



Occupational Therapy Assistant Program Manual

Health Care Division

Newberry Campus

1922 Wilson Road

Newberry, SC 29108

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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. In conjunction with the Health Care Division Handbook, this manual is designed to answer most purpose, policy and procedural questions that might arise while enrolled in the OTA program. Each student is accountable for their own learning. The responsibility of the OTA faculty is to provide learning opportunities that promote mastery of the program content and skills.

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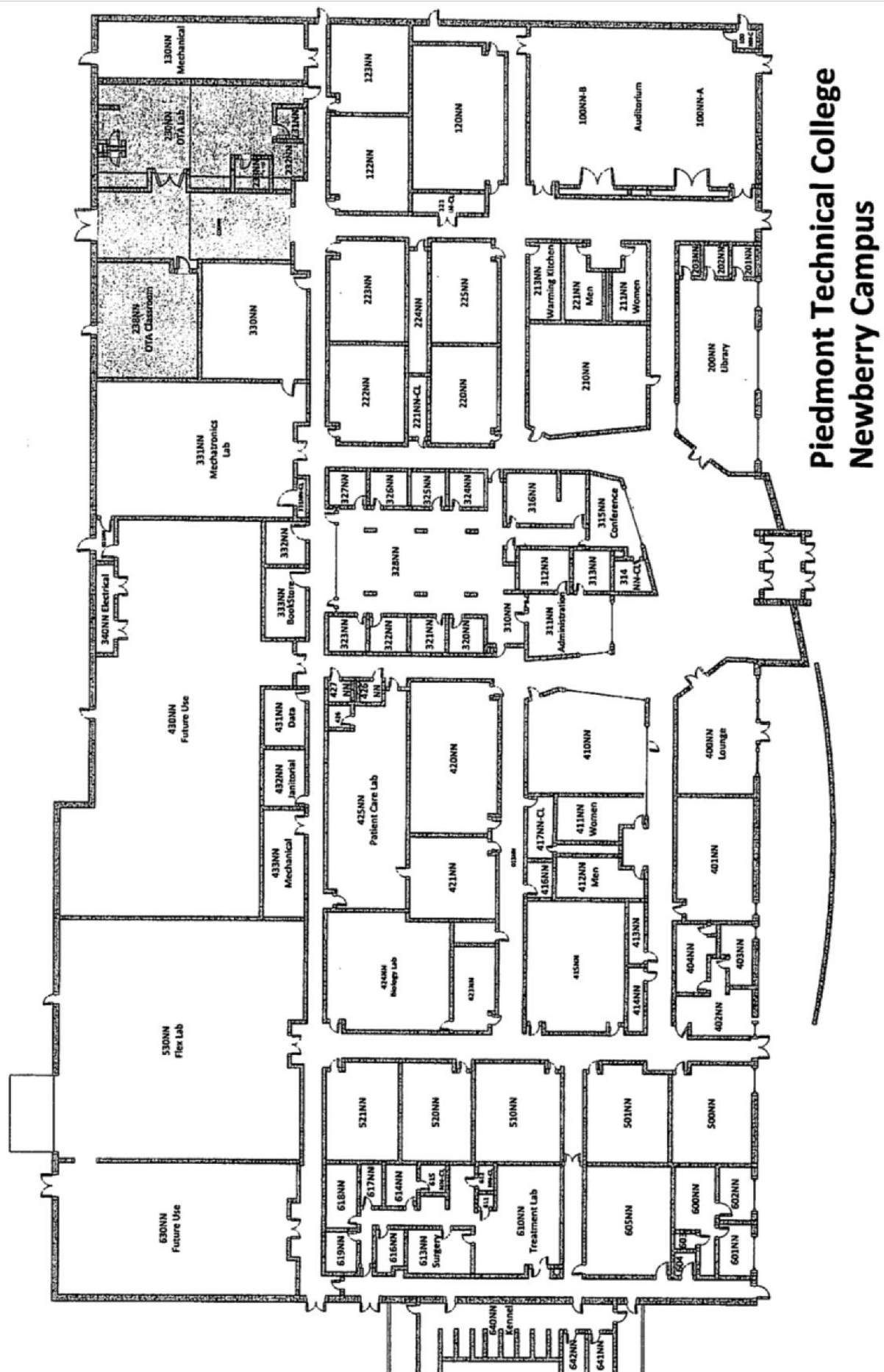
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Newberry Campus Map: Shaded area in upper left OTA Dept.



ACCREDITATION STATUS

The Piedmont Technical College OTA Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

American Occupational Therapy Association

7501 Wisconsin Avenue

Suite 510E

Bethesda, MD 20814

www.aota.org

www.acoteonline.org

(301) 652-6611

CERTIFICATION

In order to become a Certified Occupational Therapy Assistant (COTA), a student must graduate from an accredited program in occupational therapy assistant education, have a clear criminal past, and pass the NBCOT examination.

It is the student's responsibility to complete the application process required to take the NBCOT examination and pay for the exam. All correspondence and requests for information regarding the administration of the certification examination should be directed to:

The National Board for Certification in Occupational Therapy (NBCOT)

One Bank Street

Suite 300
Gaithersburg, MD 20878

www.nbcot.org

(301) 990-7979

LICENSURE

The South Carolina Department of Labor, Licensing, and Regulation Board of Occupational Therapy is responsible for issuing OTA licenses in South Carolina. Before a graduate of an accredited program in occupational therapy can practice, most states, including South Carolina, require the graduate to obtain a license. In South Carolina, the graduate must earn a passing score on the NBCOT examination, a background check, and complete the SCBOT application process **before** a license will be issued.

South Carolina Board of Occupational Therapy (SCBOT)

110 Centerview Drive, Suite 202

Columbia, SC 29210

www.llr.state.sc.us

(803) 896-4683

SECTION 1

GENERAL INSTITUTIONAL INFORMATION

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

SECTION 2

GENERAL PROGRAM INFORMATION

OTA PROGRAM MISSION STATEMENT

The mission of the OTA program parallels Piedmont Technical College's mission. High value is placed on the students' educational journey to successfully reach his or her highest potential, and ongoing pursuit of excellence, fostering community partnerships that support health and wellness, while cultivating a talented, diverse, and inclusive occupational therapy workforce through technological advances, sustainability, and pursuit of life-long learning in education and in practice.

OTA PROGRAM PHILOSOPHY

The Occupational Therapy Assistant Program at Piedmont Technical College is firmly grounded in the goal "To advance occupational therapy practice, education and research through standard setting and advocacy" on behalf of all of PTC OTA's stakeholders. (AOTA, 2021).

The program educates students who upon graduation emerge as well-rounded competent practitioners able to "address the occupational needs of individuals, groups, communities, and populations. The education process includes academic and experiential components.... The philosophy of occupational therapy education parallels the philosophy of occupational therapy yet remains distinctly concerned with beliefs about knowledge, learning, and teaching." (AOTA, 2023).

