatomy and Physiology I*. This establishes a knowledge base of normal human structure and function. The *Composition course (ENG 1010)* strengthens students' communication skills.

In the OTA program, students are introduced to basic OT concepts through the completion of *OTAT -1300 OT Principles*. *OTAT- 1310 Task Analysis* course enables students to perform and analyze activities/occupations. In the first full-time semester (fall) *SES 2130 Kinesiology: Fundamentals of Human Movement* introduces students to the study of normal movement patterns and application to occupational performance areas. This semester also offers an advanced level of biological science and an introduction to behavioral science in *Anatomy and Physiology I (BIO-2331)* and *General Psychology (PSYCH. 1010)*. Future OT coursework is dependent upon this foundation.

In the second, third, and fourth semesters, the OT courses reflect the developmental sequence by concentrating on pediatrics/adolescence, adults, and geriatrics respectively.

Each semester, an OT realm is introduced which includes courses on fieldwork conditions, therapeutic techniques, and a corresponding practicum experience (Level I Fieldwork). In the "fundamentals" courses, normal performance is considered for each stage of development. Dysfunctional conditions that affect wellness in a particular stage of development are explored in these courses. Fundamentals courses are considered to be mostly at the knowledge level and the cognitive domain in their content.

In "techniques" courses, therapeutic interventions are formulated and practiced which are designed to facilitate a return to wellness and performance of role tasks. These courses include lecture and laboratory sections in which students learn to apply methods to use with patients/clients referred to OT. The application level and especially the *psychomotor domain* are primarily emphasized in these courses.

Concurrently, the students spend up to 105 hours per semester at practicum (Level I Fieldwork) sites under the supervision of qualified personnel. In these settings, gain exposure in a clinical setting that helps them make connections with what they are learning in the classroom.

The final semester is spent at two different Level II Fieldwork sites (8 weeks each of full-time experience). There, students integrate the knowledge and skills from their academic training to full-time clinical practice in preparation for entry-level employment.

The practicum and Level II fieldwork experiences serve to exercise the student's problem-solving abilities. Students will be expected to understand the clinical conditions being seen and identify the appropriate therapeutic interventions. Instead of a "cookbook" approach to treatment, problem-solving is enhanced through a comparison between the classical versus clinical pictures and an understanding of the domain of OT practice. These experiences encompass all the domains and levels.

Other considerations that enter into the curriculum design process are related to the students, the community, and employment opportunities. These include diversity in the students' age, sex, cultural/ethnic background, socio-economic level as well as academic experience.

With employment prospects projected to increase in Northeast Ohio and due to the range of healthcare

specialties, the curriculum design reflects a variety of experiences to meet today's and tomorrow's needs and recognizes the diversity of lifestyles and learning styles of individuals in the community we serve.

The College is located in an area of urban renewal and economic re-development. Since most graduates remain in the community, they need to have the service skills to adapt to the growing needs of the population and the medical community. The curriculum is designed to provide general education for graduates who will practice within this diverse community. The Cuyahoga Community College graduate has many opportunities for continuing and advanced education that are facilitated by a well-rounded curriculum design in the OTAT program.

GENERAL PROGRAM OBJECTIVES

Upon completion of the OTAT Program, graduates will possess the knowledge, skills, and attitudes to effectively engage in entry-level practice. The general objectives of the program will enable the student to:

1. Practice at an entry-level to evaluate and utilize effective interpersonal communication skills with a variety of socio-economic and culturally diverse people.
2. Understand the function of the individual and the dynamics that influence health and performance within the bio-psychosocial environment.
3. Apply occupational therapy concepts and practice skills necessary to facilitate human performance.
4. Assess and formulate their values, attitudes, and beliefs in keeping with the OT profession's standards.
5. Describe ethical principles of occupational therapy practice as defined by the AOTA Code of Ethics guidelines.
6. Have an understanding and appreciation of the role of occupation in the prevention of disease and disability.
7. Demonstrate an understanding of the benefits of membership in state and national organizations.
8. Understand the influence of culture and ethnicity on human growth and development and the challenges of providing effective and quality occupational therapy services to all people.
9. Display professional behavior at all times. Each student needs to be aware of how behavior reflects upon not only the student but also the Program, the College, and one's classmates and may affect how subsequent classmates are accepted in the community.
10. Understand evidence-based practice and articulate its importance to occupational therapy practice.

The program is designed to include ongoing evaluation of the curriculum.

CORE VALUES

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

3354:1-42-01 College Policy on affirmative action, inclusive excellence, equal opportunity, discrimination, and harassment.

<http://www.tri-c.edu/policies-and-procedures/documents/3354-1-42-01-college-policy-on-affirmative-action-inclusive-excellence-equal-opportunity-discrimination-and-harassment.pdf>

PROFESSIONAL MEMBERSHIPS

Occupational therapy assistant students are considered to be a professional upon admission into an Occupational Therapy Assistant Program. The OTAT instructional staff stresses that participation in national, state, and club associations is a vital part of a student's growth as a professional. There are several forms of associations in place in the Occupational Therapy profession.

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301-652-6611
<http://www.aota.org>

The American Occupational Therapy Association (AOTA) is a national organization that promotes occupational therapy through member communication, continuing education, research, and efforts to increase third-party reimbursement for OT and improve OT practice. Student membership (\$75 annually) is mandatory for the two years in the program and includes full membership benefits.

HOW DO I CHANGE FROM STUDENT TO NEW PRACTITIONER?

Call Member Services at 800-SAY-AOTA (800-729-2682), or mail in your membership application with your dues payment. (Note: Be sure to take advantage of the special New Practitioner dues rate)
See more at <http://www.aota.org/AboutAOTA/Membership/FAQs>

THE OHIO OCCUPATIONAL THERAPY ASSOCIATION (OOTA)

The OOTA and the Cleveland District of the OOTA require a yearly \$25.00 membership fee. These two organizations have separate governing bodies but maintain close ties with the AOTA. OTAT student membership is required as it provides access to local continuing education, knowledge of state practice issues, and information regarding potential employment opportunities as well as reduced conference fees for the annual OOTA conference.

During the second year of the Program, students will be required to attend at least one day of the annual Ohio Occupational Therapy Association Conference. Proof of attendance must be provided to the Program Director.
Website: <http://www.oota.org>

Advantages of being an OOTA member:

- Monthly online newsletters
- Library of books, videos, tapes, and other materials
- Discounts for OOTA-sponsored conferences, along with credits required for licensure
- Listing of state-wide job opportunities

The Student Committee of OOTA works to provide a forum for discussing student issues and concerns and shall allow students to enhance their knowledge of the structure and function of OOTA. We have a listserv dedicated to student members and a Chairperson who provides information regarding the concerns of students to the OOTA Board. The Student Committee page is located in the member section of the website. SOTA Programs are invited to submit and promote their activities to be listed on this webpage.

STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)

Student Occupational Therapy Association club is designed for the students enrolled in the program to participate at a college level. The purpose of the club is to bring OTA students together to explore new developments in occupational therapy, to become active in the Occupational Therapy community, and to engage in community service. Club dues are paid once a year at a \$5.00 cost. To be considered an active member, students are required to attend a minimum of two meetings per year, participate in a minimum of two events/fundraisers per year, and pay club dues. Being an active member of the SOTA club is a vital part of your professional growth.

OTHER ORGANIZATIONS

ASSEMBLY OF STUDENT DELEGATES (ASD) OF THE AMERICAN OCCUPATIONAL THERAPY

an official standing committee of the executive board of the AOTA. It provides a mechanism for the expression of student concerns and offers a means for students to have effective input into various affairs of AOTA. By working together as student members and by collaborating with other bodies of AOTA, students impact the system to achieve their goals and those of the association.

AMERICAN OCCUPATIONAL THERAPY FOUNDATION (AOTF)

The foundation is a philanthropic organization chartered in 1965 to administer programs to advance the science of occupational therapy and to increase public knowledge and understanding of the profession through scholarships and fellowships. It is located at the AOTA headquarters (See AOTA above).

WORLD FEDERATION OF OCCUPATIONAL THERAPISTS (WFOT)

comprised of many occupational therapy organizations throughout the world. AOTA is a WFOT member organization. Persons interested in the worldwide development of the profession are eligible for individual membership in the Federation.

Dues may be paid annually through AOTA. Members are entitled to receive reports from the Federation president and the AOTA delegate as well as other information relating to the development of WFOT. The Council of the Federation meets every two years and the Federation holds an International Congress every four years.

Program Faculty and Staff

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Program Director

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Alison Sehringer, OTR/L, CLT

Section III – Program Expectations

Professional Standards

Students enrolled in the OTA program are expected to:

- Follow all health and safety protocols including but not limited to handwashing, wearing a mask, universal precautions, etc.
- Familiarize themselves with evacuation and other safety protocols in case of an emergency or drill.
- Use their knowledge and skills to complete examinations.

- Use their knowledge to write papers or compile research presentations. If a quote or portion of another person's work is issued, proper recognition must be given.
- Respect the opinions of instructors and other learners. Students will refrain from making statements that insult, slur, or degrade instructors, other health professionals, or
- students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification, but does modify how the question is presented.)
- Respect the limited resources of textbooks, library books, reprints, and journals.
- Assist in maintaining equipment in good working order. Students will refrain from misusing equipment.
- Assist in maintaining class and laboratory rooms in good order. Students are expected to clean up after themselves when they have finished working in a particular area of the department.
- Respect other student's projects. Handling, stealing, altering, defacing, or otherwise harming another student's work, especially in a manner that might cause the project to receive a lower grade, will not be tolerated.
- Observe all policies and procedures established by the OTA program and all fieldwork facilities.
- Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts, etc.) Information in which any part of the patient's name (or any identifying aspect of the patient) shall not be repeated outside the classroom, clinic, or facility.
- Work in cooperation with and demonstrate respect for other healthcare team members.
- Protect the property and property rights of the program, clinic, and patient. Students will not remove or borrow property without permission and shall not damage or misuse property.
- Perform only those therapeutic procedures in which they are competent and for which they have been successfully educated. Students must always consult with the fieldwork educator if in doubt regarding a procedure or treatment.

Failure to abide by this Code may result in disciplinary action or dismissal from the program.

