



Occupational Therapy Assistant Program Manual

Health Care Division

Newberry Campus

1922 Wilson Road

Newberry, SC 29108

Table of Contents

Section I: OTA Program

Table of Contents

Contact Information

Newberry County Campus Map

Institutional Mission, Vision & Values

Occupational Therapy Assistant Program Philosophy & Mission

Student Learning Outcomes

Program Outcomes

Curriculum Design (A.5.5.)

Central Learning Threads

Curriculum Sequence

Course Content, Sequence Rational & Evaluation Strategies

Section II: OTA Policy & Procedures (A.4.4.)

Admission Criteria (A.3.1.)

Student Advising Guidelines

Exemption Credit for Transfer Students

Evaluations: Course and Program (A.3.5.)

Occupational Therapy Assistant Field Trip Policy

Occupational Therapy Student Information & Reminders

Termination Policy

Section III: OTA Fieldwork



This handbook is provided to current and tracking Occupational Therapy Assistant (OTA) students at Piedmont Technical College. It is to be used in conjunction with the Piedmont Technical College Health Care Division Student Handbook. It is designed to answer any purpose, policy and procedural questions that might arise during the course of enrollment in the OTA program. The OTA faculty will commit to providing all students' with the understanding that each student is accountable for their own learning.

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**Piedmont Technical College
Newberry Campus**

Section I: Piedmont Technical College OTA Program

Mission, Vision & Values

INSTITUTIONAL VISION

We will become a premier community college with a shared commitment to create vibrant learning communities through relentless pursuit of student success and economic prosperity for all stakeholders.

INSTITUTIONAL MISSION

Piedmont Technical College transforms lives and strengthens communities by providing opportunities for intellectual and economic growth.

The College, a member of the South Carolina Technical College System, is a public comprehensive two-year post-secondary institution. Piedmont Technical College contributes to the economic growth and development of the largest and most diverse region of the technical college system, Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda counties and to the state. The College responds to the academic, training and public service needs of the community through excellence in teaching and educational services. Piedmont Technical College's open admissions policy provides accessibility for individuals with diverse backgrounds the opportunity to acquire the knowledge and skills for employment in engineering technology, industrial technology, agriculture, business, health, and public service. Piedmont Technical College graduates develop competencies in communication, mathematics, problem solving and technology.

The College offers university transfer; associate degrees, diplomas and certificates in technical and occupational areas; college preparatory programs; student development programs providing academic, career and individual support; and custom-designed credit and non-credit programs to provide training for business and industry and to meet the needs of the community. To optimize access to higher education in the rural seven-county service area, Piedmont Technical College offers distance-learning courses through multiple modes of delivery. (Revision approved by the PTC Area Commission on April 21, 2015. Approved by the Commission on Higher Education on June 30, 2015.)

MISSION GOALS

Piedmont Technical College fulfills its mission through a comprehensive planning process focused on annual operational plans in support of the following mission goals:

Mission Goal 1:

Promote excellence in teaching and learning and academic student support services to ensure that our students are well-positioned for success in career and technical fields, and university transfer.

Mission Goal 2:

Ensure widespread access to our educational programs through enrollment and communication planning and effective, efficient processes.

Mission Goal 3:

Cultivate a talented, diverse, and inclusive workforce that is responsive to the changing needs of the college by providing a collaborative culture and professional development opportunities for future success.

Mission Goal 4:

Use data and assessment results to make well-informed academic and operational decisions regarding the continuous improvement of the College's financial and physical resources.

Mission Goal 5:

Promote community and workforce development and economic prosperity through new and existing partnerships with individuals, business, industry, government, community agencies, and educational institutions.

Mission Goal 6:

Exercise efficient and responsible stewardship of the College's financial and physical resources.

CORE VALUES

Piedmont Technical College is guided by the practice of these Core Values: (approved by PTC Area Commission, January 15, 2019)

- Proactive Leadership and Innovation
- Integrity, Accountability, and Transparency
- Collaboration and Collegiality
- Inclusivity, Diversity, & Accessibility
- Student Success and Customer Service
- Awareness of and Responsiveness to Emerging Trends
- Entrepreneurship and Workforce Development
- Lifelong Learning and Community Improvement
- Data-informed Decision Making
- The Ongoing Pursuit of Excellence
- Commitment to Lean Principles

Occupational Therapy Assistant Program Philosophy

Piedmont Technical College's Occupational Therapy Assistant Program philosophy encompasses the AOTA Philosophical Base of Occupational Therapy (2011) and the Philosophy of Occupational Therapy Education (2007).

Our highest priority is to graduate entry-level-ready practitioners. In order to achieve our goal we utilize a student-centered learning environment that emphasizes student-directed inquiry through individual and cooperative approaches. We believe that knowledge retention and deep understanding are developed during critical thinking and creative problem solving of case study assignments in our didactic and experiential learning experiences.

Our commitment to faculty-student collaboration will strengthen the students' ability to develop the skills needed to identify problems and discover solutions that are grounded in occupational therapy theory and evidence-based practice.

The OTA program faculty view learning as a continuous developmental process, unique to each student, thus requiring individualized plans to prepare them to undertake their personal and professional roles. This approach to learning demonstrates the belief that learning occurs with respect to contexts, performance patterns and activity demands.

OTA Program Mission Statement

The mission of the OTA program parallels the mission of Piedmont Technical College. High value is placed on the students' educational journey to reach his or her highest potential, a deep commitment to the health and wellness of the community, technological advances, sustainability, and pursuit of life-long learning to advance the field of occupational therapy in education and in practice.

- I. Practice and promote excellence in teaching, learning, and educational service to ensure that each OTA student has the opportunity to attain his or her highest potential and promote life-long learning.
- II. Offer quality OTA instructors and courses through professional development experiences that fulfill the theoretical and clinical education for students to pass the NBCOT exam, and to become ethically grounded professional clinicians able to serve the needs of their community.
- III. Develop fieldwork partnerships with hospitals, SNFs, sub-acute facilities, outpatient clinics, and schools with a comprehensive OT program and professionals who value safety, open communication, interdisciplinary approaches, and active mentorship for a positive and rewarding clinical experience.
- IV. Faculty commitment to student advisement and program completion through a cooperative and healthy environment, facilitating awareness, understanding and celebration of diversity.

- V. Teach evidence-based theory, technology advancements, best practice models, and sustainability through proper care and maintenance of equipment and supplies.
- VI. Provide a safe and accessible learning and working environment and ensure public awareness and recognition of the value of OT through community relations, and state and federal political action.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes necessary to create entry-level competent Occupational Therapy Assistant practitioners.

- I. Perform work ethic skills including attendance, time management, professionalism, communication, productivity and quality of work, and participation and teamwork that are required for academic and healthcare professional success.
- II. Demonstrate an understanding of Occupational Therapy and Occupational Therapy Assistant professions, Code of Ethics and Scope of Practice in order to perform safe and appropriate practices, make informed practice decisions and sustain the integrity of the field of Occupational Therapy.
- III. Demonstrate interpretation, selection and modification of intervention strategies based upon Occupational Therapy clinical reasoning and just-right challenges for plan of care in a setting specific manner.
- IV. Perform quality safe, client-centered, measureable interventions and documentation that will demonstrate the distinct value of Occupational Therapy, base-line data, progression towards stated goals, functional areas of improvement and expected outcomes.

PROGRAM OUTCOMES

Program Outcome areas necessary to create entry-level competent Occupational Therapy Assistant practitioners in Piedmont Technical College's Occupational Therapy Assistant Program:

- I. Piedmont Technical College OTA Program will collect data and evaluate retention and graduation rates annually
- II. Piedmont Technical College OTA Program will collect data and evaluate graduate surveys annually
 - a. To track OTA or Health Care Position
 - b. Job Status (Full-Time, Part-Time, PRN)
 - c. Job availability rates
- III. Piedmont Technical College OTA Program will collect data and evaluate Fieldwork Educator surveys annually
- IV. Piedmont Technical College OTA Program will collect data and evaluate employer surveys annually

CURRICULUM DESIGN (A.5.5.)

Piedmont Technical College's Occupational Therapy Assistant (OTA) Program is designed to prepare OTA students to become entry-level OTA practitioners. The OTA program is preparing OTA students to provide OT services with clients across the lifespan, in various traditional, non-traditional, and emerging practice areas under the supervision of an occupational therapist. The OTA program intentionally aligns its mission to the Piedmont Technical College mission. The mission focuses on both the OTA program and Piedmont Technical College's commitment to our OTA students to promote excellence in teaching-learning, collaboration, diversity, accessibility, lean principles, technological advancement, life-long learning, and ultimately "transforming lives and strengthening communities".

The OTA program's curriculum design is centered on Bloom's Taxonomy of Learning Domains (Cognitive, Affective, and Psychomotor) and the hierarchical levels of learning (Bloom, et al. 1956) with ascending levels of a student's ability to achieve each measurable student outcome. The ascending levels reflect the student's thinking skills which include: knowledge, understanding, application, analysis, synthesis, and evaluation to accomplish the overall student outcomes to become an entry-level OTA practitioner. The OTA program incorporates Bloom's Taxonomy as the design to explain the rationale for sequencing, selection of courses and content, as well as the scope.

The Lower Level courses (i.e., Human Anatomy/Physiology, Psychology, and Human Growth and Development) which rely on memory, identification, and recall will also provide a foundation for Higher Level learning through the use of examples that provide cognitive imagery to enhance the learning process (i.e., Fundamentals of Occupational Therapy, Kinesiology, Therapeutic Analysis, Psychosocial Dysfunction, Pediatric Development and Dysfunction, Gerontology, and Clinical Introduction Fieldwork II).

Higher Level courses will provide the tools for synthesis of acquired information from both the Lower Level courses and Higher Level courses. The ascending levels of the OTA student's ability reach the Higher Level of learning is grounded in curriculum design to assist the OTA student to develop and refine the skills to understand, apply, analyze, synthesis, evaluate, and create effective therapeutic interventions across the lifespan, under the supervision of an occupational therapist as an entry-level occupational therapy assistant.

The AOTA Scope of Practice, Standards of Practice, Practice Framework, Code of Ethics, Piedmont Technical College Work Ethic Skills assessment and Community Involvement are used throughout the OTA course content and assignments to demonstrate scaffolding of knowledge.