Piedmont Technical College's Occupational Therapy Assistant program's philosophy is driven by standards set by ACOTE, and emphasizes:

- Competency in emerging trends and practice settings
- Evidence-based knowledge, techniques, and treatments
- Development and application of clinical reasoning skills through exercising continuous professional reasoning, self-reflection, and participating intra-professionally in the evaluation process
- Active engagement in diverse, innovative and inclusive learning within and beyond the classroom
- The necessity for lifelong learning; and
- Promotion of the values, beliefs, and ethics that are the foundation of occupational therapy

Faculty and students achieve educational goals through a collaborative process that builds on prior knowledge and experience promoting continuous advocacy for the profession and society's occupational needs within an active learning environment that engages the student in a collaborative process of developing their individual occupational identity. (AOTA, 2023).

The OTA program is committed to graduating competent well-rounded entry-level practitioners through active learning classroom, lab, and fieldwork experiences with faculty-student collaboration that strengthens students' ability to develop the skills needed in identifying

problems and implementing interventions that are grounded in occupational therapy theory and evidence-based methodology.

Through continuous professional growth and development, commitment to evidence-based practice, and responsiveness to technological innovations, occupational therapy assistants can participate in advancing the field of occupational therapy.

STUDENT LEARNING OUTCOMES

OTA PROGRAM STUDENT LEARNING OUTCOMES

The student learning outcomes of the Occupational Therapy Assistant program are the Section B: Content Requirements and Section C: Fieldwork Requirements of the 2023 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide (AOTA, 2023). These Learning Outcomes can be found at the following link:

<https://acoteonline.org/accreditation-explained/standards/>

OTA & PTC STUDENT GENERAL EDUCATION LEARNING OUTCOMES

The students and programs at Piedmont Technical College incorporate college wide general education learning outcomes and each program addresses them within program specific course as well as general education courses. The outcomes are complementary and integrated within the ACOTE Standards (AOTA, 2023) and are essential for occupational therapy professionals. These learning outcomes are:

1. **Communicate effectively:**
 - a. Read with comprehension
 - b. Write with standard English.
2. **Apply mathematical skills appropriate to an occupation:**
 - a. Apply mathematical skills to solve problems.
 - b. Perform computational skills.
 - c. Read and interpret tables and graphs.
3. **Employee effective processes for resolving and making decisions:**
 - a. Integrate information to solve problems.
 - b. Summarize information and draw conclusions.
4. **Demonstrate the basic computer skills necessary to function in a technological world:**
 - a. Locate and retrieve information in digital environments.
 - b. Adapt, apply, and construct information in electronic environments (Word, Excel, PowerPoint, etc.).

OTA PROFESSIONAL BEHAVIORS

1. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with instructors, supervisor(s), and others.
2. Responds constructively to feedback.
3. Demonstrates consistent work behaviors including initiative, preparedness, dependability, ethical responsibility and work site maintenance.
4. Demonstrates effective time management and timeliness.
5. Demonstrates positive interpersonal skills including but not limited to cooperation, adaptability, tact, and empathy.
6. Demonstrates respect for diversity factors of others including but not limited to sociocultural, socioeconomic, spiritual, and lifestyle choices.

SECTION 3

OTA PROGRAM CURRICULUM DESIGN

CURRICULUM DESIGN (A.5.4.)

Piedmont Technical College's Occupational Therapy Assistant (OTA) Program is designed to prepare OTA students to become competent entry-level OTA practitioners. The OTA program prepares students to provide OT services across the lifespan of clients, in various traditional, non-traditional, and emerging practice areas under the supervision of an occupational therapist. The OTA program intentionally aligns its mission with the Piedmont Technical College mission to promote unified goals facilitating student success. PTC and the OTA program strive to transform lives and strengthen communities through the ongoing pursuit of excellence, fostering community partnerships that support health and wellness, while cultivating a talented, diverse, and inclusive occupational therapy workforce through technological advances, sustainability, and pursuit of life-long learning in education and in practice.

The OTA program's curriculum design is a lock-step sequence centered on Bloom's Taxonomy of Learning Domains (Cognitive, Affective, and Psychomotor) and the hierarchical levels of learning (Bloom, 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 introductory general education courses (i.e., Human Anatomy/Physiology, Psychology, and Human Growth and Development) which begin with and build upon student memory, identification, and recall, provide a foundation for higher order learning through the use of real life examples providing cognitive imagery to enhance the learning process (i.e., Fundamentals of Occupational Therapy, Kinesiology, Therapeutic Analysis, and Department Management).

Second year courses provide the tools for synthesis and application of acquired information from both the introductory general education courses and higher order first term program courses. These ascending levels of learning are grounded in the use of Bloom's Taxonomy throughout the design of the OTA curriculum. Throughout the curriculum, students develop and refine their skills and personal occupational identity 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 incorporation of AOTA Scope of Practice, Standards of Practice, Practice Framework, Code of Ethics, Piedmont Technical College Work Ethic Skills Rubric and community involvement throughout the OTA program demonstrate the scaffolding of knowledge to advance student learning through diverse learning activities and experiences.

CENTRAL LEARNING THREADS

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

- I. Occupational Engagement
- II. Clinical Reasoning
- III. Evidence-Based Practice
- IV. Self-Reflection
- V. Professionalism and Adaptability
- VI. Technology
- VII. Lifelong Learning

The seven curriculum threads are woven throughout the OTA curriculum. The specific course selection, sequence and content define a curriculum that is progressive in the development of higher order thinking. Students' knowledge proceeds from the concrete to the theoretical. 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 – Occupational Engagement is a foundational assumption of occupational therapy practice. However, as recent as 2017, Morris and Cox developed a description framework for occupational engagement as follows:

Occupational engagement is positioned within a framework of personal value and perceived consequences to participation. Occupational engagement is the involvement in an occupation with current positive personal value attached to it. Engaging occupations require more involvement than those occupations that just interest the individual, but not as much as those that absorb them. Occupational engagement is a fluctuating state influenced by complex and multiple internal and external factors. The person will perceive positive or negative consequences to participation which may change over time in response to feedback from social, cultural and physical environments. Positive wellbeing occurs when people participate in occupations with both positive personal value and positive perceived consequences for both the individual and the society in which they live. (p 57)

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." (p 301). We include occupational engagement as a central theme because it is foundational to occupational therapy since 1917 when the Reconstruction Aides served injured war heroes and improved psychosocial status through occupational engagement. Stav's (2012) review of 98 studies as well as more recent

evidence (Morris & Cox, 2017) provides us with reasoning to include it as a central theme of the OTA program.

The curricular theme of occupational engagement addresses student learning objectives and ACOTE standards B.3.2. and B.3.3.