CODE OF ETHICS

In addition to the Student Code of Conduct, students within the occupational therapy assistant program are also expected to follow the applicable code of ethics outlined by the [American Occupational Therapy Association <https://www.aota.org/Practice/Ethics.aspx>]. The AOTA Code of Ethics covers occupational therapy students in its definition of personnel and lists six ethical principles, each of which have implications for student behavior in the OTAT Program at Cuyahoga Community College. The behaviors listed should be demonstrated in public and private, within the classroom, on fieldwork, during the PCC clinic, while participating in any community event, field trips, or other activities in which you are involved both in your professional and personal life. The OTAT program takes ethical responsibilities seriously, and students who are unable to demonstrate their abilities will receive a warning, loss of professionalism or participation points in a class, probationary status, and/or dismissal.

PROGRAM LEARNING OUTCOMES

This program is designed to prepare students to demonstrate the learning outcomes found here:
<http://catalog.tri-c.edu/programs/occupational-therapy-assistant-technology-aas/#programlearningoutcomestext>

PROFESSIONAL ATTIRE

The Occupational Assistant Program is a professional program and students are expected to present themselves in a neat, clean, and professional manner at all times. Professional appearance required in fieldwork/clinical settings should be observed; conventional hair color/style and conservative use of jewelry and make-up.

Students must start wearing the program's uniform beginning in the fall semester of their first year. Students are required to wear a black polo shirt with the program logo (special order) and black or khaki pants as well as appropriate footwear (athletic shoes, loafers, etc. are acceptable; no open-toe shoes or high heels/wedges). Jeans and tight-fitting knit pants (including leggings and yoga pants), revealing clothing or visible undergarments, neck scarves or flowing clothing, t-shirts, low-cut shirts/blouses, or tank tops/spaghetti straps are not permitted.

Uniforms are required for classes, Fieldwork, field trips, and any other occasion the student is representing the OTAT program. If applicable, during Level I and Level II Fieldwork, students should adhere to the established dress code and professional appearance standards at the site.

STUDENT CODE OF CONDUCT

The College acknowledges the importance of an environment that is conducive to learning. The Student Conduct Code and Judicial System serves to provide such an atmosphere that is conducive to education growth and civility which fosters and protects the mission of the College. College Procedures on Student Conduct: [Student Conduct Code and Student Judicial System](#), and [Student Judicial System](#).

The Cuyahoga Community College Student Conduct Code applies to conduct that occurs on College premises, at College-sponsored activities, or to any conduct that adversely impacts or reflects on any member of the College community and/or the pursuit of the College's mission, vision, or values. Each student is responsible for their conduct, even though conduct may occur before classes begin or after classes end, as well as during the academic year and periods between terms of actual enrollment.

Any student found to have committed or to have attempted to commit any of the misconduct listed on the Student Conduct Code, or who violates any federal, state, local, or other applicable law any College policy, procedure, directive, or other requirements (including without limitation requirements outlined in the Student Handbook) published in hard copy or available electronically is subject to the disciplinary sanctions outlined in the Cuyahoga Community College Student Judicial System.

For programs that may require following a career-related code of ethics, or may have students follow additional requirements as imposed by a fieldwork site, the program will review possible violations and will consult with the Dean of Student Affairs to determine if they fall within the violations established in the Student Conduct Code.

HEALTH AND PHYSICAL REQUIREMENTS

Occupational therapy assistants deal with a wide variety of activities and persons with mental, developmental, and/or physical dysfunctions. The student in the OTAT program will be required to meet the demands listed below for physical, mental, communication, behavior, and professional conduct and appearance essential job functions. The students who cannot meet these demands may not be successful candidates for job placement in the workforce as an occupational therapy assistant. Students must be able to meet the essential functions of the program with or without accommodations under section 504 of the Rehabilitation Act or the ADA.

Physical and Mental Requirements

- Sufficient eyesight to read paper or computer-generated medical records; read instrument panels and gauges; monitor patients for adverse reactions to treatment; adjust assistive devices; and make visual observations regarding functional abilities such as activities of daily living, home management skills, and social interaction
- Sufficient hearing to communicate with patients, families, and other members of the health care team

- and to monitor patients by hearing instrument signals and alarms
- Sufficient smell to assess patient status and maintain a safe practice environment
- Sufficient fine touch discrimination to palpate pathologic changes in soft tissue
- Sufficient fine and gross motor coordination to manipulate/operate equipment controls and to perform treatment/assessment techniques including, but not limited to activities of daily living, neuromuscular re-education, goniometry, and manual muscle testing
- Satisfactory physical strength and agility to transport, move, or lift patients requiring all levels of assistance and to perform prolonged periods of standing, walking, sitting, bending, crawling, reaching, pushing, and pulling
- Sufficient computer competency with the ability to utilize Microsoft Word and PowerPoint, basic email, and the internet
- Satisfactory intellectual, emotional, and interpersonal skills to ensure patient safety and to exercise independent judgment and discretion in the performance of assigned responsibilities

Communication Skills

- Satisfactory verbal, reading, and writing skills to effectively and promptly communicate in English
- Satisfactory ability to follow verbal and written instructions to correctly and independently perform treatment procedures
- Satisfactory intellectual, emotional, and interpersonal skills to interact with patients, families, and other healthcare workers
- Satisfactory ability to give demonstrations or presentations to classmates, faculty, other health care workers, or at professional association meetings
- Satisfactory ability to independently prepare papers and reports, as well as take written, computerized, or practical examinations
- Satisfactory ability to ask and respond to formal and informal questions with confidence at an appropriate professional level
- Satisfactory ability to use correct grammar and spelling as well as the appropriate level of formality
- Satisfactory ability to demonstrate critical thinking skills to solve problems, make decisions, plan, organize, and follow through
- Satisfactory ability to utilize memory to enhance performance, critical thinking, and planning
- Satisfactory ability to locate information using reference manuals and computer databases
- Satisfactory ability to use appropriate mathematical concepts to determine standardized test scores and understand research statistics in the literature

Behavior

- Be honest, compassionate, reliable, ethical, and responsible
- Accept and act on constructive criticism, critically evaluate self-performance, recognize and correct mistakes
- Exercise independent judgment and accept responsibility
- Organize and prioritize work, performing multiple tasks within given time constraints and under stressful conditions while maintaining the ability to communicate clearly
- Possess the emotional health necessary to effectively exercise judgment and intellect under stressful conditions
- Be able to provide professional and technical services while under the stress of task-related uncertainty, emergency demands, and a distracting environment
- Be flexible and adapt to professional, technical, and academic changes
- Recognize potentially hazardous situations, materials, and equipment and proceed in a manner that will protect the patient, self, and others

- Recognize emergencies and respond appropriately
- Adapt to performing unpleasant procedures and working with illness and traumatic situations
- Support and promote the activities of fellow students and healthcare professionals to further a team approach to learning, task completion, problem-solving, and patient care

Professional Conduct and Appearance

- Maintain good health and self-care to present a well-groomed, neat appearance
- Maintain patient confidentiality and exercise ethical judgment, dependability, and accountability
- Demonstrate self-respect and respect for others
- Display attitudes of tolerance and integrity
- Display professional attributes, including punctuality, professional demeanor, and cooperation
- Adhere to institutional and program policies and procedures as documented in student handbooks
- Act in a manner that demonstrates awareness that a legal and binding contract exists between the academic program and the fieldwork site

The College establishes health requirements that meet the expectations of employers, field experience locations, and/or fieldwork sites. For the Occupational Therapy Assistant Program, those requirements include:

MEDICAL INSURANCE AND LIABILITY INSURANCE

All students should carry health insurance, and proof of insurance must be documented before being assigned to Level II and Level I Fieldwork.

Tri-C sponsors an insurance plan and the underwriter offers a policy of blanket/injury/illness insurance for a minimal cost. The Student Security Plan is underwritten by Transamerica Life Insurance Company and marketed exclusively by E.J. Smith & Associates, Inc. Visit www.ejsmith.com for more information.

The Health Insurance Attestation Form is required for all health career programs. Students must complete the form in its entirety sign and date. Students may be required to provide evidence of health insurance from the clinical/practicum site during their fieldwork experience.

LIABILITY INSURANCE

To protect against any possible act of negligence or other incident, the student must purchase a liability insurance policy. The cost is \$12.50 per year and may be subject to change. The charge for this policy is automatically added to the student's fall semester tuition. Students will be charged for both fall semesters (first and second year) while in the program.

The Policy protects the student against financial damage in working with other students in the college laboratory and in working with patients/clients in Community Health, Wellness & Preventative Care Centers, and at fieldwork sites. Students must have liability insurance before participating in Functional Anatomy labs.

PREGNANCY STATEMENT

If a student becomes pregnant at any time during their participation in the program, the student is encouraged to inform the Program Director of the pregnancy as soon as possible; however, notification by a student to program officials regarding pregnancy is voluntary. The pregnant student may choose from one of the following options:

- Continue in the program throughout the pregnancy. If the student so decides, they may continue in the program and will be expected to satisfactorily meet the same standards of fieldwork and classroom

performance as all other students enrolled in the program. The student is required to follow all state/federal guidelines regarding occupational exposure for pregnant radiation workers and guidelines established by the National Council on Radiation Protection and Measurements. Appropriate accommodations will be made to assure fetal protection as outlined in state and federal guidelines. The student will also be expected to follow all pregnancy-related policies and procedures outlined in fieldwork assignments. A pregnant student wishing to remain in the program must sign a waiver releasing the school and any of its affiliated fieldwork agencies from ANY liability concerning her pregnancy or the unborn child.

- Withdraw from the program with the understanding that the student may reenter the program at the corresponding point during the next cohort, dependent upon space availability.

CHANGE IN HEALTH STATUS

If a student experiences a change in health status (pregnancy, illness, injury, autoimmune disease, neuromuscular disease, radiation treatment, etc.) during the time in the program, before or during Level II fieldwork, the student should contact the Program Director/AFWC immediately. If the student's ability to fully perform the tasks required of an occupational therapy student in the assigned facility or that may be a contraindication to performing certain therapeutic interventions or modalities, the student must contact the AFWC immediately.

CPR CERTIFICATION

Most health career programs require CPR certification. *American Heart Association Basic Life Support for Health Care Providers* is the **ONLY acceptable certification**. Documentation must be uploaded to the student's American Data Bank (ADB)/Complio account. Acceptable documentation includes:

- Copy of front and back of CPR card with signature
- Letter of the certificate verifying completion of the course
- Digital Certificate with name and scan bar code

For more information on health requirements for health programs, this link provides a guide and resources: [Health Careers and Nursing Immunization and Health Requirements](#).