CENTRAL LEARNING THREADS

Piedmont Technical Colleges OTA Program curriculum incorporates six central threads or themes that will be taught at varying degrees within the OTA Program course content. The six central threads or themes are:

- I. Occupational Engagement
- II. Therapeutic Use of Self
- III. Clinical Reasoning
- IV. Technology
- V. Evidence-Based Practice
- VI. Life-Long Learning

The six curriculum threads are woven throughout the OTA curriculum. The specific course selection, sequence and content all make up a defined curriculum that is both progressive in the students' knowledge base and proceeds to an increase complex level of the students' overall knowledge, as they progress through the OTA Program. In addition, the curriculum design was developed with consideration of the Piedmont Technical College vision/mission, OTA Program mission/philosophy, central learning threads and the mission and philosophy of the Accreditation Council of Occupational Therapy Education (ACOTE).

Occupational Engagement – As cited in Stav, 2012 (AOTA, 2008a; Christiansen & Baum, 1997; Iwama, 2006; Ludwig, 1993; Reilly, 1962; Yerxa, 1998) “The ideologies about the relationship between occupational engagement and health still exist in the philosophical assumptions underlying the profession and the theoretical perspectives used to guide practice” we include occupational engagement as a central theme. Although the evidence linking occupational engagement to positive health indicators, Stav’s review of 98 studies exploring existing health correlates of occupational engagement provides us with enough evidence to include it as a central theme. In addition, the aging population and transforming role definition of today’s elderly citizens, including this as a central theme will prepare the OTA student to meet the needs of the community.

Therapeutic Use of Self – “A therapist’s planned use of his or her personality, insights, perceptions, and judgments as part of the therapeutic process” (Punwar & Peloquin as cited in Taylor, 2009). Taylor’s exploratory and descriptive study references nine other empirical studies that “suggest that therapists sometimes encounter barriers to maximizing the therapeutic relationship and that therapists differ in their degree of success in this area” (Taylor, 2009). Taylor’s study of 568 practicing occupational therapists found that “Approximately half agreed that they were sufficiently trained in the use of self upon graduating from occupational therapy school; the other half were less certain. Fewer than one-third agreed or strongly agreed that sufficient knowledge about the use of self exists in this field” (Taylor, 2009). No studies were found for OTA program students. Given that “Most therapists considered therapeutic use of self

as the most important skill in occupational therapy practice and as a critical element of clinical reasoning” (Taylor, 2009), we are including it as a central theme in our OTA program.

Clinical Reasoning – (Mattingly & Fleming, 19940 as cited in (Humbert, 2004), “describe clinical reasoning as a dynamic, fluid process in which values, norms, and symbolic meaning are utilized to gauge, frame and formulate thought.” In addition, “they continue to suggest that the clinical reasoning process is primarily an intuitive versus analytical process” “using a number of cues from a variety of sources” requiring “a perceptual versus an instrumental measurement.” (Strong, Gilbert, Cassidy & Bennett) as cited in (Humbert, 2004) “identified scientific reasoning and narrative reasoning as the most significant aspect of the clinical reasoning process.” For this reason, we have included Clinical Reasoning as a central theme, as well as the result of the study by (Neidtadt, et al) cited in (Humbert, 2004). “The study concluded that the students who participated in the clinical reasoning case had more comprehensive, specific, detailed, individualized, complex and high quality treatment activities than the students who participated in the traditional case studies.” While the studies on clinical reasoning targeted OT students and not OTA students, we are confident that nurturing this skill throughout the OTA students’ educational experience will be invaluable.

Technology - The curricular thread technology is woven throughout the didactic coursework and practical skills taught in the OTA program’s educational curriculum. The OTA students are first introduced to the use of technology in the general educational courses (e.g., CPT 101 Introduction to Computers) and used throughout the OTA program (e.g., OTA 101 Fundamentals of Occupational, OTA 105 Therapeutic Analysis, OTA 155 Gerontology, OTA 164 Physical Dysfunction, OTA 176 Pediatrics, and OTA 245 OT Management). The OTA students are educated on the most widely used software products in practice as well as out geographic practice areas, assistive devices (low and high impact), and other items that will support and augment a patient’s and/or client’s participation across the lifespan. This is regardless of having disabilities or not to allow people to utilize technology to engage in occupations. It is the goal of the occupational therapy assistant under the supervision of the occupational therapist to match the client’s abilities, preferences, environmental contexts, and barriers to the technology device features is a distinct role that occupational therapy practitioners can fulfill, and which leads to productive outcomes for their clients. – See more at: <http://www.aota.org/about-occupational-therapy/professionals/rdp/assistive-technology.aspx#sthash.CkclT5nR.dpuf>

Occupational therapy practitioners must be competent in the use of technology to ensure effective service delivery, and the equipment or technology must be of sufficient quality and in dependable working order. Lapses in sound or picture transmission can impede the therapeutic encounter (Denton, 2003; Grosch, Gottlieb, & Collum, 2011). To avoid disruption of services, facilities and private practitioners should have a sound plan of action in the event of equipment malfunction.

Advances in technology have intersected with the health care sector to produce innovative practice and delivery venues known under the umbrella term of *telehealth*, which is “the use of electronic information and telecommunications technologies to support and promote long distance clinical health care, patient and professional health-related education, public health, and health administration” (Health Resources and Services Administration, n.d.).

Telerehabilitation, a rapidly growing branch of telehealth, “is the application of telecommunication and information technologies for the delivery of rehabilitation services” (AOTA, 2013).

Evidence-Based Practice – The curricular thread of Evidence-Based Practice is woven throughout both didactic and clinical aspects of the educational program (e.g., OTA 101 Fundamentals of Occupational Therapy, OTA 155 Gerontology, OTA 162 Psychosocial Dysfunction, OTA 164 Physical Dysfunction, and OTA 176 Pediatrics). The OTA students gain educational and practical knowledge in evidence-based practice through the ability to perform literary reviews of current publications on current practice trends (e.g., OTA 101 Fundamentals of Occupational Therapy, OTA 142 & 144 Clinical Introduction Level I Fieldwork, OTA 164 Physical Dysfunction, OTA 176 Pediatrics, and OTA 155 Gerontology), melding theoretical knowledge and practical skills demonstrated in assignments (e.g., evidence-based research projects, presentations, and fieldwork assignments). Incorporating evidence-based practice (EBP) into fieldwork is essential to help students understand the value of EBP and its application to clinical practice. Fieldwork students are required to demonstrate use of evidence during fieldwork and are evaluated on this criteria on the Fieldwork Performance Evaluation. See more at: <http://www.aota.org/Education-Careers/Fieldwork/incorporate-ebp.aspx#sthash.dRQ3MxFj.dpuf>

Occupational therapy is a science-driven profession that applies the most up-to-date research to service delivery. Evidence supports the effectiveness of adding an occupational therapy practitioner to your patients’ or clients’ treatment plan. According to systematic reviews from AOTA’s Evidence-Based Practice Occupational Therapy Practice Guidelines, evidence shows that the following occupational therapy interventions improve client outcomes.

These interventions are used as part of a broad approach that considers the patient’s performance skills (motor, process, social interaction); activity demands; performance patterns (habits, routines, rituals, roles); and contexts and environments. – See more at: <http://www.aota.org/about-occupational-therapy/professionals/ebp.aspx#sthash.azZUV1Le.dpuf>

Life-Long Learning – The curricular thread of Evidence-Based Practice is woven throughout the OTA curriculum both in didactic and clinical aspects of the educational program. Students are given assignments in OTA 101 Fundamentals of Occupational Therapy (e.g., assignments around AOTA website, locating OT related professional publications, practice areas, and joint AOTA and SCOTA as a student member) to initiate the quest of becoming a life-long learner in the field of occupational therapy. The students continue to enhance their quest of becoming life-long

learners as they progress through the OTA curriculum including: completing assignments, projects, and presentations in the core OTA course on identifying the various emerging areas of practice both within our geographic area and outside. The students are educated and exposed to learning about the impact of advancing technology, policy changes in relations to service delivery by an occupational therapy practitioner in various settings (e.g., OTA 142/144 Clinical Introduction Level I Fieldworks, OTA 155 Gerontology, OTA 162 Psychosocial Dysfunction, OTA 176 Pediatrics, and OTA 245 Management).

Piedmont Technical College assumes primary responsibility for appointment of faculty, admission of students and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program and granting of the degree. Piedmont Technical College also assumes responsibility for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to student in a fieldwork setting are appropriate to the program (adapted from ACOTE Standard A.1.4).

CURRICULUM SEQUENCE

The OTA program's six curricular threads that guide the course content, scope, sequence rationale, service delivery and student evaluation strategies are listed in this section. The curriculum threads within the course are in (parentheses).

1st Semester of OTA Program: FALL

OTA 101: Fundamentals of Occupational Therapy [3 credits] - This course establishes the foundation of all the courses with the OTA program. This course introduces the basic principles in occupational therapy. Including the philosophy, history, current trends, emerging practice areas, models, frames of references, theories of the profession, role delineation of the OTR and OTA, supervisory relations, professional associations, human development, occupation and occupational performance, activity analysis, ethics, credentialing, documentation, and professional behavior. The Occupational Therapy Practice Framework: Domain and Process, 3rd edition (AOTA, 2014), impact of cultural and socioeconomic factors, evidence-based practice, and political factors on the provision of OT services are introduced and covered in this course. This is a foundation course; each subject discussed in this course is developed further in detail in the future OTA program course. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 105: Therapeutic Analysis in Occupational Therapy [3 credits] – This course focuses on performing skilled observations and analysis of therapeutic exercises, activities and human occupations across the lifespan. The course work incorporates the Occupational Therapy Practice Framework: Domain and Process, 3rd edition (AOTA, 2014) using it to analyze and

perform activities and occupational-based activities, safety and judgment, hands-on experience, grading and adapting into the application of therapeutic interventions, and documentation of skilled OT services in various practice settings. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 203: Kinesiology for Occupational Therapy [4 credits] – This course focuses on the identification and analysis of the components of human motion related to occupational performance in occupational therapy. The course content also provides the students with a strong ability to identify and understand the muscles, bones, and joint structures as it relates to human motion. The students are educated on parts of the body, normal and abnormal parameters of range of motion, demonstrating use of a goniometer and manual muscle testing, design and fabrication of orthotics, physical and mechanical modalities, properly document, and mobility aids. The students will demonstrate knowledge learned during lab practical's, as well as create and present a muscular analysis at the end of this course as a complete demonstration of the knowledge, skills, and synthesis of information for future use in the OTA program courses. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 245: Occupational Therapy Departmental Management [2 credits] – This is an advanced OTA program course that is a transfer of knowledge obtained in OTA 101. This course focuses on the continued roles, responsibilities, supervision, and management of occupational therapy services. This course introduces students to current management principles, including reimbursement and continuous quality improvement measures and the role of research within the profession. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