Clinical Reasoning – Clinical reasoning is defined as the backbone of clinical practice in a scoping educational literature review where it was revealed many terms are used across health education literature to discuss clinical or critical reasoning (Young et al., 2020). This review found a wide variety of terms used which complicates understanding and communication between healthcare professions. Young et al., (2020) suggested educators define clinical reasoning to improve intra and interprofessional communication and relations. The PTC OTA program defines clinical reasoning as a complex cognitive process essential for evaluating, measuring progress, and providing quality service to a variety of clients (Yazdani & Hoseini Abardeh, 2019). As described in Mattingly & Fleming (1994 as cited in Humbert, 2004) critical reasoning is an ever changing, fluid process where values, norms, and symbolic meanings are used to measure, put in context and generate reasonable ideas and thoughts. Clinical Reasoning is a central theme of the PTC OTA program to ensure students are able to utilize higher order processing and reasoning to serve their clients and make sound medical decisions with regard to client care and safety. Neidtadt, et al (1998, as cited in Humbert, 2004) studied the impact of a clinical reasoning case on the quality of students' treatment choices. The study found that students in the clinical reasoning case group demonstrated more client centered, comprehensive, thoughtful, detailed, and high-quality treatment activities than the students who were in the traditional case study group. Evidence validates the vital importance of clinical reasoning education on student success in an ever-changing medical environment and in an intra- and interprofessional collaborative practice.

The curricular theme of clinical reasoning addresses student learning objectives and ACOTE standards B.3.2., B.3.3., and B.3.21. However clinical reasoning runs through all areas of practice; many student learning objectives and ACOTE standards.

Evidence-Based Practice – The American Occupational Therapy Association (AOTA-2, 2018) states evidence-based practice “is based on integrating critically appraised research results with the practitioner’s clinical expertise, and the client’s preferences, beliefs, and values” (p1). 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). OTA students gain educational and practical knowledge in evidence-based practice through 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), the melding of 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 criterion on the Fieldwork Performance Evaluation. See more at: <https://www.aota.org/Education-Careers/Fieldwork/incorporate-ebp.aspx#sthash.dRQ3MxFj.dpuf>

Occupational therapy is a science-driven profession that applies the best available research to service delivery (AOTA, 2018). According to systematic reviews from AOTA's Evidence Based Practice Occupational Therapy Practice Guidelines (2023), AOTA states evidence shows that the following occupational therapy interventions improve client outcomes (click link for list). See more at: <http://www.aota.org/about-occupationaltherapy/professionals/ebp.aspx#sthash.azZUV1Le.dpuf>

The curricular theme of evidence-based practice addresses student learning objectives B.2.1., B.2.12., B.3.3., B.3.5., B.5.2, and B.5.3. because OT is a science driven profession evidence based practice touches all student learning objectives related to best practice and treatment.

Self-Reflection: Self-reflection is an ongoing learning process that supports improved compassion, client centeredness, and professionalism (Fletcher, 2019). Laverdure (2017) recognizes necessary implementation of cost effective and accountable treatment strategies that are growing and improving to continue to uphold OT's tenants of client centered, occupation based, and evidence-based practice and treatments. Self-reflection as a lifelong learning technique supports these tenants in a cost-effective manner (Laverdure, 2017). Occupational therapy practitioners are required "to identify the needs of stakeholders, measure and articulate practice outcomes, and establish innovative action plans" and self-reflective practice accomplishes this (Laverdure, 2017, p 8). It is imperative students learn to be self-reflective through a variety of class and clinical activities (Fletcher, 2019). Students of the PTC OTA program learn throughout the didactic course work and clinical experiences to self-reflect as a way to improve client centeredness, be aware of personal conflicts and biases, to ensure best practice, and improve client outcomes while ensuring cost effective and accountable use of resources for programs, employers, and communities.

Self-Reflection as a curricular theme addresses student learning objectives and ACOTE standards B.1.3., B.2.8., B.3.9., B.4.1., B.4.8., and B.4.9. While self-reflection is a proven learning tool and way to improve quality of service and professionalism, and adaptation is a skill used in all levels of fieldwork for the PTC-OTA student as well.

Professionalism and Adaptability: Professional values contribute to thoughtfulness in self-reflection and goal directed improvement (Aguilar, et al., 2012). Aguilar, et al., (2012) goes on to define professionalism "From the behavioral perspective, professionalism signifies the demonstration of desired professional behaviors" (p 209) whereas from a values perspective is defined as "upholding and applying the values of a profession" (p 209). Adaptability is an essential component to students developing behavioral and values-based professionalism. Students must develop and practice the skills of self-reflection, critical thinking, and the ability to know their personal beliefs, values, capacities, skills, and practice in order to become competent professional practitioners (Reiter, et al., 2018). The occupational therapy adaptation

model defines adaptation as “one’s adaptive response to meet an occupational challenge when an ordinary response is insufficient” (Schkade & Schultz, 1992). There are many scenarios within occupational therapy assistant education and practice where professionalism and adaptability are required for success. One study found that adaptability to fieldwork demands improved student success by 44% (Landa-Gonzalez, et al., 2015). Students often face generational differences and when faced with these challenges students’ professionalism and adaptability improve their success and skills to overcome these differences to develop a professional client centered relationship based on individual respect and care. Students will utilize professionalism and adaptability to ensure client centeredness and care when treating and working in intra- and interprofessional settings.

The curricular theme of professionalism and adaptability address the student learning objectives and ACOTE standards B.3.8., B.3.9., B.2.3., B.2.12., B.2.5., and B.2.9.

Technology – High- and low-tech devices are integral to the delivery of OTA service, the success in OTA education, and tied to PTC’s general education goals as well as the OTA program’s central threads. Technology is the use of any device (high or low tech) that supports a person in completing a task with improved function (Kinney & Gitlow, 2015). Technology is not only integral to provision of assistive technology devices but in today’s healthcare delivery is also needed for telehealth, electronic medical records, and use of virtual environments and treatment options. OTA students are educated on the most widely used software products, assistive devices (low and high tech), and other items that support and augment a patient’s and/or client’s participation across the lifespan. 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 technological device features is a distinct role that occupational therapy practitioners can fulfill to produce positive outcomes for clients. Technology use is a PTC general education goals as well. – See more at:

<http://www.aota.org/about-occupational-therapy/professionals/rdp/assistivetechonology.aspx#sthash.CkclT5nR.dpuf>

Technology as a curricular theme address the student learning objectives and ACOTE standards B.3.15., B.3.18. B.4.3., and B.4.8.

Lifelong Learning – Lifelong learning and continuing education is a requirement of the OTA practitioner. Jones and Kirkland (1984) define four stages of lifelong learning for occupational therapy practitioners. They are:

(1) high school diploma; (2) preparation for entry into the profession; (3) contact with clients of the profession; and (4) education after graduation to explore and study beyond entry-level requirements. Continuing professional education is identified with Stage 4 of this continuum. (p 503).