Section IV – Academic Requirements and Progression

DESCRIPTION OF THE PROGRAM

The OTAT Program at Cuyahoga Community College leads to an **Associate of Applied Science Degree** and is fully accredited by **The Accreditation Council for Occupational Therapy Education**. The program is designed to be completed in four sequential academic semesters and one summer session once the student is accepted into the program. The curriculum includes college requirements, basic sciences courses, and OTAT program courses. In the first four semesters, the program courses provide lectures, laboratory, and fieldwork experiences in the theory and practice of occupational therapy for the stages of human development. In the summer of the last year, students must complete two eight weeks of full-time fieldwork experience.

PROGRAM COMPLETION TIME LIMIT

All Occupational Therapy Assistant courses and associated program courses must be completed within three calendar years. If the program is not completed within this time, the student may be required to take additional courses or repeat some courses if graduation approval is desired. Student credentials and course history will be reviewed by the Program Director who will make the determination.

All fieldwork must be completed within 18 months of completion of academic preparation.

See the college catalog page for the program and/or sequence of courses with descriptions <http://catalog.tri-c.edu/programs/occupational-therapy-assistant-technology-aas/#programlearningoutcomestext>

ATTENDANCE

Students are expected to adhere to established College, program, and course attendance guidelines: [Student Rights and Responsibilities - Attendance](#)

OTAT ATTENDANCE

Course syllabi provide specific requirements for attendance and obtaining excused absences. Attendance in OTAT classes, fieldwork, and laboratory experiences are necessary to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, students are expected to attend all course sessions, be punctual, and stay for the duration of the class, Level I and Level II fieldwork, and laboratory experiences.

PROGRAM ATTENDANCE POLICY

Please Note: All absences are to be reported directly to the instructor before the class starting time (asking a peer to notify the instructor is unacceptable). Notifying the instructor of an absence does not necessarily constitute an excused absence. If the absence is reported before class time, it is at the instructor's discretion to offer the opportunity to make up any missed tests, presentations, or assignments based on the reason for absence. If this is granted, the instructor sets the time frame for the missed work to be made up. Failure of the student to report an absence before the class starting time will negate the potential opportunity to make up any missed tests, presentations, or assignments. This will be enforced unless the student can provide evidence that they were incapacitated to the extent that it prohibited communication with the instructor. An instructor is not required to contact an absent student regarding missed work or share lecture material from the missed class. The student is responsible for obtaining handouts, lecture material, assignments, or announcements given during the missed class session.

Tardy/Leaving Early

This is not acceptable professional behavior and may result in point deductions and the inability to make up missed activities and assignments.

- Students who are tardy or leave class early more than two times will thereafter receive a ten-point deduction from the final point total for the course for each incident.

Absences

- When two unexcused absences have occurred, the student will receive a ten-point deduction from the final point total for the course.
- After the third unexcused absence, the student's grade will be dropped one letter grade at the end of the semester
- After the fourth unexcused absence, the student will receive a failing grade for the course

Training in attendance and promptness is important in learning to establish work habits that are expected of healthcare professionals. Therefore, the student is expected to:

- Attend all face-to-face classes unless other arrangements are made with the instructor
- Arrive on time
- Remain in class throughout the entire session

Any student who is absent from class or lab due to personal physical illness, serious illness, or death of an immediate family member may be required to present documentation of the illness or death to make up for any missed work.

- Attendance is required in all Occupational Therapy Assistant Program lectures, labs (including time in Community Health, Wellness, and Preventative Care Centers [PCC] and fieldwork assignments).
- Students have primary responsibility for notifying their **instructors** about their absences. Anticipated or planned absences should be explained and necessary makeup arrangements made in advance with each instructor affected if approved by the instructor (see individual course syllabi). Absences may be **EXCUSED** for an illness or emergency.
- Absent or tardy students are held responsible for all handouts, lectures, and laboratory materials, including announcements and assignments that are presented during an absence.
- An instructor is not required to contact an absent student regarding missed work or share lecture material from the missed class. It is the student's responsibility to initiate make-up work by contacting the instructor following an absence.
- Since laboratory sessions frequently meet just once a week, the student is encouraged to make every effort not to be absent from the lab. Students may only miss ONE laboratory session. Absence from more than one laboratory session may result in withdrawal from or failure of the course.
- Program students are also expected to attend and participate in any off-campus course or program activities. This may include but is not limited to field trips to various healthcare facilities, professional presentations, or promotional or community wellness programs. The course instructor or program director will advise students of these activities in advance. Transportation to and from these off-campus activities is the responsibility of the student. If an activity is mandatory, this will be communicated by the instructor. Students that do not participate in mandatory activities will be subjected to a point deduction for participation in the course in which it is associated.

ABSENCE FROM LEVEL II FIELDWORK

Since fieldwork placements are limited in the time that a student is in the facility, attendance is critical. The student is expected to work the full-time schedule of the Fieldwork Educator. In case of absence, the student is to notify **both the Academic Fieldwork Coordinator and the Fieldwork Educator at the beginning of the workday of the absence.** Failure to notify the fieldwork facility and/or OTA program instructors of an absence is considered a serious breach of professional behavior and an unexcused absence may result in a failing the rotation. Additionally, excessive tardiness (more than two incidences during fieldwork assignment) demonstrates a lack of professionalism and qualifies as an unexcused absence that may result in the student failing the rotation.

Students are not permitted to miss more than one day for legal holidays and/or illness. If a student misses more than one day, special arrangements must be made to make up missed hours to pass the rotation. If a student tests positive for COVID-19, it is expected the student will contact the AFWC and Fieldwork Educator and follow all established protocols in place at that given time.

TEMPORARY LEAVE OF ABSENCE PROCEDURE

If, during a semester, a student finds it necessary to take a temporary leave of absence, the request for the Leave of Absence must be submitted in writing to the Program Director with sufficient information to explain the situation. If the student is ill or otherwise indisposed, the written requirement may be waived or the Program Director may initiate the written action independently. **PLEASE NOTE:** Once a request is made, the student will be notified in writing of the Program Director's decision. A student who takes a Leave of Absence from the program and is then readmitted must follow the current semester sequence for graduation from the

program and the current OTA Program Handbook.

ILLNESS

Students should report an infectious disease, transmissible from person to person or by direct contact with an affected individual or the individual's discharges, or by indirect means. The Ohio Administrative Code (OAC) guides the Communicable Disease Rules: https://odh.ohio.gov/wps/wcm/connect/gov/84ffece4-16f1-4602-9b93-7ce4eeb34680/section-1-reporting.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_M1HGGIK0N0JO00QO9DDDM3000-84ffece4-16f1-4602-9b93-7ce4eeb34680-mtn9-.6.

The Ohio Administrative Code (OAC) guides the Communicable Disease Rule. Diseases to report: <http://codes.ohio.gov/oac/3701-3-02v1>.

For a student who is infected with one of these illnesses and, if the illness occurs on campus, please use the Cuyahoga Community College Student Incident Report Form on Appendix II as well as immediately report the illness to the Program Director.

If a student tests positive for COVID-19, the student is expected to follow all safety protocols that are in place at the time of the confirmed diagnosis.

SCHEDULING

Not Applicable

Section V – Academic Status

The College procedure on Academic Status explains the college's academic probation and dismissal process, including the GPA requirements for each level of credit hours attempted. Good Academic Standing, Dean's List status, probation, and dismissal are explained by opening the underlined links: [College Procedure on Academic Status](#). The Standards of Academic Progress information provides details on how financial aid is impacted based on grade point average and progress toward degree completion: [Satisfactory Academic Progress](#). Federal regulations require that students make measurable progress toward completion of their course of study to continue to remain eligible for federal aid. The College reviews the academic progress of all students and notifies students receiving federal financial aid each semester of their status.

GRADING

The link to the [Procedure on Grading](#) explains the grades and awarding of credits, auditing of courses, and pass/no pass use. At the program level, there are grading scales and/or rubrics that faculty provide to guide students on course grading.

Note Grades of "D" are not given or accepted in OTAT Program courses or core courses. Students must have a percentage score of 75% or above (C or better) in all courses of a semester to continue into the next semester of the academic program. A grade of "C" is interpreted as "student meets minimum standards for competency". A student who does not achieve a grade of "C" has failed to meet those minimum standards and therefore receives a grade of "F" or "No Pass". The grading scale standard for all OTA coursework is as follows:

92-100% = A
91-82% = B
81-75% = C

Below 75% = F

When determining final grades, a score that totals a whole number plus .5 or more will be rounded up to the next whole number; e.g. 82.5 will be rounded up to 83 (B or "Pass"); A score that totals a whole number plus .4 or less will not be rounded up to the next available number – e.g. a score of 82.4 will remain 8.4 and earn a letter grade of "C" or "Pass"

On OTAT quizzes or exam questions requiring short answers, whatever answer the student provides will be evaluated in its entirety. If there is extraneous information in addition to the correct information, the answer will be marked wrong. This means that trying to list several potential items when unsure of an answer will not be beneficial.

Under extenuating circumstances, a student may be given an incomplete grade after a conference with the instructor and a written agreement (signed and dated by both parties) of a plan to make up the work missed is completed.

Incomplete work: Students who are unable to complete the requirement of a course for compelling personal reasons may request a provisional grade of "incomplete" from the course instructor. The student is responsible for initiating the incomplete option before the end of the final exam period for the semester. Students who are given an "incomplete" must complete work no later than the end of the sixth week of the academic term following the semester in which the incomplete was noted. Failure to complete such requirements will result in an "F".

Students may NOT begin Level II fieldwork until all academic requirements are fulfilled

Program Sequence-Use the catalog link below to access the OTAT Program Sequence

<https://catalog.tri-c.edu/programs/occupational-therapy-assistant-technology-aas/#programsequencetext>

GRADES FOR PROGRESSION

- OTAT students must earn a minimum of "C" as a final course grade in all OTAT courses, except for OTAT 1300 Occupational Therapy Principles, which requires a B (82%) or higher. Students must also receive a minimum of C (75%) or higher in SES 2130 Kinesiology: Fundamentals of Human Movement.
- An OTAT student may fail no more than one occupational therapy assistant program course, which includes SES 2130, Kinesiology: Fundamentals of Human Movement. If a student fails an occupational therapy assistant course or SES 2130, the student may repeat the course only once. Students may repeat no more than one occupational therapy assistant course, including SES 2130. Failing a second occupational therapy assistant course or SES 2130 will result in dismissal from the Occupational Therapy Assistant Program. (*Note: If a student began the program when PTAT 1300 was required and withdrew or failed, that attempt counts as a failed program course).
- Students who fail or withdraw from an OTA fieldwork course may repeat it only once. Students may not repeat more than one OTA fieldwork course. A second failure will result in dismissal from the OTA Program
- Students who have questions about their grades are encouraged to discuss their concerns with course instructors when the issue first arises. In most cases, prompt attention to concerns helps the student understand where/ why they are having problems and helps the instructor assist student learning.