2nd Semester of OTA Program: SPRING

OTA 142: Clinical Introduction I: Level I Fieldwork [1 credit] – This course is composed of a one-week fieldwork experience (40 hours total), in either an occupational therapy department or other approved nontraditional and emerging practice area, under the supervision of a qualified fieldwork educator. The course introduces fundamental knowledge and application of professional behaviors during the provision of occupational therapy services. Students will complete hybrid assignments appropriate for their fieldwork setting to demonstrate the didactic knowledge transfer into an authentic learning environment. Students will demonstrate skilled documentation, skilled observations, and interaction skills taught in OTA 105, OTA 203, and OTA 213 under the guidance and direction of a qualified fieldwork educator. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 162: Psychosocial Dysfunction [3 credits] – This course focuses on the occupational therapy process related to psychosocial challenges across the lifespan. The students gain an understanding of the implications of cognitive, psychological, and social effects as it relates to occupation. Topics include pathologies, interventions, and promotion of health and wellness. This course is offered at this point in the program as a core practice area. In the 3rd semester, the students were introduced to foundational content, as it relates to mental health, group process and dynamics (OTA 213). The students are expected to demonstrate a higher level of performance as they advance with increased knowledge in this subject matter. The student's performance continues to advance as it is reflective of Bloom's Taxonomy of Learning Domains with greater synthesis and analysis of the core content is required from the student. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 176: Pediatric Development and Dysfunction [4 credits] – This course focuses on the theories related to normal growth and development, disabilities, and delays from birth through adolescence. Topics include assessments, treatment planning and interventions in various practice settings demonstrated in classroom and lab assignments/practical's. The students are expected, at this point, to demonstrate a higher level of performance, as this course is advanced knowledge. The students build on their knowledge in this course from their required general education course, PSY 203 Human Growth and Development. This advanced level of knowledge is reflective of Bloom's Taxonomy of Learning Domains. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 155: Gerontology [2 credits] – This course explores the role of occupational therapy with the elderly population, including physical, cognitive and psychosocial changes of aging, sensory loss and compensation. Disease processes and occupational therapy evaluation and treatment principles are emphasized. Students demonstrate skilled documentation, collaboration skills through role-play as a future transfer skill in OTA 142, OTA 144, OTA 262, and OTA 264 with the supervising qualified fieldwork educator and other intraprofessionals and/or interprofessionals within the fieldwork setting. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

3rd Semester of OTA Program: SUMMER

OTA 144: Clinical Introduction II: Level I Fieldwork [1 credit] – This course is composed of a one-week fieldwork experience (40 hours total). The students will perform their fieldwork experience in various practice setting under the supervision of a qualified fieldwork educator. The course introduces fundamental knowledge and application of professional behaviors during the provision of occupational therapy services. Students will complete hybrid assignments appropriate for their fieldwork setting in order to demonstrate didactic knowledge transfer into an authentic learning environment. (Occupational Engagement, Critical Reasoning, Therapeutic

Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 164: Physical Dysfunction [6 credits] – This course is advanced in the knowledge and skills necessary for treatment of adult individuals with physical dysfunctions in a variety of practice settings. Topics include pathology, assessments, interventions, health and wellness, and the impact of cultural and socioeconomic factors on health. The students will develop a skilled treatments plan process and implementation as well as develop skilled documentation of occupational therapy services under the supervision of a qualified fieldwork educator. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 213: Group Process and Dynamic [2 credits] – This course is foundational in that it introduces the student to interpersonal communication process and dynamics with groups. The focus is on group development and various relational communication skills, including speaking and listening, therapeutic use of self, nonverbal communication and interviewing techniques. The students learn Coles' Seven Steps of Leadership. The knowledge and skills obtained in this course will transfer to future OTA program courses. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

4th Semester of OTA Program: FALL

OTA 262: OTA Clinical Application I: Level II Fieldwork [7 credits] – This course is composed of an 8-week advanced fieldwork experience under the direct supervision of an experienced OTR or COTA, enabling students to transition into the role of an entry-level OTA. The students will demonstrate entry-level knowledge, skills and behavior. Students are assigned to various settings working across the lifespan. Student will complete 8-weeks of hybrid assignments appropriate for the fieldwork experience. The fieldwork educator evaluates the students using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

OTA 264: OTA Clinical Application II: Level II Fieldwork [7 credits] – This course is composed of a final 8-week advanced fieldwork experience under the direct supervision of an experienced OTR or COTA, enabling students to transition into the role of an entry-level OTA. The students will demonstrate entry-level knowledge, skills and behavior. Students will complete 8-weeks of hybrid assignments appropriate for the fieldwork experience. The fieldwork educator evaluates the students using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant. (Occupational Engagement, Critical Reasoning, Therapeutic Use of Self, Evidence-Based Practice, Technology, and Life Long Learning)

COURSE CONTENT, SEQUENCE RATIONALE & EVALUATION STRATEGIES

The first semester of the OTA program is designed for students to master the foundational concepts, theories, and skills required to practice as an occupational therapy assistant. Students will explore the history, current trends, and emerging practice areas in OT. The cultural, socioeconomic, and political impact on practitioners and clients as it relates to Occupational Therapy will be discussed and assessed. Separate courses on therapeutic activity analysis and human occupation, management, and kinesiology for OT for the student to master analytical skills, communication and interpersonal skills, and analysis and synthesis of motor activity. Introduction to computerized documentation using popular software is included. Students are assessed on occupational therapy principles on exams, projects, clinical reasoning in case studies, the therapeutic use of self in classroom and clinical assignments, use of technology to complete various documentation assignments and presentations, evidence-based practice research and presentations both in class and during clinical assignments. The OTA students develop a desire to become life-long learners within the profession through becoming active student members of AOTA and SCOTA (South Carolina Occupational Therapy Association). The students complete various assignments using the AOTA and SCOTA websites and participate in the Student Occupational Therapy Association (SOTA) to become informed advocates of the profession.

During the second semester, the students will recognize the way in which the symptom and process of various physical and emotional diseases and disorders associated with children, adults, and the elderly affect functional ability and interfere in performance and satisfaction associated with human occupations through the lifespan. The Clinical Introduction (Level I Fieldwork) course will run concurrently to provide a setting in which the student can ask questions, hypothesize explanations, predict outcomes, and draw conclusions based on the OT Practice Framework in a supervised authentic fieldwork setting. The students will participate in written and documentation assignments based on observation of clients' initial evaluations, treatments, and discharges. Students will be assessed on the diagnosis, symptoms, and disease processes that are commonly associated in pediatrics, adolescents, early, middle and other adulthood mental health settings and pediatric courses through exams, case study assignments, task and occupational-based activity analyses, lab practical's and competency skill check-offs (e.g., proper positioning, transfers, fabrication of splints, KEL's and Peabody assessments), as well as classroom presentations. The students complete the analysis and development of case studies both individually and as groups. The students also perform clinical assessments that will evaluate the students' application of occupational engagement, clinical reasoning, therapeutic use of self, evidence-based practice, as well as electronic documentation skills. The fieldwork educator will complete a Level I Fieldwork evaluation as the student learning assessment in the fieldwork setting.

During the third semester in the OTA program, the students will increase their knowledge and

understanding of the various roles, responsibilities, supervision, and group intervention of occupational therapy services as an OTA. The students gain an increase level of knowledge on the current management principles, including reimbursement, advocacy, and continuous quality improvement measures and the role of research within the profession. The students also increase their knowledge on the way in which the symptoms and process of various physical and emotional diseases and disorders associated with human occupations through the lifespan. Students will be assessed on the diagnoses, symptoms, and disease processes that are commonly associated with the elderly, middle and older adulthood in the practice areas of physical dysfunctions in gerontology courses through exams, case study assignments, occupational-based activity analyses, lab practical's and competency skill check-offs (e.g., medication management projects, proper positioning, wheelchair transfers, fabrication of splints, KEL's and Home Safety Checklist), as well as classroom presentations. The OTA students complete an additional Clinical Introduction II (Level I Fieldwork) course that will run concurrently to provide a setting in which the students can ask questions, hypothesize explanations, predict outcomes, and draw conclusions based on the OT Practice Framework in a supervised authentic fieldwork setting with a mandatory psychosocial focus and specific psychosocial learning objectives/assignments. The students will participate in hybrid assignments based on observations of clients' initial evaluations, treatments, and discharges. The students complete the analysis and development of case studies both individually and as groups. The students also perform clinical assessments that will evaluate the students' application of occupational engagement, clinical reasoning, therapeutic use of self, evidence-based practice, technology (e.g., electronic documentation) and will continue to build knowledge of a life-long learner in the practice area of occupational therapy. The fieldwork educator will complete a Level I Fieldwork evaluation as the student learning assessment in the fieldwork setting.

The fourth semester combines the knowledge, skills, and experience gained in the previous two semesters and the two Level I fieldwork experiences. This semester consists of two Level II fieldwork affiliations, in at least two different settings and a curriculum review workshop day post the first Level II rotation and prior to the second Level II fieldwork rotation. The benefit will allow the students an opportunity to review the OTA program content with an increased knowledge of practice experience and perform critical thinking of NBCOT test taking strategies to transition from student to the role of entry-level OTA under the direct supervision of an OTR or COTA. The students will be evaluated by the qualified fieldwork educator based on the mastery of the principles of OT, the understanding of occupational engagement of individual clients, the clients' individual disease process and the impact to the individuals and significant others within the clients' socio-cultural-economic reality, and the ability to document. Additionally, students will be evaluated on their role in the OTA-supervisor relationship, safety, clinical-reasoning skills, therapeutic use of self, and the use of electronic documentation. The final fieldwork experience will build on the previous fieldwork experience to further develop into an entry-level OT practitioner. The student will be evaluated by the qualified fieldwork educator (OTR or COTA) on the treatment, client goal modification, documentation skills, understanding of the clients'

occupational engagement, clinical reasoning skills, therapeutic use of self, evidence-based practice, use of technology (e.g., electronic documentation), and life-long learning (e.g. research projects and advocacy) as an entry-level practitioner.