Students who embrace lifelong learning throughout their OTA education can build upon educational knowledge to improve their performance and transfer advanced learning efficiently to later professional tasks (Yoon, et al., 2018). According to Jones and Kirkland (1984), understanding that continuing professional education is essential for competency as a

practitioner rather than being a supplemental task is the difference between continued education and lifelong learning. The curricular thread of Life-long Learning is woven throughout the OTA curriculum both in didactic and clinical aspects of the educational program. Students form the foundation of lifelong learners as they progress through the OTA curriculum through completion of assignments, projects, and presentations in the core OTA courses and while identifying the various emerging areas of practice both within our geographic area and beyond. The students are educated and exposed to facilitate learning about the impact of advancing technology, policy changes in relations to service delivery by an occupational therapy practitioner in various and become student members of AOTA and SCOTA. It is PTC OTA's goal to ensure students form the foundation of lifelong learning while a student in the program.

The curricular theme of lifelong learning addresses the student learning objectives and ACOTE standards B.4.5., B.5.2., and B.2.12. Lifelong learning is also facilitated through the SOTA organization and the opportunity to attend SCOTA and AOTA annual conventions with the OTA faculty.

Piedmont Technical College's OTA Program Responsibility

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, supervision of 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.1.3).

CURRICULUM SEQUENCE

The OTA program's seven 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 courses 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, 4th edition (AOTA, 2020), impact of cultural and socioeconomic factors, evidence-based practice, and political factors on the provision of OT services are also introduced in this course. This is a

foundation course; each subject discussed in this course is developed in more detail in future OTA program courses. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Self-Reflection, Professionalism and Adaptability, Technology, and Lifelong 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, 4th edition (AOTA, 2020) using it to analyze and perform activities and occupational-based activities, safety and judgment, hands-on experience, grading and adapting occupation-based therapeutic interventions, and documentation of skilled OT services in various practice settings. (Occupational Engagement, Critical Reasoning, Evidence Based Practice, Self-Reflection, Professionalism and Adaptability, Technology, and Lifelong 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, Evidence-Based Practice, Professionalism and Adaptability, Technology, and Lifelong Learning)

OTA 213: Group Process and Dynamics [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 treatment planning and implementation unique to group therapy. The knowledge and skills obtained in this course will be applied immediately in OTA 144: Clinical Application

II. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Self-Reflection, Professionalism and Adaptability, Technology, and Lifelong Learning)

2nd Semester of OTA Program: SPRING

OTA 142: Clinical Introduction I: Level IA Fieldwork [1 credit] – This 8-week course includes a minimum of one week of fieldwork experience, with the potential for multiple fieldwork experiences throughout the duration of the course, in a hospital, SNF, sub-acute facility, outpatient clinic, home health agency, early intervention service, or school that fosters safety, open communication, innovative interdisciplinary approaches, and active mentorship, 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 to demonstrate understanding of didactic knowledge as it transfers to an authentic clinical learning environment. Students' assignments will include skilled documentation, clinical observations, intra- and interprofessional collaboration and interaction skills taught in OTA 101, 105, 203, and OTA 213 and simultaneous courses OTA 155, OTA 164 and OTA 176. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Self-Reflection, Professionalism and Adaptability, and Technology).

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, inter and intraprofessional collaboration skills, treatment planning, case studies, and skill labs. (Occupational Engagement, Evidence-Based Practice, Professionalism and Adaptability, and Technology)

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 and wellbeing. The students will develop skilled treatment plan, apply, process and implement the practices outlined in the OTPF4 throughout the occupational therapy process, as well as continue refinement of skilled documentation of occupational therapy services, including reporting progress and intervention. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Self-Reflection, Professionalism and Adaptability, Technology, and Lifelong 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. The students are expected, at this point, to demonstrate a higher level of performance, as this course progressive and cumulates in 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, Evidence-Based Practice, Self-Reflection, Professionalism and Adaptability, Technology, and Lifelong Learning).

3rd Semester of OTA Program: SUMMER

OTA 135: Therapeutic Media II [1 credit]- This course covers the fabrication of splints, PAMS, Prosthetics, and the use of therapeutic equipment. Students will be introduced to fundamental design and construction and its use in adaptations for the client. The student will be introduced to the concept of evidence gathering, contributing to assessment, and recommending appropriate interventions. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Technology, and Lifelong Learning)

OTA 144: Clinical Introduction II: Level IB Fieldwork [1 credit] – This 8-week course is composed of an emerging practice/community setting and including a minimum of one week fieldwork experience, with the potential for multiple fieldwork experiences throughout the duration of the course. The students will perform their fieldwork experience under the supervision of a qualified onsite fieldwork educator with support and collaboration of OTA faculty. The course focuses on the psychosocial aspects of care and reviews fundamental knowledge and application of professional behaviors during the provision of occupational therapy services in individual and group settings. Students will complete hybrid assignments to demonstrate understanding and application of didactic knowledge as it transfers to an authentic community/emerging practice learning environment. in OTA 101, 105, 142, 155, 164, 176, 203, and OTA 213. (Evidence-Based Practice, Self-Reflection, Professionalism and Adaptability, and Technology).

OTA 162: Psychosocial Dysfunction [3 credits] – This course focuses on the occupational therapy process related to psychosocial challenges across the lifespan. The students gain understanding of the implications of cognitive, psychological, and social effects of psychosocial dysfunction as it relates to occupation. Topics include pathologies, interventions, prevention of secondary pathology and promotion of health and wellness. Students are expected to demonstrate a higher level of knowledge, application, and performance as they advance through the OTA curriculum. Students' performance continues to advance while demonstrating greater synthesis and analysis of the core content as is reflective of Bloom's Taxonomy of Learning Domains. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Technology, and Lifelong Learning).

OTA 245: Occupational Therapy Departmental Management [2 credit] – This course is an advanced OTA program course that is a transfer of knowledge obtain from 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, Clinical Reasoning, Therapeutic Use of Self, Evidence Based Practice, Technology, and Lifelong 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 to the role of a competent entry-level OTA, further develop their personal occupational identity, and self-reflect on their professional skills and preferences. The students will demonstrate entry-level knowledge, skills and behavior. Students are assigned to various settings utilizing occupational engagement therapeutically across the lifespan. Students complete 8-weeks of hybrid assignments. The fieldwork educator evaluates the students using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Self-reflection, Professionalism and Adaptability, and Technology).

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 to the role of a competent entry-level OTA, further develop their personal occupational identity, and self-reflect on their professional skills and preferences. The students will demonstrate entry-level knowledge, skills and behavior. Students are assigned to various settings utilizing occupational engagement in a different setting from other fieldwork experiences. Students complete 8-weeks of hybrid assignments. The fieldwork educator evaluates the students using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant. (Occupational Engagement, Critical Reasoning, Evidence-Based Practice, Self-Reflection, Professionalism and Adaptability, Technology, and Lifelong Learning).

Students complete the Occupational Therapy Knowledge Exam as an exit exam and in preparation for the National Board of Occupational Therapy exam between OTA 262 and OTA 264.