- Students who would like to discuss a test or assignment grade should contact the course instructor and request a time to meet individually to present their concerns. Grade changes are made at the discretion of the instructor and their decision is final.

GRADE POINT AVERAGE (GPA)

Students must maintain a 2.0 GPA to be retained in the OTAT program. A "C" or better is required in all OTAT courses as well as in the following required courses: BIO 2331 Anatomy and Physiology I, BIO 2332 Anatomy and Physiology II, and SES 2130 Kinesiology: Fundamentals of Human Movement. Students must pass both the fieldwork and seminar portions of all OTAT Practicum experiences.

Successful academic progression in the OTA program requires a student to:

- Complete all credits with a minimum cumulative grade point average of 2.0
- If a student's cumulative GPA drops below 2.0, the student will have one semester to increase their GPA to 2.0 or above
- If a student fails to raise the cumulative GPA after one semester, the student will be dismissed from the OTAT program
- Students must hold a cumulative GPA of 2.0 or higher to attend Level II Fieldwork

DUE PROCESS

The College provides an opportunity for students to resolve legitimate student concerns by providing a Student Complaint and a Grade Dispute Procedure. The complaint process allows students who are dissatisfied with an aspect of their collegiate experience to seek a resolution to the matter. The Grade Dispute Process is to challenge a recorded grade. Both procedures are listed on the web at: <http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf>

The complaint procedure does not apply to issues covered by the College Policy on Affirmative Action, Equal Opportunity, Discrimination, and Harassment (rule 3354:1-42-01 of the Administrative Code). For concerns of equal opportunity, discrimination, or sexual harassment students should follow the discrimination and harassment complaints procedure.

Program Withdrawal, Probation, Dismissal and Reinstatement

WITHDRAWAL FROM OTAT COURSE(S)

It is the student's responsibility to withdraw from class officially. Withdrawal from a course must be initiated by the student before the College's published deadlines each semester. Students need to follow the College Procedure for withdrawal by completing forms available in the College Enrollment Center at each campus. A student who officially withdraws from a course by the published deadlines within the semester will have no notation made on their permanent record. Withdrawal thereafter will be noted on the permanent record.

Students not attending classes for any reason should not expect the instructor to drop them officially from class. Failure to follow the College procedure for withdrawal could result in a failing grade.

A student unable to complete an academic semester for reasons beyond their control may petition the designated campus authority for permission to withdraw from class beyond the withdrawal deadlines for that semester.

WITHDRAWAL FROM THE PROGRAM

Voluntary Withdrawal: If a student chooses to voluntarily withdraw from the program, they must submit this intention in writing to the Program Director. The Program Director will then respond to the student with written confirmation of the request. To be readmitted to the program in the future, the student should follow the readmission procedure in this handbook.

Involuntary (Dismissal) Withdrawal: If the dismissal is involuntary, refer to the dismissal procedures in this handbook.

DISMISSAL FROM THE OTAT PROGRAM

A student may be dismissed from the OTA Program for the following reasons:

- Any violation of Tri-Cs policies that specify dismissal, including the Academic Honesty Policy, Student Code of Conduct, and other relevant policies cited at the outset of this document. The Student Conduct Code applies to students when in the classroom, fieldwork sites, and field experiences.
- Being under the influence of alcohol or drugs on campus, at a fieldwork site, or any other program-related activities.
- Any form of unprofessional behavior on campus or at an off-campus assignment, including, but not limited to, the use of profane or vulgar language, hostility, insubordination, demonstration of uncooperative or negative attitude toward College faculty, fieldwork educator, patients, or fellow students.
- Failure to maintain confidentiality of patient records or violation of HIPAA regulations.
- Failure to maintain appropriate patient records at the health care facility to which assigned.
- Accepting gratuities from patients.
- Engaging in unethical, unprofessional, or unsafe behavior at a fieldwork site, in the classroom, laboratory, or any other program-related activities.
- Violation of College or Program procedures.

If a student is dismissed from the program for any of the above reasons, the student will not be given the privilege of applying for re-admittance into the OTA Program and may be precluded from admission to another Health Careers Program. The student may also be charged under college procedure 3354:1-30-03.6 student judicial system.

When fieldwork placement agencies refuse to accept a student for placement, the student does not have an appeal right through Tri-C. Tri-C has contracts with the agencies that extend the right to the agency to make decisions about fieldwork placements.

ACADEMIC DISMISSAL

A student may also be withdrawn from the program for the following reasons:

- Excessive absenteeism: missing more than one week of a class.
- Excessive tardiness
- Failure of a program course or a prerequisite course.
- Failure to demonstrate professional behaviors.

You are entitled to a Due Process if you disagree with the decision that was made about the progress of the program. The link to the Due Process stated in the College's Student Conduct Code and Student Judicial System is <http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf>

A student may apply for re-admittance into a Health Career Program if they have withdrawn for the above reasons. The student must follow the Re-admittance Policy of the program into which they are seeking re-admittance.

Dismissal means the involuntary and total separation of a student from the College.

Students who are dismissed from the OTA Program will receive written notice from the Program Director.

RE-ADMITTANCE POLICY

Re-admittance is not guaranteed. If a student leaves the program for any reason other than disciplinary action, they must do the following to be re-admitted:

- Must meet a minimum GPA requirement of 2.0 for the program.
- A written request to return to the program must be submitted to the Program Director
- Written documentation from a medical authority stating that the student can return; if that student left for health reasons.
- The student must have a written educational success plan that must be approved by the Program personnel and will become a mutually agreed upon contract. Failure to abide by this contract will result in dismissal from the program.
- All students are required to meet with the Program Director before re-admittance.
- A student returning to a program after a one-year absence will be required to complete another background check (BCI).
- Students meeting re-admittance criteria may return once within two years, on a space-available basis.
- Students requesting re-admittance to the program more than once or after more than two years must enter the applicant pool for the next available class.
- Due to the rapid changes in health technology, students may be required to repeat courses they have already completed as determined by the program manager and instructional staff. The student may require remediation and/or demonstrate proficiency through various modes of assessment.

The [College Procedure on Academic Status](#) explains the college's academic probation and dismissal process including the GPA requirements for each level of credit hours attempted.

TEMPORARY LEAVE OF ABSENCE PROCEDURE

If, during a semester, a student finds it necessary to take a temporary leave of absence, the request for the Leave of Absence must be submitted in writing to the Program Director with sufficient information to explain the situation. If the student is ill or otherwise indisposed, the written requirement may be waived or the Program Director may initiate the written action independently.

A Leave of Absence will be granted for no more than one semester, after that the readmission policy must be followed.

STUDENT CHANGE OF CONTACT INFORMATION

In addition to submitting a change of address, phone, or personal email through My Tri-C Space, using the "Student Tab" in the "My Info" section, please inform the program director or manager of changes in your contact information.

The Occupational Therapy Assistant Program uses email as the major vehicle for communicating important information to students. **Students should check their school email account at least once daily.** Faculty and

students should make every attempt to respond to email communication on time.

NAME, ADDRESS, PHONE AND E-MAIL CHANGE

The Program Director must be informed, in writing, of changes in name, address, telephone number(s), and/or e-mail address. These changes must be promptly submitted to update student records. The OTAT Program assumes no responsibility for the failure of information that is sent by U.S. Mail to reach the student. The Office of Admissions and Records must also receive prompt notification of any such changes from the student. This may be done online through My Tri-C Space. Failure to do so may result in serious difficulties for the student.

Section VI – Language Proficiency Requirements

The College establishes the language proficiency requirements to enter college-level courses on this page: [English Language Proficiency Requirements for Admission](#) and specific scores can be reviewed on the linked information.

Section VII – Student Resources

TUTORING

[Tutoring Services](#) are offered at each campus tutoring center. There is support for a wide variety of subjects at each campus. Tutoring is available, by appointment, with the instructor of the specific course that the student needs.

STUDENT ACCESSIBILITY SERVICES

[Student Accessibility Services](#) provides support to students with disabilities at all College campuses, sites, locations, or online courses. To receive services, students must schedule an appointment with a student advisor and provide documentation of a disability. The [Student Accessibility Handbook](#) is another source of information for students.

STUDENT SAFETY

The college is committed to providing a safe and secure environment as outlined in the Safety and Security Policy:

3354:1-50-04 Safety and security policy

<https://www.tri-c.edu/policies-and-procedures/documents/safety-and-security-policy.pdf>

OTHER RESOURCES

The following links can help you identify additional resources for completing a degree or program:

- [CLEP](#) (College Level Examination Program)
- [Credit by Exam \(CBE\) Credit for Prior Learning](#)
- [Standardized Training and Certification Programs \(ACE\)](#)
- [Transfer Centers](#) on each campus provide information on transferring to and from Tri-C, Credit for Prior Learning, Articulation Agreements, and State Transfer Guarantees.
- [Transfer Students](#)
- [University Partnerships by School](#) are available for students interested in transferring to a particular institution or program.

OTAT PROGRAM ACADEMIC/FIELDWORK ADVISING

The OTAT students must receive advisement for coursework, scheduling, and program progression planning with the Program Director or Academic Fieldwork Coordinator. Each student schedules at least one appointment per semester to ensure ultimate communication. Students are encouraged to seek more frequent advisement as necessary to facilitate individual student success in the OTAT program.

Should a concern regarding student progress arise, OTAT program instructional staff will request that the student attend an advisement meeting to discuss available student options and supportive resources/services as appropriate. Additionally, a student may request an academic advisement appointment with OTAT instructional staff or faculty at any point to discuss progress toward completion of the degree plan. The OTAT instructional staff member receiving the student's request will direct the student to the most appropriate individual to address any concerns.

Students also receive advice regarding professional behavior. Students complete a self-rate "Professional Evaluation Plan" each year they are in the program and results are shared with the Program Director during a 1:1 meeting. Strengths and areas of development are identified and discussed. Students subsequently create a Professional Development Plan which is reviewed by the Program Director.

Fieldwork advisement between the student and the Academic Fieldwork Coordinator (AFWC) is ongoing throughout the student's time in the program. Should questions, issues, or concerns arise during the fieldwork experience, the student should reach out to the AFWC promptly. The AFWC meets with students as a group in Practicum I, Practicum II, and Practicum III to discuss fieldwork. The AFWC is also available to advise students 1:1 in person, on the phone, via email, and virtual appointments. Students meet 1:1 with the AFWC during the semester before Level II Fieldwork to discuss students' preferences for placement (e.g. location, populations the student is especially interested in working with, etc.) and to discuss any potential issues that may hinder fieldwork success (i.e. childcare or job-related issues) to proactively address them.