The Piedmont Technical College OTA program length of study allows the OTA student adequate time to gain entry-level knowledge in the practice of occupational therapy. The program curriculum design truly allows the students to progress through Bloom's Taxonomy and the Three Domains of Learning providing the bases upon which the content, scope, and course sequencing was developed. The programs length allows the student to move from the Lower Level courses which rely on memory, identification, and recall and progress toward the Higher level courses that develop and refine the skills to apply, analyze, evaluate, and create therapeutic interventions to produce a Piedmont Technical College graduate who will a competent entry level OTA in their practice area of occupational therapy.

STRATEGIC PLAN AND PROGRAM ASSESSMENT

The OTA Program, at Piedmont Technical College, routinely and systematically analyzes data to determine the extent to which the program is meeting its stated goals and objectives. This analysis is performed with input from the following individuals, however it is not limited to: the OTA Program Director, OTA faculty, OTA Advisory Committee members, Fieldwork Educators, as well as current OTA students and graduates from the OTA Program. This report is submitted to ACOTE per the stated date and time and is required annually. **(ACOTE Standard A.5.4. and A.5.5.)**

**See ACOTE Program Strategic Plan Form and ACOTE Program Evaluation Report Template in Appendix*

The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the OTA Program at Piedmont Technical College must be 80% or higher (regardless of the number or attempts). If the OTA Program has less than 25 test takers in the 3 most recent calendar years, the OTA Program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. **(ACOTE Standard A.5.6.)**

Section II: Advising OTA Students

Admission Criteria (A.3.1.): Occupational Therapy Assistant Program

Occupational Therapy Assistant is a limited enrollment program that has special admissions requirements. These requirements must be completed before you can be accepted.

If you are a new student, there are three key steps to complete before entering the Occupational Therapy Assistant program:

Step 1: Apply to the college and [complete the enrollment process](#)

Step 2: Take the necessary courses to become Program-Ready

Step 3: Apply to the program

Program Ready Coursework: Biology 210 (Anatomy and Physiology), English 101 (English Composition I), Math 120 (Probability and Statistics), Psychology 201 (General Psychology) and Biology 211 (Anatomy and Physiology II).

Minimum GPA and Course Grade Requirements: Minimum of 2.5 in Program Ready Coursework: Program Ready GPA Calculator can be found at www.ptc.edu/prgpacalculator . Minimum 2.0 Overall PTC GPA. Minimum grade of C in all Program Ready and General Education Coursework.

Observation Hours: 20 observation hours prior to program application in two different settings. Submit [Observation/Volunteer Work Sheet](#)

Program Location and Duration: Newberry Campus. Four consecutive semesters, after program admission.

Testing Requirements: TEAS Reading and Math required for application. No minimum score required to apply. Scores expire after 3 years. Points awarded on OTA Program Application for TEAS Reading and Math scores higher than 65%

Program Application Process: Acceptance into PTC's OTA Program is competitive and limited to 24 students to begin fall semester. Students apply May 1 – 16. See Program Application Worksheet on the website for breakdown of points and Program Application Fact Sheet on details about how and when to apply.

Additional General Education Coursework for Graduation: Courses may be taken prior to or during the OTA program. If taken during the OTA program, student must be advised by OTA Program Director for scheduling. PSY 203, SPC 205 and Humanities or Fine Arts Elective.

Occupational Therapy Assistant Program: Graduation Plan General Education Courses (To be completed prior to 4 th OTA Semester)				
<i>Course</i>	<i>Course Description</i>	<i>Prerequisites/Corequisites</i>	<i>Semester(s)</i>	<i>Credit Hours</i>
PSY 203	Human Growth and Development	Prereq: ENG 100, RDG 100	FA	3
SPC 205	Public Speaking	Prereq: ENG 101 or 165	FA SP SU	3
	Humanities/Fine Arts	Prereq: May vary by course	FA SP SU	3
TOTAL				9
Program Ready Courses (To be completed prior to application of the OTA Program)				
<i>Course</i>	<i>Course Description</i>	<i>Prerequisites/Corequisites</i>	<i>Semester(s)</i>	<i>Credit Hours</i>
BIO 210	Anatomy and Physiology I	Prereq: ENG 100, RDG 100, MAT 032/012	FA SP SU	4
BIO 211	Anatomy and Physiology II	Prereq: BIO 210 (min grade C)	FA SP SU	4
PSY 201	General Psychology	Prereq: ENG 100, RDG 100	FA SP SU	3
ENG 101	English Composition I	Prereq: ENG 100, RDG 100	FA SP SU	3
MAT 120	Probability and Statistics	Prereq: MAT 152 (min grade C)	FA SP Su	2
TOTAL				16
Fall Semester				
<i>Course</i>	<i>Course Description</i>	<i>Prerequisites/Corequisites</i>	<i>Semester(s)</i>	<i>Credit Hours</i>
OTA 101	Fundamentals of Occupational Therapy	Prereq: Admission to Program Coreq: OTA 105, 203, and 213	FA	3
OTA 105	Therapeutic Analysis	Prereq: Admission to Program Coreq: OTA 101, 203, and 245	FA	3
OTA 203	Kinesiology for Occupational Therapy	Prereq: Admission to Program Coreq: OTA 101, 105, and 245	FA	3
OTA 245	OT Departmental Management	Prereq: Admission to Program Coreq: OTA 101, 105, and 203	FA	2
TOTAL				11

Spring Semester				
<i>Course</i>	<i>Course Description</i>	<i>Prerequisites/Corequisites</i>	<i>Semester(s)</i>	<i>Credit Hours</i>
OTA 142	Clinical Introduction I (Level I Fieldwork)	Prereq: OTA 101, 105, 203, & 245 Coreq: OTA 162, 155 and 176	SP	1
OTA 155	Gerontology	Prereq: OTA 101, 105, 203, & 245 Coreq: OTA 142, 162 and 176	SP	2
OTA 162	Psychosocial Dysfunctions	Prereq: OTA 101, 105, 203, & 245 Coreq: OTA 142, 162 and 176	SP	3
OTA 176	Pediatric Development and Dysfunctions	Prereq: PSY 203, OTA 101, 105, 203, & 245 Coreq: OTA 142, 155 and 162	SP	4
TOTAL				10

Summer Semester				
<i>Course</i>	<i>Course Description</i>	<i>Prerequisites/Corequisites</i>	<i>Semester(s)</i>	<i>Credit Hours</i>
OTA 144	Clinical Introduction II (Level I Fieldwork)	Prereq: OTA 142, 162, 155 and 176 Coreq: OTA 164 and 213	SU	1
OTA 164	Physical Dysfunctions	Prereq: OTA 142, 162, 155 and 176 Coreq: OTA 144 and 213	SU	6
OTA 213	Group Process & Dynamics	Prereq: OTA 142, 162, 155 and 176 Coreq: OTA 144 and 164	SU	2
TOTAL				9

Fall Semester				
<i>Course</i>	<i>Course Description</i>		<i>Semester(s)</i>	<i>Credit Hours</i>
OTA 262	Clinical Application I (Level II Fieldwork)	Prereq: All OTA courses (min grade C)	FA- Mini A	7
OTA 264	Clinical Application II (Level II Fieldwork)	Prereq: All OTA courses (min grade C)	FA- Mini B	7
TOTAL				14

Admission

The OTA Program at Piedmont Technical College does not admit students on the basis of ability to benefit (as defined by the USDE as admitting students who do not have either a high school diploma or its equivalent). The admission process at Piedmont Technical College requires a prospective student to submit either an official high school transcript or GED and any additional college transcripts after application to the college has been submitted. **(ACOTE Standard A.4.5.)**

The OTA Program adheres to the Piedmont Technical College policy on non-discriminatory practices in relation to the faculty, staff, applicants and students during recruitment, employment and admission practices.

Health Care Division Program Applicants who wish to qualify for admission into the Health Care Division must meet PTC general college requirements and the specific admission requirements for the Health Care Division program of choice as stated in the PTC Academic Catalog. These requirements are needed in order to ensure that students have a background in science and mathematics, which will enable them to meet the competency demanded by the workplace. The health assessment forms along with completed immunization records are required by each student prior to attending the selected Health Care Division program. **(ACOTE Standard A.3.2.)**

Exemption Credit for Transfer Students

Admission of transfer students requires transfer exemption by individual department heads for each subject. These arrangements should be made two weeks prior to course registration with department heads or individual instructors. STUDENTS will be responsible for obtaining transcripts and following up with student records. A grade of “C” or better is required for all course work transferred in. Students transferring in Occupational Therapy Assistant credits will be required to audit the classes if they are less than two years old. Occupational Therapy Assistant classes more than two years old will not be transferred in. They must also pass a clinical competency test.

Readmission (Per Health Care Division Handbook)

Students enrolled in any program who do not progress in the curriculum sequence for any reason (academic or personal), must seek readmission in order to repeat a course or progress to another clinical course. Eligibility for readmission is based on meeting the criteria below, and course and space availability.

A student must:

1. Complete and submit the Readmission Application available online within the established timeframe at <https://www.ptc.edu/nursinghealth-science-readmission>
2. Must be in good academic standing with the college;
3. Have no more than one prior unsuccessful attempt in a Health Care Division program course. Readmission is limited to two attempts per program and three attempts in any Health Care Division program combined (*with exception to the nursing program and

cardiovascular technology). An unsuccessful attempt is defined as receiving a D, F, U or W in a Health Care Division program course (e.g. unsuccessful completion of two courses in the same semester counts as two attempts)

4. Students who are eligible for readmission but cannot complete the specific program within the time limits allowed for the program must re-apply for the beginning of the program based on specific program accreditation policy. Re-entry at the beginning of a program does not negate previous attempts in a program.
5. Any student desiring readmission to the any Health Care Program may be required to demonstrate competency and remediation in all classes completed.
6. Meet the following additional conditions of eligibility: a. Updated Castle Branch health requirements according to current criteria, proof of current CPR certification and hospital orientation; b. Maintain professional malpractice insurance issued through the College; c. Submit to a new background check and drug screening if the student has been out for one entire semester or longer.

Any student who has used the maximum allowable attempts may be granted one additional Health Care program attempt after a minimum of 5 years from the last Health Care program course.