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 activities, the therapeutic use of self in classroom, use of technology to complete various documentation assignments and presentations, evidence-based practice research and presentations. The OTA students develop a desire to become lifelong learners within the profession through becoming active student members of AOTA and SCOTA (South Carolina Occupational Therapy Association). Students' complete 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 symptoms and processes of various physical, cognitive and psychosocial diseases and disorders associated with children, adults, and the elderly affect functional ability and interfere in performance and occupational engagement through the lifespan. The OTA students complete Clinical Introduction I (Level I A 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 emerging practice/community fieldwork setting with a mandatory psychosocial focus and specific psychosocial learning objectives and 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, evidence-based practice, self-reflection, professionalism and adaptability, technology (e.g., electronic documentation) and will continue to build the foundations of a lifelong 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 for OTA 142.

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 processes of various physical, cognitive and psychosocial diseases and disorders associated with human occupations through the lifespan impact occupational engagement. 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 and group dynamics through exams, case study assignments, occupational-based activity analyses, clinical/lab practicals and competency skill check-offs, as well as classroom presentations. The OTA students complete an additional Clinical Introduction II (Level I Fieldwork) course OTA 144: Clinical Introduction II (Level I Fieldwork) course is one week full-time scheduled at the end of the semester to allow students time and experience to improve clinical readiness during semester 2 learning activities. The students will participate in hybrid assignments based on observation of clients' initial evaluations, treatments, re-evaluation and/or progress assessments and discharges. Students will be assessed on the diagnosis, symptoms, and disease processes that are commonly associated with clients across the lifespan from birth to adulthood according to their assigned practice setting. During coursework in pediatrics, adolescents, early, middle and older adulthood (OTA 155,164 and 176) exams, case study assignments, task and occupational-based activity analyses, lab practicals and competency skill check-offs (e.g., proper positioning, transfers, fabrication of splints, KEL's and Peabody assessments), as well as classroom presentations are used to assess student understanding and application of learned concepts. The students complete the analysis and development of case studies both individually and as groups. The students are evaluated on application of occupational engagement, clinical reasoning, evidence-based practice, self-reflection, professionalism, and adaptability, as well as electronic documentation skills and lifelong learning. The fieldwork educator will complete a Level I Fieldwork evaluation as the student learning assessment in OTA 144: Level I B Fieldwork.

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 assistant. 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 program's 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 be 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 but not limited to the following individuals: 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.5.3. and A.5.4.**)

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.6.4.**)

Section 4: OTA STUDENT ADVISING

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 your application can be considered for acceptance.

If you are a new student, there are three key steps to complete before applying to 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 between May 1-16.

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) COL 103 (College Skills).

Minimum GPA and Course Grade Requirements: Minimum of 3.0 in Program Ready Coursework: Program Ready GPA Calculator can be found at www.ptc.edu/prgpacalculator . Minimum 3.0 Overall PTC GPA. Minimum grade of B in all Program Ready and General Education Coursework.

Observation Hours: 20 observation hours prior to program application in two different settings.* Submit [Observation Hours Form](#)

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 award 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 for additional information 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 4th 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: PSY 201	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 B)	FA SP SU	4
COL 103	College Skills		FA SP SU	3
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 B)	FA SP SU	3
TOTAL				20

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 in Occupational Therapy	Prereq: Admission to Program Coreq: OTA 101, 203, and 213	FA	3
OTA 203	Kinesiology for Occupational Therapy	Prereq: Admission to Program Coreq: OTA 101, 105, and 213	FA	3
OTA 213	Group Process and Dynamics	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, & 213 Coreq: OTA 164, 155 and 176	SP	1
OTA 155	Gerontology	Prereq: OTA 101, 105, 203, & 213 Coreq: OTA 142, 164 and 176	SP	2
OTA 164	Physical Dysfunction	Prereq: OTA 101, 105, 203, & 213 Coreq: OTA 142, 155 and 176	SP	6
OTA 176	Pediatric Development and Dysfunctions	Prereq: PSY 201, OTA 101, 105, 203, & 213 Coreq: OTA 142, 155 and 164	SP	4
TOTAL				13

Summer Semester				
<i>Course</i>	<i>Course Description</i>	<i>Prerequisites/Corequisites</i>	<i>Semester(s)</i>	<i>Credit Hours</i>
OTA 135	Therapeutic Media II	Prereq: OTA 142, 164, 155 and 176 Coreq: OTA 144, 162 and 213	SU	1
OTA 144	Clinical Introduction II (Level I Fieldwork)	Prereq: OTA 142, 164, 155 and 176 Coreq: OTA 135, 162, 245	SU	1
OTA 162	Psychosocial Dysfunction	Prereq: OTA 142, 164, 155 and 176 Coreq: OTA 144, 135, 245	SU	3
OTA 245	Occupational Therapy Departmental Management	Prereq: OTA 142, 164, 155 and 176 Coreq: OTA 135, 144, 162	SU	2
TOTAL				7

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 B)	FA- Level II A	7
OTA 264	Clinical Application II (Level II Fieldwork)	Prereq: All OTA courses (min grade B)	FA- Level II 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.4.4.)**

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 starting 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 “B” 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.

Specific OTA advisor responsibilities related to student performance may include, but are not limited to, the following: (A.3.5.)

- Advising the Student on 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.3.5.)**

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; the 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:

- Advising student on 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.**)

The student has the right to decline a meeting that was 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 clearly understand 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.3.4.)

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 Handbook. This procedure can also be found at <https://catalog.ptc.edu/student-handbook/code-of-conduct/studentinstructional-complaint/>

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.

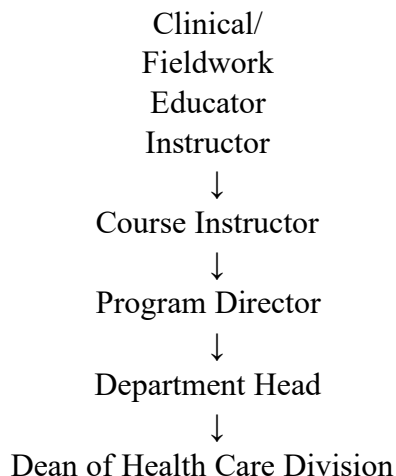
Students must send and receive emails through D2L Brightspace in order for the email to be delivered. Emailing from a personal email account to a Brightspace email account may not be delivered.

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 fieldtrip 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://catalog.ptc.edu/student-handbook/important-reminders/>

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://catalog.ptc.edu/student-handbook/important-reminders/>

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 and rigor of the program, **students are advised not to be employed during the OTA program courses.** OTA program courses and fieldwork hours may extend from 7:00 am to 7:00 pm. Students can be required to travel up to 100 miles from home address for level I and level II fieldwork sites. Course instructors are UNABLE to excuse absences. Excused absences are granted only through student services, due to mandatory COVID quarantine, or as listed on an accommodation plan. Tardiness or leaving early will result in an absence. No Lab or clinical experience absences are permitted. Lack of adherence to the attendance policy can result in academic dismissal from the OTA program. Communicate with your instructor in advance of any absence in order to be granted the opportunity to make-up any graded work.