If it is determined that the student is in jeopardy of failing or leaving the program, the student and all OTAT instructional staff/faculty involved will determine a plan of action to try to retain the student in the program. Solutions may include, but are not limited to tutoring, assigning a mentor, locating other resources to assist with study habits, learning style assessment, and stress and/or time management strategies. Student Conference Forms will be utilized, and the student may make comments and sign the form. The form is then placed in the student's file. Student signature on the conference form does not indicate that the student agrees with statements made on the form, only that the student has had an opportunity to read the form and to make comments.

PLEASE NOTE: Students are strongly advised not to work full-time during the duration of the program, including Level II Fieldwork. This is reviewed with students before their first semester in the program.

Section VIII – Accreditation and Credentialing

College and Academic Program Accreditation

The College's accreditation by the Higher Learning Commission is maintained and updated at this link [Accreditation](#).

Programs Accreditation Bodies.

Cuyahoga Community College is accredited through the Higher Learning Commission. The Occupational Therapy Assistant Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the program will be eligible to sit for the national certification exam for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

NATIONAL TESTING AND NATIONAL AND STATE LICENSURE

National Board for Certification in Occupational Therapy (NBCOT) is the official certifying agency of the AOTA. The NBCOT certifies each graduate of an approved curriculum to enter professional practice as a certified occupational therapy assistant (COTA). The certification is conferred after being awarded the appropriate degree in occupational therapy assisting or being cleared for graduation (graduation is certain) from an education program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), completing the appropriate occupational therapy assistant fieldwork required by the educational program, and successful performance on the national certification examination. This certification enables a certified occupational therapy assistant to apply for licensure in the state of Ohio or any other state.

National Board for Certification in Occupational Therapy, Inc.

1 Bank Street, Suite 300

Gaithersburg, MD 20878

301-990-7979

Email: info@nbcot.org

Website : <http://www.nbcot.org>

Graduates of the program will be eligible to sit for the national certification exam for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board (PT/OT/AT Board) is the licensing agency for the State of Ohio. Contact information:

Ohio OT, PT, AT Board

77 S. High Street, 16th Floor Columbus, OH 43266-0317

(614) 466-3774

Web Site: <http://otptat.ohio.gov>

Section IX – Costs

TUITION AND FEES

Use the following link to access costs for the OTAT program:

Costs are approximate, will vary per student, and are subject to change. Students are responsible for reviewing program costs before beginning the program. Costs indicated do not include expenses related to class supplies, travel (including parking), and meals. Additional expenses are incurred for the national certification exam and licensure fees. If having difficulty paying for program expenses, a student should reach out to the Financial Aid office to discuss options for assistance.

Helpful Links

View [**Tri-C's Tuition and Fee Schedule**](#)

To determine what costs may be covered by financial aid, contact Student Financial Aid and Scholarships. [**View more information**](#)

For information about Tri-C parking [**www.tri-c.edu/parking**](#)

Background Check Information and Cost

Background checks for criminal history are required for entrance into the OTA program. Students with convictions may be prohibited from fieldwork practice and may not complete the program. Fieldwork agencies/sites may require drug testing and background checks before placement of students for fieldwork rotations. The cost of criminal background checks and drug testing will be the responsibility of the student.

<https://www.tri-c.edu/programs/health-careers/general-bci-requirements.html>

<https://www.tri-c.edu/programs/health-careers/background-check-information-bci.html>

FINANCIAL RESPONSIBILITY

To determine what costs may be covered by financial aid, visit one of the college's financial aid offices located at each campus. Visit <http://www.tri-c.edu/paying-for-college/financial-aid-and-scholarships/index.html> for more information.

This link provides a guide and resources: [**Health Careers and Nursing Immunization and Health Requirements**](#).

Insurance - All students should carry health insurance, and proof of insurance must be documented before being assigned to Level II and Level I Fieldwork.

License, application, certification, and/or examination costs

Graduates of an accredited/approved entry-level occupational therapy assistant program are eligible to sit for the certification exam. Information related to the process can be found at www.nbcot.org. Eligible candidates must apply for authorization to take the examination by completing the NCBOT Certification Examination Application either online or via a paper copy.

Certification examination cost

Online exam application fee: \$515

Paper exam application fee: \$555

Many states have limited ability to practice before successful completion of the certification examination and/or limited practice while awaiting the licensing application to be processed. Ohio is one of the states that requires a license before beginning to practice occupational therapy. Graduates of the Tri-C OTA Program planning to practice in Ohio must contact the Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board, 77 High Street, 16th Floor, Columbus, OH 43266-0317. The phone number is 614-466-3774.

For specific information on license application fees, limited permits, licensure, and Ohio laws and rules for occupational therapy providers, visit the OT/PT/AT Board website: <http://otptat.ohio.gov>.

Ohio licensure fee: \$100

Section X – Fieldwork and Clinical Experiences

FIELDWORK EXPERIENCE

Fieldwork Experience Overview

Fieldwork is a critical component of the Occupational Therapy Assistant curriculum and represents the hands-on portion of the program. The fieldwork curriculum will expose students to a range of practice settings and people to help prepare the graduate to be a generalist. Fieldwork experiences in the Occupational Therapy Assistant program consist of Level I and Level II Fieldwork.

Students are responsible for all costs associated with fieldwork, which can include transportation, relocation, uniforms, etc. Students can expect to travel both within and outside of the greater Cleveland metropolitan area. All Level I Fieldwork and Level II Fieldwork will occur in the continental United States.

Fieldwork placement is entirely determined by the Academic Fieldwork Coordinator and Program Director and is based on where the student can receive the best and most appropriate experience.

LEVEL I - (Practicum experience). The AOTA *Standards* describe the goal of Level I Fieldwork goal “to introduce students to the fieldwork experience and develop a basic comfort level with an understanding of the needs of clients.” The Level I Fieldwork/Practicum experience is designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of this experience is not intended to be independent performance. Each Level I Fieldwork experience is a component of a course scheduled during a semester when the student is taking other classes. Efforts are made to accommodate the student's transportation needs. The student is responsible for their transportation to and from the fieldwork site.

Supervision of students on Level I Fieldwork (Practicum) may include but is not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists. Students will be supervised with direct, close supervision with all patient/client interactions.

Fieldwork course grades will be assigned by the academic fieldwork coordinator (AFWC). Fieldwork educators and/or students will be responsible for submitting the evaluation forms to the AFWC within one week of completion of the Level I Fieldwork. The evaluation process includes feedback on a student's performance in meeting the course objectives from the course instructor, fieldwork educator, and AFWC. Students will have opportunities to evaluate and provide feedback for each Level I Fieldwork experience.

LEVEL II –As stated in the ACOTE Educational Standards for an Accredited Educational Program for the Occupational Therapy Assistant, “the goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings.”

Students will be supervised directly by licensed occupational therapists and/or certified/licensed occupational therapy assistants. Other professionals may be involved in the supervisory process.

Level II Fieldwork experiences comprise two, 8 weeks, full-time fieldwork experiences in a minimum of one setting and a maximum of three different settings. Level II Fieldwork occurs after students have completed all prior didactic courses, including Level I Fieldwork courses.

NOTE: Once the student has completed all the didactic OTA courses in the curriculum, they will have 18 months to complete the Level II Fieldwork experience.

FIELDWORK EDUCATOR/CLINICAL INSTRUCTOR

The Fieldwork Educator for Level I Fieldwork is a licensed professional working in conjunction with occupational therapy or within an emerging field of occupational therapy. The Fieldwork Educator for Level II Fieldwork is the occupational therapist and/or occupational therapy assistant responsible for instruction, supervision, and evaluation of the student at the fieldwork education site. If the Fieldwork Educator is an occupational therapy assistant, an occupational therapist is responsible for supervising the student four hours per week. Fieldwork Educators must have at least one year of experience in that practicing field. At some sites, more than one Fieldwork Educator may share these duties, or one Fieldwork Educator may supervise more than one student.

QUALIFICATIONS AND ASSIGNMENT

The purpose of fieldwork placements is to provide occupational therapy assistant students with the opportunity to integrate academic knowledge with the practice skills needed to work with patients. Students are required to complete three Level I (practicum) experiences of up to 105 hours each in the community plus two Level II Fieldwork (Full-time) experiences during the last semester of the academic year to allow the students to complete all the work necessary to sit for the national certification exam. The practicum experiences (Level I) are planned to coincide with academic work in the other OTAT courses and include on-campus lectures and discussion sessions.

Background Check Information (BCI)

All health career programs at Tri-C are considered selective admission programs. These programs have a limited number of openings each year and have specific admission requirements that must be met before admission. The completion of a criminal background check (BCI) is one of the admission requirements to a Health Career program. The background checks are required to (i) ascertain the ability of students to eventually become licensed, registered, and/or certified in their health career profession and (ii) the ability of the students to attend mandatory clinical, practicum, and/or internship rotations at internal and external facilities following the requirements of the applicable program of study. **Please see General BCI Requirements for important information regarding the BCI requirements and processes.**

All students applying to the following programs must complete a background check:

Please click on the individual links below for program-specific BCI Information

Where do I go to get the BCI?

Effective June 14, 2021, all students are required to attend a mandatory compliance training session as part of the health careers student BCI and health requirement management process.

These sessions will cover how to set up your account and register with the third-party administrator vendor. Once the account is established, students will receive instructions from the vendor on how to proceed with fingerprinting. Students will also be able to enter and upload health requirement information. Students should **not** attempt to create an account until guided by the Compliance staff and after they have attended

the Training session.

FIELDWORK PLACEMENT

Planning for fieldwork experiences is completed collaboratively between the student, AFWC, and the FW site. The priority is to match students to FW sites to provide the best learning experience available for the individual student. Tri-C's OTAT program strives to provide exemplary fieldwork experiences and will utilize FW sites that are committed to high-quality FW education. Students are required to have at least one Level II FW experience in a SNF, LTC (skilled nursing facility/long-term care), or other setting with older adults. Only the Academic Fieldwork Coordinator (AFWC) or their designee is permitted to contact a fieldwork site regarding actual or potential arrangements for placement. Students are not permitted to contact an actual or potential fieldwork site for any reason, without the expressed permission of the AFWC. Failure to comply with this policy may result in dismissal from the program. To accommodate all students needing fieldwork experience, the program has added several fieldwork sites in adjacent counties.