Advising

The OTA Program at Piedmont Technical College assigns every student an OTA faculty advisor once they declare OTA as their major and when they are accepted into the professional phase of the Occupational Therapy Assistant degree program. The student will be notified of his or her advisor in a letter attached to their Piedmont Technical College D2L account. The key role of the OTA advisor is to assist the student in meeting the major requirements of the program in which he or she is enrolled, serving to counsel the student regarding departmental policies, procedures, and operations. This may include scheduling and registration of classes in the major, meeting Piedmont Technical College requirements for completion of their Associate's degree, developing an alternate plan of study when necessary, directing the student in grievance or appeal procedures, and counseling about personal matters that are directly related to the academic demands of the OTA program.

Specific OTA advisor responsibilities related to student performance may include, but are not limited to, the following: (A.3.7.)

- Scheduling classes each semester.
- Maintenance of student records within the OTA department, which includes demographic data, relevant communication, fieldwork evaluation forms, Professional Development Forms/Evaluations, Learning Contracts, etc.
- Meeting with the OTA student quarterly to review academic progress towards the OTA major and graduation. Each student will sign the quarterly review as

acknowledgment that he or she met with the OTA advisor and reviewed the academic plan. The OTA student will be provided a copy of the academic plan for his or her files.

- Provide regular communication regarding Health Science/OTA Program policies and procedures.

The student has the right to decline a meeting that has been requested by the OTA advisor at Piedmont Technical College. If the student declines a meeting, the student will be required to sign a statement that he or she declined the advising meeting and state the reason why he or she declined the meeting. This documentation will be placed in the student's academic file.

(ACOTE Standard A.3.9.)

Student Advising Guidelines

The Piedmont Technical College Occupational Therapy Assistant Program values the process of advising our students as a means of professional development with the goal of preparing the OTA students for a career in Occupational Therapy. The OTA program does recognize the high demands and expectations of the program; this is why our advising process is designed to assist the student towards academic success.

The OTA program will assign every student once they declare their major as OTA as well as accepted into the Occupational Therapy Assistant degree program, will be assigned to an OTA faculty advisor. The student will be notified of his or her advisor in letter attached to their Piedmont Technical College D2L account. The key role of the OTA advisor is to assist the student in meeting the major requirements of the program in which he or she is enrolled, and serving to counsel the student regarding departmental policies, procedures, and operations. This may include scheduling and registration of classes in the major, meeting Piedmont Technical College requirements for completion of their Associates degree, developing an alternate plan of study when necessary, directing the student in grievance or appeal procedures, and counseling about personal matters that are directly related to the academic demands of the program.

Specific OTA advisor responsibilities related to student performance may include, but not limited to the following: ()

- Scheduling classes each semester
- Maintenance of student records within the department, which includes demographic data, relevant communication, fieldwork evaluation forms, Professional Development Forms, and copies of any exceptions or letters regarding the academic plans of study.

- Meeting with the OTA student quarterly to review academic progress towards the OTA major and graduation. Each student will sign the quarterly academic review as acknowledgement that he or she met with the OTA advisor and reviewed academic plan.
- Provide regular communication regarding Health Science/OTA departments' policy and procedures. **(ACOTE Standard A.3.5. & A.3.7.)**

The student has the right to decline a meeting that has requested by the Piedmont Technical College OTA advisor. If the student chooses to decline a meeting, the student will have to sign a statement that he or she declined the stated meeting and state reason. The meeting declined statement will be placed in the student's academic folder under the advising tab.

The student is ultimately responsible for his or her academic progress, and needs to understand clearly the requirements of the academic major. A student should consult with an OTA advisor; review the program requirements on the website or in the catalog and use the DegreeWorks tool in Pathway to ensure that all classes are appropriately selected.

STUDENT SUPPORT SERVICES (ACOTE STANDARD A.3.6.)

There are several student support services that Piedmont Technical College OTA students have access to while enrolled in the curriculum; including onsite and online resources. DegreeWorks is a tool in Pathway can be used by students to monitor their progress towards graduation. By using this tool, a student can see how completed coursework meets the graduation requirements for the selected major. The Academic Advisor can assist the student to develop a semester by semester educational plan that is accessible in DegreeWorks. This audit is not your official academic transcript and it is not official notification of completion of degree or certificate requirements. To view more student support services available please access the following institutional link: <https://www.ptc.edu/college-resources/grant-programs/student-support-services>

Instructional Complaint or Appeal Process

Refer to the Student Instructional Complaint/Appeal Process in the Student Calendar and Handbook. This procedure can also be found at https://www.ptc.edu/sites/default/files/documents/student_development/instructional_complaint_appeal-54.pdf.

General OTA Student Information:

Change of Name/Address/Phone Number

If a health science or nursing student changes his/her name, address, or phone number the student must submit a Student Information Change form to the Student Records Department or complete the change in their student Pathway account.

Communication

Communication between department faculty, staff, and students is facilitated through Brightspace Desire 2 Learn course management system (D2L BRIGHTSPACE). It is the student's responsibility to check their D2L BRIGHTSPACE accounts daily for important information and updates about the Health Care Division programs. Students are responsible to check Pathway and D2L BRIGHTSPACE for important dates of upcoming events. It is recommended that students download and use the Brightspace App as it will alert students to any updates within the courses.

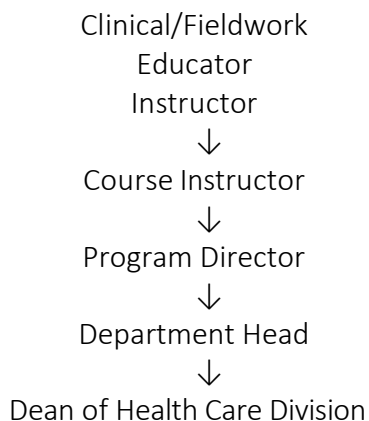
Students must send and receive emails through D2L Brightspace in order for the email to be delivered. Emailing from a personal email account to a Brightspace email account may not be delivered.

Student References

Faculty will only provide references for students once a release form has been signed and a copy filed in the student's file. When signing the release form, the student is giving permission for official representatives of the program to communicate, either in writing or electronically with potential employers in order to provide employment references. Should students request a reference, students are requested to provide the name and address of the person to whom they wish the reference to be sent.

Lines of Communication

In the Nursing and Health Science Departments, students should utilize this line of communication when attempting to make complaints, solve problems, offer suggestions, get questions answered, etc. This line of communication **must** begin with the student's clinical instructor or course instructor and only then proceed as follows:



Field Trips/Workshops/Conferences

The Health Care Division endorses a variety of educational experiences related to the student's curriculum. Any student who participates in these extra curriculum experiences becomes a representative of this college and their respective program. Students are expected to conduct themselves in a mature manner following PTC's College Code of Conduct. Students must be dressed per instructor specifications. In addition, all students and faculty must complete a field-trip Information form located in the Appendix prior to the trip.

Personal Electronic Devices

Refer to the Piedmont Technical College Student Calendar and Handbook for Use of Cell Phones and Other Electronic Devices.

https://www.ptc.edu/sites/default/files/documents/student_services/student_calendar_handbook_2019-2020_rev.pdf

Electronic devices must be off in all educational locations. Students are only allowed to use electronic devices for educational purposes as directed by the instructor. **If violated, disciplinary action may result by adherence to the Student Code for the South Carolina Technical College System located in the Student Calendar and Handbook.**

Social Media/Networking Policy

Refer to the Piedmont Technical College Student Calendar and Handbook for Use of Social Media.

https://www.ptc.edu/sites/default/files/documents/student_services/student_calendar_handbook_2019-2020_rev.pdf

Piedmont Technical College students, faculty, and staff should exercise caution, sound judgment, common sense, and professionalism when using social media sites. Improper use including unprofessional or unethical conduct and breach in confidentiality may violate state and federal laws.

As a result, disciplinary action may result by adherence to the Student Code for the South Carolina Technical College System located in the Student Calendar and Handbook. These Guidelines cover all social media platforms.

OTA Student Information

Due to academic workload, students are advised not to be employed full-time during the OTA courses. OTA program courses and fieldwork hours may extend from 7:00 am to 7:00 pm. Students may travel up to two hours from home address to fieldwork level I and level II sites. Each student can have 1 absences (excused or unexcused) during each course per semester. Tardiness or leaving early will result in an absence.

Health Care Division Grading:

Quiz Policy

- A scheduled or unscheduled quiz may be given on any class day and may cover previous lecture material or may be on the topic of the day. Quiz questions may be given in a randomized delivery or additional quiz questions for make-up assessments at the instructors discretion.
- Only students in their seats at the announcement of the quiz will be allowed to take the quiz.
- If student is unable to take a quiz for any reason, a “0” will be given.
- Missed quizzes will not be made up and a grade of “0” will be recorded, with the exception for students required to attend jury duty, appear in court, or participate in required military duty, or have a documented medical excuse. Refer to the Absence Related to Jury Duty, Mandatory Court Appearances or Military Duty section of the handbook for more information.

Test/Quiz Review Policy

- Students have 5 instructional days from the date the grade was posted to make an appointment with the instructor to review the test/exam/quiz. After 5 instructional days have passed, the test/exam/quiz will not be available for review.
- Student may only bring car keys to test/exam/quiz review.

Assignment Policy

- Assignments are due by the designated due date in the D2L shell and assignment tab as instructed.
- If instructor is unavailable when a turn-in assignment is due the student must have the assignment dated, timed, and initialed by an available faculty or staff member prior to submission.
- Late assignments will not be accepted.
- Missed assignments due to absences will not be accepted, with the exception for students required to attend jury duty, appear in court, or participate in required military duty. Refer to the Absence Related to Jury Duty, Mandatory Court Appearances or Military Duty section of the handbook for more information.
- Failure to follow the assignment policy will result in the student receiving a grade of “0”.

**The Web-based Assignment policy, Test/Exam Policy, Quiz Policy, Test/Quiz Review Policy, and Assignment policy may vary for the Respiratory Care Program, and the Veterinary Program. Please refer to their programmatic policies.*

Test/Exam Policy

It is strongly recommended that all personal items be left in the student's personal vehicle. PTC is not liable for any items left outside of the classroom. Violation of these policies may result in adhering to the Student Code of for the South Carolina Technical College System.