Health Care Division Grading:

Quiz Policy

- A scheduled or unscheduled quiz may be given any class day and may cover previous lecture material, assigned readings, 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 instructor's 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, be in mandatory quarantine, participate in required military duty, or have a documented emergency 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, assigned mandatory quarantine, 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 these assessments given through the learning management system, D2L.*

Test/Exam Policy It is strongly recommended that all personal items be left in the student's personal vehicle. Only keys can be brought into the testing environment. 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 Conduct for the South Carolina Technical College System. **** See Health Care Division Handbook for further details.**

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

A:	90 - 100
B:	80 - 89
C:	70 - 79
D:	60 - 69
F:	59 and below

The lowest acceptable grade for all nursing and health sciences courses is B (80%). Final course grades will be computed out one decimal place. Then the final grade will be determined **without rounding so that 80.0 and above is passing but 79.9 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 "B" or an 80% to progress in the OTA program sequences. The OTA Program does not round up overall or final grades in order to meet the 80%. Students who fail to earn a "B" 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, OTA135, 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 3.0 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 80 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.3.3.)

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. AVID strategies such as exit tickets are used as anonymous informal feedback strategy in classes as well.

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 5: 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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, is 301-652-6611 x2042 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.1.3.)**

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.1.4.)**

OTA Program Policies and Procedures

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.2.7.)**

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.2.2.)**

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.2.3.)** ** 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.2.5.)**

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. **(AOTE Standard A.2.5.)**

The OTA Program at Piedmont Technical College is currently offered exclusively at the Newberry Campus. There is no additional accredited locations or OTA faculty at additional locations within the Piedmont Technical College campuses. **(ACOTE Standard A.2.6.)**

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 fulltime faculty may be configured to meet this goal. **(ACOTE Standard A.2.7.)**

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.2.9.)**

Exclusively the OTA Program utilizes the laboratory and classroom space, on the Newberry Campus, provided by Piedmont Technical College. **(ACOTE Standard A.2.10.)**

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 24 students on a full-time basis. **(ACOTE Standard A.2.13.)**

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.*

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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929.

ACOTE's telephone number, is 301-652-6611 x2042 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 these publications 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.4.5.)**

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 and/or attain state licensure. **(ACOTE STANDARD A.4.5.)**

Commitment to Student Success:

Piedmont Technical college and the OTA Program are committed to the retention and success of all students. Student success is supported through many resources available to PTC students, including OTA Program students.

PTC STUDENT RESOURCES

Career Resources: Students at PTC, including OTA students, have access to career planning and job finding resources through the college's career services. The following services are available:

- » [Career Counseling Services](#)
- » [Student Employment Services](#)
- » [Jobs @ a Glance](#)
- » [Internet Job Resources](#)
- » [Graduate Update Form](#)
- » [Job Fair](#)
- » [Employer Services](#)

Academic Resources: Students at PTC, including OTA students, have access to academic success resources. PTC and the OTA program is focused on student retention and successful completion of the OTA program. The following academic success services are available:

- » [Academic Counseling](#)
- » [Advising](#)
- » [College Skills](#)
- » [Online Learning](#)
- » [Teaching & Learning Center](#)
- » [Testing Center](#)
- » [Tutoring](#)
- » [Passport to Success](#) »

[Student Support Services](#)**Other Resources:**

- » [Bookstore](#)
- » [Campus Police & Security](#)
- » [Library](#)
- » [Policies & Procedures](#)
- » [Student Affairs](#)
- » [Student Disability Services](#)
- » [Student Life](#)

Section 6: OTA Fieldwork & Lab

Student Files and Records

CastleBranch, Inc. is used to store student's confidential records (health form, CPR, criminal background and drug screening reports, etc.). CastleBranch must be purchased by the student 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 CastleBranch requirements. If a student desires to have copies of his/her personal health records, he/she must sign-in to his/her personal CastleBranch account by going to www.castlebranch.com.

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

If a site 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 and remain in compliance throughout the fieldwork. 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 Health Care 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 the classroom and/or clinical program 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 needs 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 accommodation 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 purchase and carry professional student liability insurance. This insurance covers the person only in the clinical area while in the student role. Liability protection is obtained through the individual student, and cost will be the students' responsibility. Each student is required to provide the OTA Program (through upload to CastleBranch) 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 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 scrub tops and straight leg scrub pants in Navy will be acceptable with the current PTC-OTA required Logo. 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 labs or clinical facilities.

SHOES: Shoes must be ONE solid color. **No** patterns, designs, multi-color, or bright/loud colors are permitted. Shoes must be closed toe and heel and solid surface (**no cloth shoes**). No clogs, sandals, canvas, or open heels or toes. Black shoes are preferred and recommended.

HOSIERY/SOCKS: Students are permitted to wear only dark solid-colored socks and/or stockings.

WATCH: A watch with the 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 Newberry or 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 kept off the uniform collar in a controlled fashion. Bangs must be contained and not drop forward into the face or over the eyes when providing care. Hair must be ONE natural human color. Beards and mustaches must be neatly trimmed and kept clean.

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 and no artificial nails.

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 clinical instructor. Photos may never be taken in a clinical setting unless written permission is granted by the rehab director at the facility.
- 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 absence will be recorded. Absence that is not made up will result in incomplete grade for the clinical rotation and another site and repeat of the experience will be required.

Fieldwork/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.

Tardy/Late

Tardy 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 tardy, 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 clinical instructor's written 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 and clinical (laboratory) 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 a 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.

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 and schedule a makeup day for that absence.

Make-up Clinical/Fieldwork Experience

Only 1 make-up clinical experience will be allowed per course. Make-up clinical experiences may not be the same as a 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 unless PTC is closed. Due to availability of the AFWC or program director, students may NOT work in the clinical setting when PTC is closed. The AFWC or program director will be available when the school is open for student questions or concerns. Any special circumstance or change to this policy must be given to the student in writing and be agreed upon by BOTH the AFWC and Program Director.

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 sometimes required. Level II fieldwork full time hours are determined by the fieldwork site but **must be** a weekly minimum of **32 hours** and a weekly maximum of 40 hours of time onsite for 8 total weeks. If 32 hours are the weekly hours, students are expected to supplement these reduced hours with treatment planning, research, and site assignments to reach at least 40 hours weekly. OTA 262, Level IIA fieldwork precedes OTA 264. Level IIA and Level IIB fieldwork (each course) is a minimum of 8 weeks full-time and each must be completed in a different practice setting. If full-time hours are consistently maintained throughout both classes, the full rotation time will be a total of 16 weeks (C.1.12.). The FWE and the student should have a discussion regarding the student's schedule (days and hours) prior to the start date. Any concerns over meeting the full-time hours requirement should be addressed immediately with the PTC-AFWC by either the site representative, FWE, or student. The responsibility ultimately falls on the student to discuss concerns with the AFWC without delay. The timesheets and supervisor feedback forms do not replace the need to call the AFWC right away to discuss hours or caseload concerns.