The student will be responsible for all assignments required by the College in the course outline as well as those required by the fieldwork site. The student is to contact the Fieldwork Educator as soon as possible before starting Level I Fieldwork (practicum) and Level II Fieldwork to plan such as scheduling, dress code, directions to the facility, etc.

Internships, Practicums, Field Experience, and Cooperative Education

ARRANGEMENT OF FIELDWORK PLACEMENT II

Only the Academic Fieldwork Coordinator (AFWC) or their designee is permitted to contact a fieldwork site regarding actual or potential arrangements for placement. Students are not permitted to contact an actual or potential fieldwork site for any reason, without the expressed permission of the AFWC. Failure to comply with this policy may result in dismissal from the program. To accommodate all students needing fieldwork experience, the Program has added several fieldwork sites in adjacent counties. To plan for a successful learning experience, the AFWC gathers information and input from a variety of sources, including the student. Students will typically be informed of the Level I FW experience placements approximately one (1) month before the FW experience is scheduled to begin. Students will typically be informed of the Level II FW experience placements approximately two (2) months before the FW experience is scheduled to begin.

Once students are informed of the placements, they are expected to contact their Fieldwork Educator (FWE) to confirm the placement, dates, prerequisites, dress code, and expectations. While most of this information will be available to the student, the student needs to confirm the details, in writing, with the FWE just before the placement. Students are to inform the AFWC, in writing, of their confirmation communications with the Fieldwork Educator. The purpose of this feedback loop is to ensure communication is successful and avoids last-minute issues that start with, "but I haven't heard from."

The student will be responsible for all assignments required by the College in the course outline as well as those required by the fieldwork site.

CONFLICT OF INTEREST

To avoid any conflict of interest, students will not be placed at FW sites where the following situations exist:

- Is or has been employed in the facility or company within the last year
- Is or may be supervised by a relative, close friend, or mutual acquaintance of a family member or close friend.
- Is or has been a patient/client at the FW site within the last year

- Has a scholarship, loan, or work commitment with a facility or company.

If a potential conflict of interest occurs during a FW experience, the student is to contact the AFWC immediately. The AFWC and Program Director will make a final decision regarding the placement of the student at the site.

Conflicts of interest, whether actual or potential, must be disclosed in writing to the AFWC. If a student chooses not to disclose and begins an experience at the site, the student will be removed from the experience with a failing grade.

ACCOMMODATIONS

Students are urged to inform their fieldwork sites at least three weeks before the scheduled beginning of a fieldwork experience of any special needs they have for completing the fieldwork experience

- Accommodations include, but are not limited to: *physical disabilities, mental disabilities, and specific learning disabilities*, as defined by the Americans with Disabilities Act, which could interfere with one's ability to perform their responsibilities on fieldwork.
- The student who is informing the fieldwork facility of accommodations must discuss the matter with the Tri-C OTAT Program AFWC before doing so. The fieldwork facility is required by law to make "reasonable accommodations" for those special needs of an employee or student who qualifies with disabilities under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act (ADA). The facility is not required to alter the requirements of the experience for other accommodations. If a facility needs to modify the physical environment or the requirements of the fieldwork experience to the degree that it considers excessive or beyond its capabilities, the facility can deny the student the placement.
- The fieldwork facility can cancel or delay a student's reservation, at its discretion, even after the student has arrived for the experience if that student has not informed the site of the requested accommodations in the manner specified in this section. It is possible that the completion of fieldwork may be delayed and/or a new placement may need to be found.

EMPLOYMENT/VACATIONS DURING FIELDWORK

Level II Fieldwork experiences involve a full-time commitment and may include assignments and/or projects. It is therefore strongly recommended that students do not work full-time or plan vacations during Level II Fieldwork. If the student must work while enrolled in Level II Fieldwork, they must understand that fieldwork is considered a priority over employment. It is very important the student informs the AFWC of any work (or family) obligations and communicates questions and concerns regarding any issues during advisement for Level II Fieldwork placement.

The program recognizes that students must be cognizant of mental health and the need for balance and relaxation. However, the program strongly advises against taking vacations that may hinder progress in the program/fieldwork. For the student to complete the program successfully, Level II Fieldwork must be completed in 16 weeks consecutively, in the Spring semester of the final year of the program. If you have any plans or have questions, please contact the AFWC.

Reminder: The student is only allowed to miss ONE day of Level II Fieldwork any other days missed MUST BE MADE UP.

PERFORMANCE EXPECTATIONS

STUDENT RESPONSIBILITIES AT FIELDWORK SITES DURING FIELDWORK EXPERIENCES

The rights and responsibilities of the Tri-C OTAT division and the fieldwork sites are fully delineated in the Tri-C Affiliation Agreement.

- Student shall adhere to all policies, procedures, and standards established by the Facility, and shall do so under the specific instruction of the supervisory staff of the Facility. The college or facility may immediately remove any student deemed to be clinically unsafe to patients, employees, or others. The facility reserves the right to prohibit the return of any such students unless a corrective action plan satisfactory to the Facility has been proposed and its compliance assured by the college. The facility further reserves the right to request the removal of any student whose conduct is contrary to the Facility's standards of conduct as outlined in its policies and procedures.
- Student shall be responsible for their transportation and shall not be authorized to transport any client of the facility by car or other vehicle.
- Student shall provide proof to the facility of health insurance coverage during the placement and shall comply with all the health and immunization requirements of the Facility.
- Students shall be responsible for adhering to established schedules and notifying the Facility and College of any absences or necessary schedule changes.
- Student shall obtain prior written approval from the Facility and College before publishing any material relative to the placement.
- Student shall maintain confidentiality related to the Facility's employees, patients, clients, customers, business operations, and/or trade secrets.
- Student shall be responsible for their learning and appropriate signatures for all required paperwork regarding learning. This includes, but is not limited to: action plans, FWPE, course objectives, and so forth.

EVALUATION OF STUDENT PERFORMANCE/FIELDWORK COURSE GRADING

The evaluation of student performance for FW experiences and courses is an ongoing process that includes the Fieldwork Educator (FWE), Academic Fieldwork Coordinator (AFWC), and content course instructor (instructional staff). The AFWC is the instructor or record for all FW experiences and courses. The AFWC has the responsibility to determine FW grades.

Students must pass both the fieldwork and classroom portions of Level I Fieldwork experience (Practicum) with a "C" or better to pass the course. The fieldwork performance comprises 60% of the final grade and the didactic portion comprises 40% of the final grade. The grading scale for Practicum courses is as follows:

92-100=A
83-91=B
75-82=C
0-74=F

EVALUATION OF A FIELDWORK SITE

To continually improve the quality of the Tri-C OTAT fieldwork program, students will be required to provide feedback on their FW experiences. This information will be shared with the FW site, AFWC, and other students. Students are required to complete evaluations of each Level I FW and Level II FW experience to receive grades for FW courses. Forms and procedures will be reviewed during Level I FW courses and Level II FW meetings.

Level II Fieldwork (OTAT 2940) must be taken as a PASS/NO PASS course.

The final evaluation is determined solely by the fieldwork educator. Students will be given a midterm evaluation by the fieldwork educator at the 4-week point in the experience and a final evaluation during the last week on site. For these evaluations, AOTA Fieldwork Performance Evaluation is used. Review of the evaluations includes verbal exchange between the fieldwork educator and the student and both parties are to sign the evaluation form. If a student should earn a NO PASS grade on either of the two rotations, the student:

- May withdraw from the course if within the College's withdrawal deadline
- Will receive a "no pass" in the course if too late to withdraw
- Must meet with the OTAT Program Director to formulate a plan of action that will be implemented to increase the likelihood of success at the next fieldwork (whether withdrawing or receiving a "no pass")
- Upon reinstatement into the program: one must re-register, pay tuition, and complete another semester of two eight-week rotations as per the arrangement
- with the program director. Placements for students who re-register may be delayed pending the availability of appropriate fieldwork sites.

REMOVAL FROM FIELDWORK

The Academic Fieldwork Coordinator can remove a student from fieldwork experience at any time for any of the following reasons:

The student:

- poses a danger to themselves or others;
- demonstrates the inability to meet minimum learning objectives
- Engages in unethical behavior at the site
- is judged incapable of performing their duties;
- Has committed a serious crime or infraction of the fieldwork site's policies or those of Tri-C;
- displays unprofessional behavior and the fieldwork site refuses to allow the student to continue to practice, or the academic fieldwork coordinator and the fieldwork educator agree that the student should be terminated.

The reasons for the agreement to terminate include any of those above as well as grossly insufficient progress towards competency and disruption of the business typically conducted at the fieldwork site.

- An FW site may terminate a FW experience at any time for any reason. This situation is unlikely but possible. If the termination is at the request of the FW site and through no "fault" of the student, the AFWC will reassign the student.
- Voluntary withdrawal due to extenuating circumstances should follow the course withdrawal policy outlined in the College catalog. Students may be reassigned at the discretion of the AFWC/program director later, pending availability.

THE STUDENT WHO IS REMOVED FROM FIELDWORK:

A student may be dismissed from the OTAT Program if they were judged by the OTAT instructional staff to have acted inappropriately and knew or should have known a more appropriate course of action, even if the student has difficulty understanding or acknowledging the inappropriateness of their behavior.

FAILURE TO COMPLETE FIELDWORK

Fieldwork experiences are taken as credit courses. Students who withdraw from fieldwork experience must formally withdraw from the course that the experience satisfies. Students who withdraw from a fieldwork course against the recommendation of the Academic Fieldwork Coordinator and/or the fieldwork educator, those who withdraw past the deadline for dropping a course, and those who are failing the course when they withdraw may earn a failing grade for the course. All students who withdraw from and/or fail a fieldwork

course may not be allowed to repeat the course the following semester but will be allowed to repeat it at the discretion of the Program Director, Academic Fieldwork Coordinator, and the OTAT instructional staff. Failing grades on fieldwork may result in dismissal from the OTAT Program.

REMEDIATION OF CHALLENGES DURING THE FIELDWORK EXPERIENCE

It is very important to identify FW problems immediately and resolve them quickly. If a student even suspects they may be experiencing a problem, they should contact the AFWC immediately. A small problem, if not resolved, can turn into a larger conflict. It is better to address problems head-on rather than hope they will resolve on their own. Do not rely on periodic check-ins or site visits conducted by the AFWC to address concerns.