**** See Health Care Division Handbook for further details.**

The faculty will use the Piedmont Technical College grading scale (see catalog) unless otherwise stated in a Course Information link:

A:	94 - 100
B:	85 - 93
C:	75 - 84
D:	70 - 74
F:	69 and below

The lowest acceptable grade for all nursing and health sciences courses is C (75%). Final course grades will be computed out one decimal place. Then the final grade will be determined **without rounding so that 75.0 and above is passing but 74.9 and below is not.** **** See Health Care Division Handbook for further details.**

Program Graduation Requirements

Core OTA Courses

Students must pass all core OTA courses with a minimum of a "C" or a 75% to progress in the OTA program sequences. The OTA Program does not round up overall or final grades in order to meet the 75%. Students who fail to earn a "C" or better in a core OTA course will be required to repeat the course at its next offering, typically the following academic year. See the OTA readmission policy. Core OTA courses include: OTA 101, OTA 105, OTA 203, OTA 245, OTA 142, OTA 144, OTA 155, OTA 162, OTA 164, OTA 176, OTA 213, OTA 262, and OTA 264.

Students must maintain a grade point average of 2.25 to remain in the OTA Program at Piedmont Technical College. Successful completion of all fieldwork with a score of Pass and a number grade of 75 or higher in all coursework is required for graduation. All OTA students must complete Level II fieldwork affiliations within eighteen (18) months following completion of the didactic courses. Level II fieldwork is only offered in the FALL semester at Piedmont Technical College. **(ACOTE Standard A.3.4.)**

Evaluations: Course and Program (ACOTE STANDARD A.3.5.)

OTA students will complete evaluations of courses and faculty performance. These evaluations provide essential information to identify success as well as areas for improvement. Student's courses and curricula are evaluated in several ways:

1. Piedmont Technical College OTA Course and Instructor Evaluations: Students' ratings and written comments on *Course and Instructor Evaluations* give feedback to individual faculty about the courses they teach each semester. These ratings also become a part of the faculty member's employee file and are used by administrators to evaluate faculty for performance evaluations, promotion, etc. Students are advised to use their ratings and comments to give constructive feedback to faculty while considering the long-range impact of these ratings and comments. Students may also be asked to assist the course instructor in evaluating teaching assistants.
2. Piedmont Technical College OTA Program Evaluations: Students will evaluate the OTA program less than 30 days after graduation via mail. Student feedback on these evaluations provides valuable information from the student's perspective.
3. Informal feedback: Students give faculty informal information as they interact with faculty in and out of class, and through their performance on tests and other assignments.

OTA Field Trip Policy

The OTA program will sponsor academic field trips throughout the OTA curriculum. Field trips are defined by the Piedmont Technical College OTA program as a group experience related to a class that extends outside of the college setting under the direct supervision of an OTA faculty/staff member. The academic related field trips may include exposing OTA students to various OT practice settings across the lifespan, as well as the emerging areas of occupational therapy practice settings. The OTA field trips will in no way take the place of a Level I or Level II fieldwork experience. This is an added value to the students to perform a group experience within a related course.

Section III: OTA Program Policies and Procedures

SPONSORSHIP AND ACCREDITATION

Piedmont Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Piedmont Technical College. **(ACOTE Standard A.1.1.)**

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA (2682) and its web address is www.acoteonline.org. **(ACOTE Standard A.4.3.)**

Piedmont Technical College assumes primary responsibility for the appointment of all faculty, admission of students, and curriculum planning at the Newberry Campus location where the OTA Program is offered exclusively. This also includes course content, satisfactory completion of the educational program, and granting of the AAS degree in Occupational Therapy Assistant. Piedmont Technical College also assumes the responsibility for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to the OTA students in the fieldwork setting are appropriate to the program. The Dean of Health Science, VP of Academic Affairs, and Department Chair signatures of approval are on each OTA syllabus demonstrating the involvement of Piedmont Technical College with curriculum planning and approval of course content. **(ACOTE Standard A.1.4.)**

The Piedmont Technical College OTA Program understands that it must:

- Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.

- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.
- Comply with the current requirements of all ACOTE policies. **(ACOTE Standard A.1.5.)**

ACADEMIC RESOURCES

Piedmont Technical College understands that the OTA Program must identify an individual as the Program Director who is assigned to the OTA Program on a full-time basis. Piedmont Technical College understands that the Program Director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to the regulations in South Carolina. Piedmont Technical College also understands that the Program Director must hold a minimum of a master's degree. The OTA Program Director is responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development. **(ACOTE Standard A.2.1.)** **See Job Description for OTA Program Director, ACOTE Summary of Program Director Credentials Form, ACOTE Program Director Data Form, and ACOTE Faculty Data Form in Appendix*

The OTA Program must have at least two full-time equivalent (FTE) faculty positions at each accredited location where the program is offered. At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant. **(ACOTE Standard A.2.2.)**

The OTA Program Director and all OTA faculty possess the academic and experiential qualifications and backgrounds that are necessary to meet the OTA Program objectives and the mission of Piedmont Technical College. This is evident in the job descriptions of roles/responsibilities, faculty qualification certificates, Occupational Therapy Faculty Data forms, and curricula vitae of the OTA Program Director and all OTA program faculty. **(ACOTE Standard A.2.3.)**

Piedmont Technical College understands that the OTA Program must identify an individual for the role of Academic Fieldwork Coordinator who is specifically responsible for the OTA Program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy program as a full-time faculty member as defined by ACOTE. The Academic Fieldwork Coordinator will be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. In addition, Piedmont Technical College understands that the OTA Program Academic Fieldwork Coordinator must be a licensed or otherwise regulated occupational therapist or occupational therapy assistant. Academic Fieldwork Coordinators must hold a minimum of a baccalaureate degree.

(ACOTE Standard A.2.4.) * See Job Description for OTA Program Academic Fieldwork Coordinator, ACOTE Faculty Data Form, and ACOTE Academic Fieldwork Coordinator Data Form in Appendix

The OTA Program at Piedmont Technical College also understands that core faculty who are occupational therapists or occupational therapy assistants must be currently licensed or otherwise regulated according to the South Carolina Board of Occupational Therapy (SCBOT). Specific information can be found on the following website:

<http://www.llr.state.sc.us/POL/OccupationalTherapy/> **(ACOTE Standard A.2.6.)**

Piedmont Technical College understands that all occupational therapy assistant faculty who are full-time must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body. **(ACOTE Standard A.2.7.)**

The OTA Program at Piedmont Technical College is currently offered exclusively at the Newberry Campus. There are no additional accredited locations or OTA faculty at additional locations within the Piedmont Technical College campuses. **(ACOTE Standard A.2.8.)**

The OTA Program at Piedmont Technical College understands that the faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal. **(ACOTE Standard A.2.9.)**

The OTA Program at Piedmont Technical College understands that an allocated budget of regular institutional funds not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the programs' obligation to matriculated and entering students. **(ACOTE Standard A.2.11.)**

Exclusively the OTA Program utilizes the laboratory and classroom space, on the Newberry Campus, provided by Piedmont Technical College. **(ACOTE Standard A.2.12.)**

The OTA Program at Piedmont Technical College is offered exclusively in a traditional educational setting. The OTA Program is not offered in a distance-learning format at Piedmont Technical College. The OTA Program accepts a maximum of 24 students on a full-time basis. **(ACOTE Standard A.2.15.)**

Policy for accepting TRANSFER Students from another accredited OTA/OT program

Students from other accredited OTA programs may apply to transfer to the OTA Program at Piedmont Technical College. Acceptance into the program depends upon evidence of completion of equivalent academic and/or fieldwork related coursework and upon space availability in the OTA Program. Students requesting a transfer review must submit the following: transcripts, course syllabi, and a letter of introduction from the OTA Program Director of the program where the student was previously enrolled. Students should also submit a written request to the Piedmont Technical College OTA Program Director and allow four to five weeks for processing.

Incoming transfer students are subject to hands-on skills and theory testing to confirm current competency prior to final course placement. Students may not transfer to take only the Level II fieldwork courses. (ACOTE Standard A.3.3.)

OPERATIONAL POLICIES

The OTA Program at Piedmont Technical College will report current and accurate information regarding student and program outcomes on the OTA Program's web page. At a minimum, the following data must be reported for the previous 3 years:

- Total number of OTA program graduates
- Graduation rates

The OTA Program will provide a direct link to the National Board for Certification in Occupational Therapy (NBCOT) program data results on the Piedmont Technical College OTA Program's home page. The link to this required data on the NBCOT website is:

<https://secure.NBCOT.org/data//schoolstats.aspx>.

(ACOTE Standard A.4.2.)

The OTA Program at Piedmont Technical College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA and its web address is www.acoteonline.org. ACOTE's web address must also be published on the OTA Program's home page. Piedmont Technical College understands that the OTA Program must publish its accreditation status and the name, address, and telephone number of ACOTE on all of the following materials used by Piedmont Technical College: catalog, web site, and OTA brochures or flyers made available to prospective students. (ACOTE Standard A.4.3.)

The OTA Program adheres to the Piedmont Technical College policy on non-discriminatory practices in relation to the faculty, staff, applicants and students during recruitment, employment and admission practices.

The OTA Program at Piedmont Technical College adheres to the policy and procedures published in reference to handling student and faculty grievances and complaints against the OTA Program. The OTA students and faculty are to follow the published process stated in the **Piedmont Technical College Student Handbook or Employee Handbook** and complete/forward forms per the directions in a timely manner to the specified department for follow-up. (ACOTE Standard A.4.4.)

The OTA Program at Piedmont Technical College documents and publishes student graduation, retention, certification, and credentialing requirements on its website. **(ACOTE STANDARD A.4.6.)**

Graduates of the OTA program at Piedmont Technical College will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. **(ACOTE STANDARD A.4.6.)**

Section IV: Fieldwork / Lab

Student Files and Records

Castle Branch, Inc. is used to store student's confidential records (health form, CPR, criminal background and drug screening reports, etc.). Castle Branch must be purchased and completed by each student independently, prior to the first day of each semester in order to enter the OTA Program semester and continue towards graduation. Each Student is solely responsible for fees associated with the Castle Branch requirements. If a student desires to have copies of his/her personal health records, he/she must sign-in to his/her personal Castle Branch account by going to www.castlebranch.com.

Before starting a clinical rotation, each student's Castle Branch requirements must be updated and current. Each student is responsible for making sure none of the stated requirements expires during fieldwork rotations. Failure to keep Castle Branch requirements current will result in removal from the clinical setting until the requirement is met and an agreement is met on a date for returning to their assigned clinical site between the fieldwork educator, academic fieldwork coordinator and student.