If a student is unable to complete the fieldwork on a full-time basis or if the site has extenuating circumstances which do not allow the minimum of 32 weekly hours, the AFWC, fieldwork site representative, and student will work together to ensure the student is receiving at least the minimum of 17 hours per week or more to equal to a minimum of $\frac{1}{2}$ of the FTE according to the site's full-time requirements (not to be less than 32 hours per two weeks). Any weeks worked part time are extended to 2 part-time weeks for the full-time equivalent total hours. (C.1.12.)

The PTC-OTA program allows students to complete OTA 262 and OTA 264 in one site if the student is in different practice settings within that site for each of OTA 262 and OTA 264. Students must successfully complete OTA 262 in order to progress to OTA 264. Students are expected to complete OTA 262 and OTA 264 in total placements not to exceed 3.

There is no substitute for Level I or Level II clinical hours. If the FWE is going to be absent, the student should request to work with or shadow another OT or OTA and discuss this change with the AFWC for approval in **advance** of the expected absence. If there is an unexpected absence of the FWE, of 1 or less days, the student should shadow another OT or OTA or another licensed rehab professional (PT, Speech, etc.). If the unexpected absence extends beyond one day, the student must contact the PTC-AFWC immediately for resolution. Clinical hours, spent with someone other than the approved FWE, must be approved in advance by the AFWC or the hours will not count toward student clinical hours for the week. If the PTC student is utilizing time to observe other practitioners when the FWE does not have a scheduled client, or a client cancels the hours will count toward student clinical hours for the week.

Traveling from the students' home address (the one provided to the college) to the clinical placement can be up to 100 miles and is at the expense of the student. During the student's Level II FW, they may be placed in a site not within commuting distance of their residence. Students must budget for related transportation and living expenses for FW experiences as Level II sites may be anywhere in the United States.

Students are also responsible for travel performed in various settings to see clients (between schools in a school district, homes in home health, etc.). Students should not travel with the fieldwork educator but should drive themselves between treatment locations.

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 emergency contact should need to be made.

Students are responsible for notifying significant family members, babysitters, 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 case of extreme emergencies.

Fieldwork Site Selection and MOU/Contracts:

Fieldwork sites are selected based on website reviews, review of a site's mission and vision and the site is informed of PTC and the OTA program's mission and vision. If both the site and the program agree that a partnership is in the best interest of both parties and in the best interest of the students an MOU/contract is initiated. The contract must be fully executed prior to a student beginning fieldwork at any given site. A fully executed contract ensures that the site and the school and students of the school have reviewed the responsibilities, agree to comply with all requirements outlined in the contract, and will maintain site objectives and data. This information will be available to students for review prior to the student beginning fieldwork at any given site. It is the student's responsibility to schedule an appointment with the PTC AFWC to review the contract and available site information. **(C.1.4 & C.1.5)**

Fieldwork Placements:

Fieldwork placement assignments are made by the PTC-OTA Academic Fieldwork Coordinator (AFWC) and Program Director. Each student will have the opportunity to complete a student interest form, detailing their future career interests. The purpose of this form is NOT to request specific sites for fieldwork placement. The AFWC will take these setting interests into consideration, but they do not guarantee a particular site or setting. It is the responsibility of the AFWC to contact sites to request placements. OTA students should **NOT** call clinical locations of their own accord, this could create a question of conflict of interest. Any questions or requests for students to contact sites should be brought to the attention of the OTA Program Director.

Students may wish to experience placements outside of South Carolina, in other states. Students should schedule a meeting with the AFWC in the 1st semester to discuss this possibility. If a placement out of state is provided for the student all travel, housing, and other expenses remain the expense of the student. All fieldwork placements must be completed within the United States. Piedmont Technical College's OTA program does not permit international fieldwork at this time **(C.1.13.)**.

Fieldwork Assignments:

Students will receive course/clinical assignments each semester identified in the graduation plan for the program. A great deal of planning goes into making courses/clinical assignments, which ensures that students have quality experiences that meet PTC and ACOTE standards. Faculty try to ensure as much diversity as possible in classes/clinical placements. For these reasons, students are expected to abide by the course/clinical assignments as assigned and embrace each assignment as a learning and growth opportunity.

Level IA and IB fieldwork assignments will be given to students at a fieldwork orientation meeting or during the corresponding course. All students will participate in the community/psychosocial assignment during one of the Level I experiences (C.1.6.). Students will attend an orientation at the site the prior to the first week of the term and plan activities focused on the fieldwork objectives for that course.

Level IIA and IIB assignments will be released to students during the late summer term during the Level II orientation meeting once all students have confirmed IIA and IIB sites. Release of sites will be given to the students no later than 2 weeks prior to the start of fieldwork rotations.

Fieldwork Objectives:

Fieldwork objectives are a collaborative effort between the school and the fieldwork site, prior to a student attending FW at a site. The PTC OTA FW objective and collaboration form will be emailed to the site or fieldwork educator upon confirmation of a student placement. This will occur prior to the start of that placement and will include the PTC AFWC contact and emergency contact information to ensure the site and program can communicate throughout the student fieldwork rotation. The school will suggest FW objectives and allow space for the site to add additional objectives as appropriate for the setting. The site and the PTC AFWC will collaborate on the site-specific objectives and the PTC AFWC will ensure each site and fieldwork will include a minimum of one psychosocial objective. This collaboration process will be completed, and the forms signed by the site and the PTC AFWC prior to the student beginning fieldwork. (C.1.3.)

Students will be given the opportunity to review the fieldwork objectives for each fieldwork placement at the fieldwork orientation meeting or prior to the start of the fieldwork assignment and will sign off that they have been given the needed information.

Fieldwork Supervision:

The AFWC will confirm the student to fieldwork educator ratio for Level I and Level II rotations to ensure proper supervision, provide protection of consumers, opportunities for modeling, and to ensure frequent assessment of the student's abilities and progress in achieving stated fieldwork objectives in collaboration with the site. The fieldwork site or fieldwork educator indicates the FWE to student ratio on the PTC OTA FW Objective and Collaboration Form, emailed to the FWE and signed by both the AFWC and FWE prior to the start of the student's fieldwork experience. If the program has concern with the ratio, the AFWC will communicate directly with

the site to discuss the caseload, complexity of clients, student's skill set, FWE experience, previous experience as an educator, and ensure the supervision is adequate in scope of practice to ensure safety for clients and a high-quality experience for student. (C.1.7., C.1.10 & C.1.14)

For Level II fieldwork supervision, it should begin as direct and move gradually to less direct as appropriate for the setting, the severity of the client's condition, and the ability of the student (C.1.14.)