Steps to identifying and resolving problems:

1. Identifies the problem and explores what events/issues may have led to the problem.
2. Notify the Academic Fieldwork Coordinator (AFWC) that a serious problem exists as soon as is feasible and inform the AFWC about the problem in detail.
3. The AFWC requests that the student develops a plan for dealing with the problem unless the situation is unworkable. The AFWC will offer recommendations and a judgment about whether the situation seems unworkable.
4. The student will meet with the Fieldwork Educator (FWE) to attempt to develop a mutually acceptable plan for dealing with the problem. Unless the AFWC agrees otherwise, this plan will be put in writing and signed by the student and the Fieldwork Educator. A copy will be sent to the AFWC immediately after it is signed and dated.
5. Follow up to determine if the plan was successfully resolved.
6. However, if the student or the Fieldwork Educator refuses to work on a plan or cannot agree on a mutual plan to correct the situation, the student will be removed from the fieldwork site. Initially, this termination information may be communicated to the AFWC orally to facilitate timely notification but should be submitted in writing within three days of termination. The fieldwork site can require the student to follow the procedure for terminating at the facility.
7. The student must initiate contact with the AFWC within one week after termination to establish a plan for completing the required fieldwork experience.
8. In the case of a discrepancy between the fieldwork site policies and OTAT Program policies, the fieldwork site will prevail.

Documentation and Data Gathering

The effectiveness of fieldwork education depends in large part upon communication between the Occupational Therapy Assistant Program and the fieldwork sites. It is important, therefore, that all parties be familiar with the available channels of communication including:

- **Letters.** Forms and Questionnaires - At various times during the year, forms and/or questionnaires are sent to fieldwork sites, usually in preparation for fieldwork internships.
 - Fieldwork Data Forms
 - Notification of Fieldwork Experience Dates
 - Announcement of Fieldwork Experience Assignments
 - Surveys regarding changes and/or evaluations
- **Telephone Calls** - Students and the fieldwork facility are encouraged to use the telephone as a means of communication whenever they perceive any problem(s) or have concern(s) about the fieldwork education process. Please contact the Occupational Therapy Assistant Program Preceptor at (216) 987-4498 as soon as problems and/or concerns are identified so that appropriate action can be taken.
- **Fieldwork Performance Reports** (e.g., Site Supervisor's Weekly Check List, Level I Fieldwork Student

Evaluation, Fieldwork Performance Evaluation (AOTA), and Student Evaluation of Fieldwork Form (AOTA)) - Evaluation of student performance is of utmost importance for it provides the Program, as well as the student, with feedback about each student's fieldwork abilities. In addition, it provides the Program with feedback about the strengths and weaknesses of the academic curriculum and thus serves as a basis for appropriate modifications.

- **Fieldwork Site Visits** – The Occupational Therapy Assistant Program AFWC contacts each fieldwork facility during each experience as needed when students are assigned to the facility. As necessary, on-site meetings by the Occupational Therapy Assistant Program Preceptor are arranged during each student experience. The purpose of the contact is to provide a forum during which both students and fieldwork faculty can discuss their activities to encourage early problem identification and remediation. If necessary, on-site meetings are usually scheduled approximately mid-way through the affiliation period. The Occupational Therapy Assistant Program Preceptor may make other site visits if situations arise that cannot be resolved by other means. Meetings may also occur virtually.
- **Fieldwork Education Meetings/Symposia** - As needed, Tri-C has sponsored meetings for Fieldwork Supervisors and Fieldwork Educators to discuss the fieldwork education in the Occupational Therapy Assistant Program. Information regarding curricular or other program changes is also sent to fieldwork facilities as needed. Additionally, the Occupational Therapy Assistant Program AFWC participates in the Ohio Occupational Therapy Academic Fieldwork Coordinator Consortium (OHAFFCC).
- **The Handbook/Fieldwork Manual** - This manual provides fieldwork facilities and students with important information about fieldwork education. It is reviewed annually and updated as necessary. The Fieldwork Manual is mailed to new fieldwork sites when a contract is complete. Fieldwork sites are notified of changes via the various forms of communication previously listed.

Service Requirements

COMMUNITY HEALTH, WELLNESS AND PREVENTATIVE CARE CENTERS (PCC)

The College and the program were the recipients of a Department of Labor grant, which allowed the construction of a center in the Metropolitan campus to provide care to adults who are uninsured or underinsured. In addition to Occupational Therapy Assistant students, Physical Therapist Assisting students also participate in the PCC. Students in the Occupational Therapy Assistant Program are required to dedicate an assigned number of hours in the centers treating clients under the supervision of a licensed occupational therapist or occupational therapy assistant. This time commitment will be part of the laboratory component of certain courses.

As mentioned in the section on professional behavior, students will be required to demonstrate professional behaviors while working in the centers and during all activities affiliated with the centers. This professional behavior extends to common areas in and outside the buildings where clients and their families may be located.

PERFORMANCE EXPECTATIONS

In connection with my participation in a fieldwork education experience at Cuyahoga Community College, I acknowledge that I have read and understand the following statements and agree to abide by and be bound by them.

- I understand that during my fieldwork education experience, I may be required to participate in activities that may present a risk to me and which may cause me to sustain illness or injury. These activities include but are not limited to, exposure to communicable diseases or infections, blood and body fluids, lifting persons and equipment, and performing invasive procedures or therapies.
- I acknowledge that I have been advised to carry my health insurance.

- I understand if medical treatment of an illness or injury connected to my participation in education experience is not covered by Cuyahoga Community College's liability insurance, that I am solely responsible for the cost of such medical treatment.
- I will conduct my fieldwork educational activities only under the supervision of a Cuyahoga Community College instructional staff or qualified fieldwork educator.
- I will comply with all Cuyahoga Community College rules and regulations and policies and procedures, as well as those of the fieldwork site.
- I understand that Cuyahoga Community College has the right to remove me from the fieldwork education experience at any time and that the fieldwork facility has the right to remove me from the facility based on my conduct or performance, following the written affiliation agreement between Cuyahoga Community College and the fieldwork facility.
- I acknowledge my responsibility to maintain confidentiality of and not disclose confidential information I will have access to, including but not limited to student (patient) health information and medical records.

PASS/NO PASS GRADE (P/NP) OPTION*

Students can elect up to 12 credits taken Pass/No pass (P/NP) to fulfill degree requirements at Tri-C. Students may select up to 12 credits of Pass/No Pass to transfer to another college or university as electives.

Courses used as prerequisites or core courses for the Health Career and nursing programs must have a traditional letter grade. The P/NP grading option for prerequisites and core courses will not be accepted by Health Careers and nursing programs. Students are responsible for consulting with their program director or counselor to determine Pass/No Pass grading options.

OTAT 2940 Fieldwork Experience must be taken as a Pass/No Pass course.

Things to consider:

- Students must perform at a "C" level or better to earn a passing grade.
- Some restricted or selective admission program courses require traditional letter grades such as A, B, or C for core course requirements.
- Please check the appropriate program to learn whether or not a course can be taken Pass/No Pass.
- Once a student has registered for a course and selected the Pass/No Pass option, they cannot convert back to a traditional grade for that particular course after the 100% refund period.
- If you later learn that you need a letter grade for a course that you are registered for or completed using the Pass/No Pass grade option, you will need to retake the course to earn a letter grade.
- International students and post-secondary enrollment option program students are not eligible to utilize the Pass/No Pass option.
- Courses taken Pass/No Pass count toward financial aid enrollment requirements.

STUDENT RECORDS

Student records are confidential. The Program Director and OTAT instructional staff will never reveal confidential information about a student unless the student has granted written permission to do so. This includes requests for information from parents and spouses.

SCHEDULE

Level II: Students are expected to follow the same work schedule as their assigned fieldwork supervisor, including holidays. If the site does not require the student to work the holiday, it does not count against the

student's attendance. If the site has a scheduled closure (such as spring break in the school system), the student must make up that time. If a student's fieldwork supervisor is ill or on vacation, a student may be supervised by another qualified OT/OTA during the absence. If the student is asked to stay home, time must be made up when the fieldwork supervisor returns.

Emergency Closures and Inclement Weather

If the College is closed, there will be no classes held, neither in person nor virtually

Level I: If the College is closed, the student will not report to fieldwork.

Level II: Students are responsible for planning for travel needs during inclement weather. Unless the assigned fieldwork site is closed due to inclement weather, the student is expected to report to the fieldwork site. Closure of Tri-C due to weather conditions does not relieve the student of the responsibility to report to the fieldwork site. Students should use judgment as to weather/road conditions in their immediate area to ensure personal safety. If the assigned fieldwork site is closed due to weather or instructs the student to stay home missed days due to weather/road conditions are expected to be made up. When determining a closure, the College will utilize the Emergency Closing Procedure.

IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY THE FIELDWORK SUPERVISOR IN ADVANCE OF THE STUDENT'S SCHEDULED TIME TO REPORT.

HOLIDAYS

The [College holidays procedure](#) lists recognized holidays. These dates are included as part of the College's closed days on the [Academic Calendar](#). In addition to these dates, the College will close for Thanksgiving Recess and Winter Break. No credit courses will be offered on campus during Spring Break.

Cuyahoga Community College recognizes the right of students to observe religious holidays without penalty to the student. Students are expected to provide advance notice in writing to their fieldwork educator and CCC's academic fieldwork coordinator if the observance of a religious holiday will result in absence from fieldwork. Students must make up missed time.

APPENDICES

Appendix I – Glossary of College and Program Terminology

Academic Behavior: refers to the standards that are expected for students to complete coursework designated for their specific program of study, degree, and/or certificate.

Appeal Panel: refers to an approved body of individuals designated to review and decide on a decision that the student found unfavorable.

Closing: refers to the closure of the College or a specific campus or campuses for a designated reason (e.g. weather, natural disaster, utility outage, etc.). [Emergency Closing](#). *See the program handbook for closing guidance for students at clinical/experiential learning/practicum sites.

Code: refers to the Student Conduct Code (3354: 1-30-03.5) and Student Judicial System (3354:-1-30-03.6) identifies prohibited conduct and clarifies when the code applies to student behavior.

Complaint: refers to a matter that the complainant believes requires institutional attention. Select the appropriate category here [Student Complaints, Concerns, and Compliments](#).

Conduct: refers to student behaviors as they relate to prohibited actions as described in the Student Code of Conduct and related College Policies and Procedures. Student Code of Conduct can be found [Student Conduct Code and Student Judicial System](#)

Contractor/Vendor: refers to any individual or entity that has been contracted/retained to provide a service to the College.

Credit Course: refers to coursework that awards academic credit towards a degree and/or certificate.

Disciplinary Action: refers to corrective remedies imposed as a result of findings and recommendations from a program conduct meeting, level one hearing, and/or program professional conduct committee review.

Dismissal, College: refers to the separation of the student from the College for a definite time. Conditions for readmission are outlined in the Student Code of Conduct sanction descriptions.