If a facility requires any additional immunizations, background checks, health requirements, specific scrub attire, etc. it is the student's responsibility to obtain everything that is required and submit documentation in a timely manner. The student will be responsible for any additional fees incurred with these additional health requirements.

Any student who changes programs or stays out of a program for one semester or longer will be required to submit a new criminal background check and drug screen upon reentry to any Healthcare Division program.

Student Health Status Changes

Any student who has been subject to surgery, injury, or extended physical/mental illness must have a signed clinical release from his/her physician indicating that he/she may return to classroom or clinical at full capacity, without restrictions. A student may not return to clinical if he/she cannot perform at full capacity. Clinical agencies reserve the right to determine if a student may practice in their facility while under a physician's care. Students who fail to provide a signed clinical release will be unable to attend clinical/laboratory and will be subject to the clinical/lab attendance policy.

Student Pregnancy

Any student who is pregnant and experiences pregnancy or delivery complications need to communicate with her instructor about any situation that would interfere with attending clinical or classroom activities. PTC is willing to work with students that may have pregnancy related issues and may need accommodations to complete the semester. A student must have a signed clinical release from her physician indicating that she may return to clinical at full capacity. A student may not return to clinical if she cannot perform at full capacity. Clinical agencies reserve the right to determine if a student may practice in their facility while under a

physician's care. Students who fail to provide a signed clinical release will be unable to attend clinical/laboratory and will be subject to the clinical/lab attendance policy.

Professional Liability Insurance

All students are required to carry professional liability insurance by the State of South Carolina. This insurance covers the person only in the clinical area while in the student role. Liability protection is obtained through PTC and the cost will be the students' responsibility. Each student is required to provide the OTA Program Academic Fieldwork Coordinator with a copy of the liability coverage before the first day of each semester. Failure to submit a copy of your liability coverage will prevent the student from starting the proceeding semester.

Accidental Injury or Exposure Protocol for Students in Clinical

This protocol is to provide detailed information on how to obtain appropriate treatment for a student who has been involved with an accidental injury in the clinical agency.

1. Immediately inform the instructor of the incident and the supervisory personnel in the clinical agency;
2. Complete the Incident Report for the agency and/or an Accidental Injury/Exposure Report for the college. On campus exposure must be reported to Campus Police and Security to complete and file the report for the college;
3. If an agency has an Employee Health Office, refer student to that office for assessment. If no Employee Health Office or the equivalent is available refer the student to the Emergency Room; Campus Police and Security require additional information from the following as well: supervisory report from clinical agency, employee health at the clinical agency, and any emergency room or physician care documentation;
4. A student who is exposed in clinical/externships must submit all bills to the Human Resource Officer of the college, to initiate payment. A student who is exposed in the laboratories on campus must take all bills to the Business Office at Piedmont Technical College. Failure to do so may make the student ultimately responsible for all costs incurred.

Note from Campus Police and Security: Report from clinical agency or physician must be provided to PTC Campus Police and Security.

Dress Code and Clinical Requirements

UNIFORM: Only school mandated tops and pants will be acceptable. Undergarments should not be visible. Colors of undershirts are limited to solid options of white, navy, black, and grey.

LAB COATS: Only approved PTC lab coats with the official Piedmont Technical College logo may be worn over the uniform in clinical, fieldwork, or lab settings. Personal coats are not allowed in clinical facilities.

SHOES: Shoes must be one solid color. Extravagant designs or colors are not allowed. No clogs, sandals, canvas, or open heels or toes.

HOSIERY/SOCKS: Student are permitted to wear solid colored socks and/or stockings.

WATCH: A watch with ability to count seconds is required in the OTA Program.

NAME/PICTURE BADGE: PTC ID and specific agency badge must be worn on uniform top. Obtain picture ID from library on Lex Walters Campus and appropriate healthcare facility. At the end of each course or upon withdrawal, the agency specific badge must be returned to the course instructor. A fee may be assessed for replacement badges.

JEWELRY: Only a wedding band is permissible. Facial jewelry may only be worn on the ears, limited to one small stud per ear. Nose rings, brow piercings, nose piercings, tongue piercings, and/or cheek piercings are not allowed.

HAIR: Hair should be neat, clean and off the uniform collar in a controlled fashion. Ponytails must be controlled and not drop forward when giving patient care. Bangs must be contained and not drop forward into the face when providing care. Hair must be a natural human color. Beards and mustaches must be neatly trimmed.

COSMETICS: Natural looking only. No bright eye or lip color. No artificial eyelashes.

NAILS: Clean, short, and without polish. Nails should not protrude over the ends of the fingers when the hand is held directly in front of the face with the palm toward the face. No nail treatment of any kind is allowed.

SMOKING/VAPING: Not permitted at any clinical setting, whether in uniform or street clothes. Smoke odor will be brought to the attention of the student and may result in being dismissed from the clinical site.

CHEWING GUM: Chewing gum is not allowed while in lab or clinical setting.

TATTOOS: Tattoos considered offensive or inappropriate are not permitted and must be covered while at clinical. Tattoos and body art from the neck up are not permitted.

PERSONAL HYGIENE: Body must be kept clean and free from odor. Use of deodorant is recommended. Perfume or aftershave is not permitted. Noticeable halitosis, body or smoke odor will be brought to the attention of the student.

ADDITIONAL NOTES:

- The student is required to adhere to the uniform policy of the clinical facility or Piedmont Technical College in which he/she is assigned. Any additional regulations of the clinical facility which are not covered in this handbook must be met by the student.
- Students may not wear any Piedmont Technical College healthcare student identification or uniform except while they are in their role as the student. Doing so will result in disciplinary action up to and including dismissal from the program.
- Electronic devices are not allowed in the clinical setting for personal use unless prior permission is given by your instructor.
- Failure to arrive at clinical/laboratory with appropriate ID badge(s) and proper uniform will result in dismissal from the clinical site that day and an unexcused absence will be recorded.

Clinical/Lab Attendance Policy

Because of the unique nature of the clinical experience and to prepare students for employment, the faculty will adhere to the following clinical/laboratory attendance policy.

Tardies

Tardies and early departures are not professional attributes. A tardy is five minutes late. After the first tardy the student will receive a documented verbal warning. For any subsequent tardies, the student will not be permitted to remain in clinical/laboratory for that day and an absence(s) will be recorded. In addition, if a student arrives more than 15 minutes after the onset of the clinical/laboratory, the student will not be permitted to remain in clinical/laboratory for that day and an absence will be recorded.

Early Departures

Early departure is leaving prior to the end of the scheduled clinical/laboratory day. No student is allowed to leave clinical/laboratory early without the instructor's permission. After the first early departure, the student will receive a documented written warning. For any subsequent early departure(s), the student will not receive credit for the day and an absence(s) will be recorded.

Absences

Attendance is mandatory for all scheduled fieldwork education days. The fieldwork educator (FWE) and the OTA program Academic Fieldwork Coordinator (AFWC) must be contacted by phone notifying them of an absence 30 minutes BEFORE the start time for that day. Failure to

notify the fieldwork educator and the OTA program Academic Fieldwork Coordinator(AFWC) with an explanation of the absence 30 minutes prior to the start of the clinical day demonstrates unprofessional clinical behavior and will be documented as an unexcused absence with a written warning notice; **a second unexcused absence will result in a failure of the fieldwork course.** The student will then have 5 instructional days from the missed clinical date to email the OTA program Academic Fieldwork Coordinator (AFWC) via D2L BRIGHTSPACE to provide documentation verifying the absence and to request the make-up clinical experience. Failure to request the make-up experience per the above policy will result in forfeit of those clinical hours and no-makeup experience will be scheduled

Make-up Clinical Experience

Only 1 make-up clinical experience will be allowed per course. Make-up clinical experiences may not be the same as typical schedule.

Note: Any alteration of the fieldwork schedule must be mutually agreed upon between the FWE, AFWC, and the OTA student. The fieldwork requirements are the minimum necessary to meet the required objectives for each fieldwork course and the progression requirements for the OTA program. Any fieldwork time that is missed must be made up at the same fieldwork site prior to completion of that fieldwork course and prior to beginning another fieldwork course. If any missed time is not made up by the designated completion date, the student will not receive a passing grade for that fieldwork experience and will be withdrawn from the OTA program.

Regarding holidays and college closures, students are to follow the schedule of the facility and not the schedule of PTC. The AFWC will be available, if needed.

Fieldwork Hours

Students are required to make the necessary arrangements to be able to travel and participate in the fieldwork hours of their assigned FWE. Fieldwork site hours vary greatly with some sites scheduling clients earlier or later in the day. Students must be available and present during those hours. Weekend hours are occasionally required. The OTA program makes the recommendation that fieldwork sites limit the student's fieldwork hours to a maximum of 40 hours per week, but no less than 32 hours. If a FWE works 10-hour days, the student, FWE, and AFWC must agree on a schedule that meets the minimum requirements of the fieldwork experience and is acceptable to all parties. The FWE and the student should have a discussion regarding the student's schedule (days and hours) prior to the start date.

Traveling from students home address provided to the college to the clinical placement can be up to 100 miles. Students are also responsible for travel performed in various settings to see clients (between schools in a school district, homes in home health, etc.)

Student Placement

Fieldwork placement assignments are made by the OTA program Academic Fieldwork Coordinator (AFWC). Each student will have the opportunity to list out their top settings, and locations. The AFWC will take these requests into consideration, but they do not guarantee placement. It is the responsibility of the AFWC to make the calls for possible placement. OTA students should NOT call clinical locations on their own accord.

Patient Abandonment

Patient abandonment is defined as any student who leaves the assigned clinical area and/or clinical facility without the instructor's permission. **If violated, disciplinary action may result by adherence to the Student Code for the South Carolina Technical College System located in the Student Calendar and Handbook.**

Emergency Contact of Student during Class or Clinical

While on campus, students should provide the number for Public Safety (941-8000) to significant others in case that emergent contact should need to be made.

Students are responsible for notifying significant family members, baby sitters, etc., of their location during the day(s) of their clinical experience. The phone number of the clinical area where the student can be reached should be provided to the appropriate individual(s) for contact in the case of extreme emergencies.