Dismissal, Programmatic: refers to the separation of the student from a specific academic program. Conditions for readmission are specific to each program.

Ethics: refers to generally accepted professional standards of behavior as documented in the Codes of Conduct, Professional Ethical Standards, etc. of external professional organizations, licensure boards, etc.

Expulsion: refers to the permanent separation of the student from all College locations, events, and activities. An expulsion is denoted on a student's permanent transcript.

Faculty: refers to any permanent College employee assigned full-time to instruct credit course(s).

Grade Dispute: refers to a challenge to a recorded grade (final grades only — does not apply to individual assignments or midterm grades), and must be filed by a student to the Academic Affairs Office at the campus to which the course was associated no later than sixty (60) days after the disputed grade is recorded. Link: [Student Complaints, Concerns and Compliments](#).

Grievance: refers specifically to the ADA/Section 504 Grievance Procedure as outlined in the Student Handbook and available here: [Student Complaints, Concerns and Compliments](#).

Guidelines: refers to operating principles specific to a College program or department.

Instructor/Adjunct Faculty: refers to any individual assigned to instruct a credit/non-credit course, workshop, training seminar, summer camp, etc.

Lecturer: refers to a full-time instructor with a specific term-related contract who has all of the duties and responsibilities of a full-time faculty member at the college.

Non-Credit Course: refers to coursework that does not award academic credit towards a degree and/or certificate.

Peer Panel: refers to a body of individuals consisting of faculty in a specific discipline who evaluate a student's

specific request regarding a disputed grade.

Policy: refers to documented operating principles for the College as approved by the Board of Trustees.

Policy and Procedure: Policies and procedures act as the operating principles for Cuyahoga Community College. All official College policies must be approved by the College's Board of Trustees and all official procedures must be reviewed and approved by the Office of Legal Services before the effective date.

Preceptor: "Internal" / "External"

Internal preceptor refers to an employee of Cuyahoga Community College who works with students in matters related to experiential learning.

External preceptor refers to an employee of a fieldwork or experiential site who is not an employee of Cuyahoga Community College. External preceptors supervise student experiential learning and often provide feedback and assessments of the student to the program.

Probation, College (Academic): refers to a status that follows after a student is not performing at a successful level. The College's Academic Probation policy is found here: [Procedure on Academic Status](#)

Probation, College (Behavioral): refers to a written reprimand for a designated time and includes the probability of more severe disciplinary action if the student violates any College rules during the probationary period. College Behavioral Probation is found here [Student Conduct Code and Student Judicial System](#)

Probation, Programmatic: refers to a student being placed on probation as a result of a corrective action panel specific to a program.

Procedure: refers to documented standard practices of how a board-approved policy is carried out.

Professional Conduct Committee: refers to a committee established to review a student's academic performance and/or professional behavior at the programmatic level and may make appropriate recommendations pertinent to any eligible behavioral modification and/or remedial actions.

Professionalism and Professional Conduct: refer to behavioral expectations and guidelines outlined in programmatic, clinical, experiential, and professional associations and organizational guidelines. These expectations and guidelines may appear in various forms such as a code of ethics, fieldwork facility guidebooks, and /or practicum/internship expectations, etc. These expectations and guidelines are in addition to the College's official policies and procedures.

Protocols: refer to step-by-step processes specific to a College program or department.

Readmission: refers to the delineated process for the reinstatement of a student after a period of separation from the College and/or a College program.

Reinstatement: refers to the process by which a student returns to good standing at the College or in a specific academic program after a period of probation/suspension/dismissal.

Remediation: refers to a program-specific process of improving student performance. Remedial actions are not disciplinary actions.

Responsible Employee: refers to any individual required to take action based on reportable misconduct. All College employees must adhere to the reporting requirements prescribed in applicable laws, regulations, and College mandates.

Sanction: refers to any corrective action taken as a result of a student's behavioral decision.

Staff Member: refers to any employee (part-time/full-time) of Cuyahoga Community College in a non-instructional role who performs duties as assigned.

Standards: refer to guidelines established by accreditation and approving bodies (e.g. state governing bodies) that a program must adhere to in order to maintain status.

Student: refers to anyone enrolled in a course of study at the College whether in a credit or non-credit course, workshop, training seminar, summer camp, etc. Applicants may also be considered 'students' under certain delineated circumstances

Suspension: refers to a temporary separation from the College or a specific academic program for a defined time as a result of academic or behavioral issues. Eligibility for readmission may be contingent upon satisfactory or specific conditions imposed at the time of suspension.

Withdrawal: refers to the process through which a student withdraws or is removed from coursework.

Appendix II – Handbook Acknowledgement Form

I acknowledge I have received, read, and understand the contents of the student handbook for the Occupational Therapy Assistant Program. By signing this document, I affirm that I understand and agree to adhere to the contents of the program handbook.

In addition to acknowledging and affirming the statements above, by signing this document I also acknowledge and accept that the College and the Program reserve the right to revise the above-referenced handbook, documentation, and guidance at any time without notice. I also understand and accept that certain information, including but not limited to student directory information, immunization records, and background check results may be disclosed in the course of my enrollment under applicable laws, regulations, and College policies and procedures.

Print Name: _____

Signature: _____

Date: _____

S #: _____

Appendix III – Informed Consent Form

Cuyahoga Community College Occupational Therapy Assistant Program

INFORMED CONSENT FORM

I understand that as a student in the Occupational Therapy Assistant Program, I am required to practice and experience all procedures taught in the laboratory portion of the program and that experiencing these procedures is an integral part of the educational process.

If there are any medical reasons that I cannot be a subject for a particular procedure, I will provide documentation from a physician to verify this restriction. If accommodations are necessary, I will obtain and provide a letter describing those accommodations through the Access office.

I consent to have all treatment procedures practiced on me unless it is medically contraindicated for myself or is potentially harmful to my developing fetus.

Print Name: _____

Signature: _____

Date: _____

S #: _____

Appendix IV – Release, Indemnification, and Confidentiality Agreement

Cuyahoga Community College District Fieldwork Experience Program

As a condition of, and in consideration for, Cuyahoga Community College District (the "College") allowing me the opportunity to participate in one or more field experience programs (the "Clinical(s)") now or in the future, I enter into this *Release, Indemnification, and Confidentiality Agreement*.

WAIVER AND RELEASE

I understand fully the dangers and risks that may be present in the Clinical(s) - including without limitation the risk of working with patients carrying a contagious or infectious disease. I am voluntarily participating in the Clinical(s), and I will follow all applicable laws, regulations, and the College policies and procedures while doing so. I certify that I am in good health, and my participation in the Clinical(s) is not inappropriate due to any health condition. On behalf of myself, my heirs, executor, administrator, and assignees, and to the fullest extent permitted by applicable law, I assume all risks associated with the Clinical(s) and fully release, hold harmless, and indemnify the College, its trustees, officers, employees, agents, and representatives from and against any liabilities, actions, causes of action, losses, and expenses (including without limitation attorney's fees and all other costs of defense) of any kind and nature which may result from or arise out of my participation in the Clinical(s), except to the extent any of the foregoing arising out of the gross negligence or willful misconduct of the College.

CONFIDENTIALITY

I understand that in the course of the Clinical(s) I will learn certain patient information and that such information may include financial data, health and treatment information, and other confidential information. All information relating to patients is confidential and may be protected by law. I agree to hold all patient information strictly and permanently confidential and will provide all reasonable protections to prevent unauthorized disclosure of such information.

If any term or provision of this *Release, Indemnification, and Confidentiality Agreement* is held illegal, unenforceable, or in conflict with any law, the validity of the remaining portions shall remain in full force and shall not be affected thereby.

Signing this document impacts your legal rights and obligations.

I fully understand and agree to this *Release, Indemnification, and Confidentiality Agreement* as of the _____ day of _____ in 20_____.

Signature: _____

Print Name: _____

Appendix V – Cuyahoga Community College District Fieldwork Experience Program

Student Requirements Acknowledgement Form

I, the undersigned student, do hereby acknowledge that I have read and understand the following statements. I agree to abide by and be bound by the following statement in return to the Facility allowing me to participate in an educational experience on its premises:

- Student is responsible for transportation to and from the Clinical Sponsor and for all other personal costs while at the Clinical Sponsor's facilities.
- Student understands that the Clinical Sponsor retains the right to remove any student at any time in its sole discretion.
- While at the Clinical Sponsor's facilities, the student will wear the regulation uniform of the Clinical Sponsor or other appropriate attire required by the Clinical Sponsor or Tri-C.
- While participating in a Clinical, the Student is subject to the Clinical Sponsor's policies and procedures, but only insofar as they do not conflict with the policies and procedures of the College (which also apply to Clinical Students), or with applicable law.
- Students must show proof of immunizations as required by the College or Clinical Sponsor.
- Student acknowledges their responsibility and liability regarding the confidential nature of all information that they have access to at the Clinical Sponsor's facilities by their participation in this program.
- Participation in this Clinical will not make the Student an employee or agent of Tri-C.
- The Student is solely responsible for the Student's health insurance coverage and is not covered by the College or Clinical Sponsor's health insurance policies. Each student may be required to furnish proof of health insurance.
- Students will read and understand the Patient Bill of Rights approved by the American Hospital Association and will abide by this standard or any other facility-specific bill of rights.

I acknowledge and agree to the above:

Printed Name

Date

Signature

Date

NOTE: The term “Clinical Sponsor Facility” in the agreement refers to off campus site where the student is assigned for their fieldwork rotation.

Appendix VI – Publicity Release

I, the undersigned, hereby consent to the reproduction and use of photographs, videotapes, or audiotapes made of me during the Occupational Therapy Assistant Program. I give the program and Cuyahoga Community College my permission to use this material for advertising, promotional, or educational purposes. I understand that the photographs and/or tapes may be used in College publications and/or in local media. There are no limits on how long or how frequently this material may be used by the College. I have freely volunteered to participate in these sessions.

Print Name _____

Home address _____

City _____ State _____ Zip _____

Phone _____

Signature _____

Date _____

Memo of Ethical Understanding

I the undersigned attest that I have read and understand the American Occupational Therapy Association Code of Ethics. I understand that, by signing this memo, I am agreeing to abide by the Code of Ethics
<https://www.aota.org/About-Occupational-Therapy/Ethics.aspx>

I further understand that failure to abide by the Code of Ethics can result in removal from the Occupational Therapy Assistant Program.

If appropriate, ethical violations will be reported to regulatory organizations.

Print Name _____

Signature _____ Date _____