Student Dismissal as an Employee of a Clinical Facility or Health Care System

It is the student's responsibility to notify the Health Care Division Dean in writing if he/she has been dismissed as an employee from a facility or health care system where he/she is scheduled to have a clinical experience. All clinical sites used by the college have their own particular Human Resources policy and have the right to determine if a student will be allowed to come to their facility for clinical study. If a student is denied access to any clinical agency, it may result in the student being ineligible for enrollment in clinical/lab courses that may impact progression in the program.

Clinical Assignment

Students will receive course/clinical assignments each semester. A great deal of planning goes into making courses/clinical assignments, which ensure that students have quality experiences that meet our standards. Faculty make efforts to ensure as much diversity as possible in classes/clinical. For these reasons, students are expected to abide by the course/clinical assignments as posted.

Student Refusal of Clinical Assignment

Student assignments are made conscientiously and designed to meet learning needs of the student. Consideration of special needs of the student may be included when making assignments. Student safety is also considered when clinical assignments are made. Students

who are concerned about an assignment must review their programs Code of Ethics, Standard Precautions, and/or relevant hospital policies prior to discussing the assignment with the instructor. This discussion will be documented and will include the:

1. Nature of the assignment including data that indicate that the assignment is appropriate for the student based on the student's knowledge level;
2. Student's reasons for concern;
3. Final outcome/decision

Professional Confidentiality

All information regarding clients must remain strictly confidential. Information about a client will not be shared or discussed with any person other than those directly involved with the aspect of care that requires such knowledge. At no time should a student use his or her position to seek information about a client other than the client to which he or she has been assigned. Case discussion, consultation, examination and treatment are confidential and will be conducted discreetly. At no time should clients be discussed on breaks, elevators or other settings aside from the above stated learning experiences. All institutions have policies and guidelines concerning confidentiality and HIPAA laws ([Health Insurance Portability and Accountability Act](#)).

At no time should clients be identified in assignments by first and/or last name. Follow individual instructor guidelines for identifying clients. Copying and/or removing any portion of the medical record or printed client information from any Clinical or Simulation experience is strictly prohibited. In order to maintain client confidentiality – no photo copying and no photos of any client data or clients will be allowed.

If violated, disciplinary action may result by adherence to the Student Code for the South Carolina Technical College System located in the Student Calendar and Handbook.

Inclement Weather

Fieldwork sites generally do not close due to inclement weather. Each student must consider the benefits and risks when making the decision regarding attending a scheduled fieldwork affiliation on a day with inclement weather. Students are responsible for their own safety. Students are required to notify the FWE and the AFWC prior to the start time for that day regarding any decision to not attend due to inclement weather.

Warning Notices

If the student's professional behaviors and/or fieldwork performance fall below the OTA program's standards, as stated in the OTA Manual, the student will be issued a written

warning/learning contract/remediation plan. This warning/contract will serve as notification to the student of unacceptable performance or professional behavior and will describe any necessary actions and a timeline required to correct the behavior. Failure to take corrective action may result in administrative withdrawal from the program.

Universal Precautions

During classroom lab activities, hands should be washed between sessions of working with different class members or faculty members. Gloves must be worn if a student or instructor has unhealed skin lesions on his/her hands. All used gloves must be disposed of in a container for regulated waste. In the event that any surface in the lab becomes contaminated with body fluids, appropriate clean up procedures will be implemented, including any needed assistance from maintenance personnel.

Students will receive instruction and assessment in Universal Precautions at least annually. Documentation of acceptable knowledge and skill will be maintained in each student's fieldwork file.

Infection Control

The program is responsible for maintaining a safe and healthy environment for students and faculty while in the classroom setting and during any relevant learning activities. General cleaning and maintenance procedures, performed on a regular basis, include the following:

- The classroom area will be cleaned and maintained in accordance with the policy developed by Piedmont Technical College janitorial staff or designated staff.
- Program equipment should be cleaned with an antiseptic solution available in the classroom; this includes all mat tables, wheelchairs, canes, walkers, tub benches, therapy balls, etc.
- Linens and clothing used in class are to be washed at the completion of each session of use.
- Kitchen equipment is to be washed, dried and put away following classroom use.

Restrictions

Under no circumstances will friends, family, or pets be allowed in the clinical/laboratory unless required and approved prior by disability services.

Piedmont Technical College

Laboratory Safety Contract

The laboratory is an exciting place to work and learn if you, the student, are careful. The following safety procedures are important in any lab situation. The purpose of this contract is to remind you that you must assume responsibility for your own safety and for the safety of your classmates.

1. Follow written and verbal directions carefully. Note any special warnings.
2. Familiarize yourself with all the safety equipment in your classroom.
3. Never eat, drink, or chew gum in the laboratory.
4. Never run, roughhouse or engage in inappropriate behavior of any kind in the lab. Inappropriate behavior will result in loss of laboratory privileges for a specified length of time or expulsion from the laboratory. Loss of lab privileges will result in a lower grade.
5. Accidents do happen. Report any accident, injury, incorrect procedure and/or broken/damaged equipment immediately (even if the accident/problem is minor!)
6. Any time chemicals or heat are used, you will be required to wear laboratory goggles (even if you are not directly involved in the experiment).
7. Use extra care when working with heat, open flame, or chemicals.
8. Dress properly: no loose hair, baggy clothes, dangling jewelry, or open-toed shoes.
9. Keep your lab area free of unnecessary materials (such as backpacks and books).
10. Never perform unauthorized experiments. This will result in disciplinary action.
11. Do not return unused chemicals to their original container.
12. Dispose of waste properly per the instructor's directions.
13. Clean your work area and return equipment to its proper place. Leave lab areas clean and dry. Wash your hands before leaving the laboratory.
14. Use your common sense and always ask questions if there is something you don't understand!

My signature below indicates that I have read, understand and will comply with the Expectation and Procedures, and the Lab Safety Contract. I recognize my responsibility in observing all safety rules and realize that violations of the rules may result in my expulsion from lab activities and accompanying reduction in grade or failure in class.

Student Signature: _____ Date: _____

Instructor's Signature: _____ Date: _____

PHYSICAL AND MENTAL STANDARDS

All nursing and health science programs require physical agility and strength sufficient to move from room to room, lift and position patients, maneuver in small places, and

perform clinical services. Students must possess gross and fine motor abilities as well as auditory, visual, and tactile acuity, which are required to assess health status and perform effective patient care. See the chart below for specific requirements by program.

O = Occasionally (1 – 33%)

F = Frequently (34 – 66%)

C = Constantly (67 – 100%)

Physical Stamina Required (Description)	RES RAD	MAS	ADN PN PCT	CVT	MED	PHB	PHM	VET OTA	SUR
<i>Lift-</i> up to 50 lbs to assist moving patients, supplies, equipment	F	F	F	F	F	O	O	F	F
<i>Lift-</i> up to 200 lbs when moving patients	O	O	F	F	O	O	O	C	F
<i>Stoop-</i> adjust equipment	F	F	F	F	F	F	C	C	F
<i>Kneel-</i> manipulate equipment, perform CPR, plug in electrical equipment	O	F	O	O	O	O	O	F	O
<i>Reach-</i> overhead lights, equipment, cabinets, attach oxygen to outlets, stocking	C	C	C	C	F	O	C	C	C
<i>Motor skills, manual dexterity-</i> small and large equipment for storing, moving; apply sterile gloves; take BP; operate computers; perform CPR; utilize syringes, tubes, catheters; set up and maintain sterile field.	C	C	C	C	C	C	C	C	C
<i>Stand</i> for prolonged periods of time (to deliver therapy, check equipment and patients; perform surgical procedures)	C	C	C	C	C	C	C	C	C
<i>Feel-</i> palpate pulses; perform physical exams; feel arteries or veins for puncture; assess skin temperature	C	O	C	F	C	C	O	F	F
<i>Push/pull-</i> large wheeled equipment, i.e mechanical ventilators, wheelchairs, patients, x-ray, equipment, EKG machines, and office equipment.	C	C	C	F	O	O	O	O	F
<i>Walk</i> for extended periods of time	C	O	C	O	C	C	C	C	O
<i>Manipulate-</i> knobs, dials associated with diagnostic or	C	C	C	C	C	C	C	C	C

therapeutic devices, small instruments, syringes.									
<i>Hear</i> - verbal directions, alarms, telephone; hear through a stethoscope for heart sounds, lung sounds, and blood pressure.	C	C	C	C	C	C	C	C	C
<i>See</i> – patient conditions such as skin color, work of breathing; read small print and calibration on equipment; perceive color	C	C	C	C	C	C	C	C	C
<i>Talk</i> - communicate goals and procedures to patients in English	C	C	C	C	C	C	C	C	C
<i>Read</i> - typed, handwritten, computer information in English	C	C	C	C	C	C	C	C	C
<i>Write</i> - communicate pertinent information (patients assessment, outcome assessments) in English.	C	C	C	C	C	C	C	C	C
MENTAL ATTITUDE									
Function safely, effectively, and calmly under stressful situations.	C	C	C	C	C	F	F	C	C
Maintain composure while managing multiple tasks simultaneously	C	C	C	C	C	C	C	C	C
Prioritize multiple tasks	C	C	C	C	C	C	C	C	C
Social skills necessary to interact with patients, families, co-workers – of the same or different cultures; respectful, polite, discrete; able to work as a team	C	C	C	C	C	C	C	C	C
Maintain personal hygiene consistent with close contact during patient care	C	C	C	C	C	C	C	C	C
Display actions, attitudes, consistent with ethical standards of the profession	C	C	C	C	C	C	C	C	C
Exposure to blood borne pathogens – Hepatitis, HIV.	F	O	C	F	F	F	C	O	F

I have read the above requirements and understand that my inability to comply with these may result in my failure to successfully complete the program I have chosen.

Student signature: _____

Date: _____

STUDENT SIGNATURE PAGE

I acknowledge that I have read the current *Occupational Therapy Assistant Manual* including the program specific sections and have had the opportunity to clarify any questions. I indicate my understanding and willingness to comply with the information contained in these materials, *PTC Student Calendar & Handbook*, and the *Academic Catalog*. I understand that the materials within the *Student Handbook* are valid for the period that began when I received the handbook. I understand the faculty reserves the right to revise and update this handbook and that I will be made aware of any changes made in this handbook in writing.

I have read and understand the policies and their consequences if not followed and agree to abide by them:

Student P#: _____

Student Name Print: _____

Student Name Signature: _____

Date: _____

*This sheet is to be uploaded into Castle Branch under Student Handbook Signature Page.