The AFWC informs fieldwork educators of the program's design and oversees the administrative assistant's completion of the fieldwork supervisor qualifications form prior to the start of Level I and Level II fieldwork. Prior to the start of any fieldwork rotation, the program will verify each fieldwork educator's SC OT or OTA license through

<https://verify.llronline.com/LicLookup/OT/OT.aspx?div=22&AspxAutoDetectCookieSupport=1>
NBCOT certification will also be verified at <https://www.nbcot.org/>

The year of the 1st NBCOT certification will be recorded. A minimum of one-year experience is required. (C.1.8., C.1.10. & C.1.11.). The community/psychosocial fieldwork is a faculty led site visit experience and is supervised by onsite professionals in collaboration with faculty, which could include clinical faculty. (C.1.16)

The AFWC ensures that fieldwork supervisors are adequately prepared to serve as a fieldwork educator. The AFWC will support high quality fieldwork experiences for students and ensure site fieldwork educators are prepared by providing resources for enhancing supervision such as materials on supervisory skills, teaching and learning, continuing education opportunities, articles on theory, evidence-based practice, or other relevant resources. (C.1.14)

Fieldwork Educator or Site Coordinator Responsibility:

Communicate and collaborate with the program academic fieldwork coordinator (AFWC). The AFWC will reach out via email or phone contact to request site fieldwork placements. There is required paperwork that needs completed in a timely manner, but it is the goal of the program to keep fieldwork paperwork to the required minimum. The AFWC and Fieldwork educator must collaborate regarding fieldwork objectives including site specific objectives and both must agree on the fieldwork objectives prior to the start of any fieldwork experience. The fieldwork educator will communicate to the student and the school (via AFWC) about the progress and performance throughout the fieldwork experience.

Fieldwork Contract:

Students may review the contract between the school and the fieldwork site at any time. Fieldwork contracts are kept locked in the locked OTA records room. Students are encouraged to review the contract prior to the start of the fieldwork assignment by scheduling an appointment with the AFWC. Responsibilities of the school and each fieldwork site are documented in the contract. (C.1.5. & C.1.2.)

Student Evaluation of Fieldwork Performance:

Students will be evaluated by their fieldwork supervisor for each fieldwork rotation. Any rotation length 4 weeks or more will require both a mid-term and a final evaluation (both Level I and Level II fieldwork). The AFWC will send the evaluation(s) to the fieldwork educator for completion and review with the student. The fieldwork educator should ink sign the form and once the evaluation has been reviewed with the student the student should ink sign the form. The original forms must be submitted to the program prior to a final grade being recorded for the student.

Any safety or ethical concern, grave concern over the student's performance, concerns over professional skills and/or attendance should be immediately brought to the attention of the AFWC. A student is not able to pass a fieldwork with any scores of 2 or 1 on the final evaluation of fieldwork performance. (C.1.15.)

Fieldwork Paperwork:

It is the responsibility of the student to turn in ALL original fieldwork paperwork with a "wet" or original signature (copies or D2L printed papers are not accepted as original paperwork). An appointment should be made in advance with the AFWC to return original paperwork prior to the last day of semester classes. If the fieldwork extends beyond the last day of classes or the paperwork is not received prior to the last day of classes; an incomplete will be listed as the grade for the class until all original paperwork is submitted to the AFWC and reviewed. Once all original paperwork is received COMPLETE, the AFWC will submit a change of grade to the registrar office within 24 hours excluding PTC holidays and closures. An incomplete grade once changed is not reflected on the students' academic record.

Student Refusal of Clinical Assignment:

Student assignments are made conscientiously and designed to meet the learning needs of the student. Consideration of special needs of the student may be included when assigning placements. Student safety is also considered when assignments for Level I and Level II are made. Students who are concerned about an assignment must review their program's 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 indicates the assignment is appropriate for the student based on the student's knowledge level
2. Student's reasons for concern
3. Outcome/decision

Student refusal of a site placement who is granted the refusal, likely will be delayed in beginning that course/fieldwork assignment and any subsequent assignments. It is the student's responsibility to understand that a delay in placement is a result of the limited fieldwork assignments available and the time it takes to reassign a planned placement. The potential delay can be lengthy and while the AFWC will do what is possible to reschedule the assignment as quickly as possible, there is no promise that the re-assignment can be processed in-time for completion without delay.

Clinical Rotation and PTC Scheduled Semester:

The length of full time Level II fieldwork placements are a minimum of 16 weeks. A PTC academic semester is 10-15 weeks in length. The fall and spring semesters are each 15 weeks in length. Due to the 16-week requirement for Level II fieldwork placements, the student needs to be aware that the 4th semester of the OTA program will **not** follow the PTC academic calendar. The final semester typically begins before and ends after the regular academic semester.

Conflict of Interest:**Student Dismissal as an Employee of a Clinical Facility or Health Care System:**

It is the student's responsibility to notify the OTA Program Director in advance of level II fieldwork in writing if he/she has been dismissed as an employee from a facility or health care system where he/she could be 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.

Referral for Profit:

Referral for profit is defined as a situation in which occupational therapists or occupational therapy assistants are employed by or under agreement with referring practitioners who receive compensation (either directly or indirectly) for referring, prescribing, or recommending occupational therapy. These situations may occur in two contexts. The first is when referring physicians employ occupational therapists, and the second is when referring physicians invest in occupational therapy services, often in the form of a joint venture.

In the case of physician owned or joint venture therapy practices, there is the potential for referral for profit and other conflicts of interest. Problems which have been identified include: 1) inappropriate utilization of services, 2) reduced quality of patient care, 3) increased cost, and 4) questionable practices.

Based on the information available concerning referral for profit the following situations could occur:

The student may be exposed to over treatment and increased patient visits to occupational therapy.

The student may be treating patients in a fast-paced, revenue-oriented environment.

There may be concerns about physician orders and communication with ownership physicians.

An elitist attitude about availability for occupational therapy services may exist.

The emphasis may be on revenue and productivity rather than student learning experiences. The Program recommends that students not be placed in referral for profit sites. However, with the shortage of clinical education sites, and the acknowledgement that some of the abovementioned sites may provide good fieldwork educators and fieldwork learning settings, referral for profit sites may occasionally be utilized for student placements. The AFWC makes the final placement decision.

Placement at a Site of Future Employment or other fiscal interests:

Some occupational therapy students accept employment positions prior to completion of the professional curriculum. Other students have entered into a financial agreement with a particular site (i.e., the student is on scholarship to a site). To avoid conflict of interest, students will not be placed in fieldwork sites in which they have accepted employment, have previously been employed, or have any financial connection/obligation to the site.

Placement at a Site with Known Employees:

Students are unable to be placed in a site where they know or are related to any other employee, even if the employee is not an occupational therapist or an employee in the rehab department at the site.

It is the student's responsibility to notify the AFWC of any potential conflicts of interest prior to the placement or as soon as possible once the conflict is realized. Resolution of the conflict will be resolved on a case-by-case basis but in most circumstances will result in the student being pulled from the site or placement.

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 photocopying 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.

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.

Fieldwork sites have the right to remove students from the clinical learning environment at their discretion. If a student is removed by the site from the clinical learning environment, this is considered a failure of the clinical rotation. If the removal of the student is a legal, privacy, or

ethical issue, remediation may not be possible. However, if possible, a remediation plan will be implemented in consideration of the site's concerns. If the remediation plan is completed satisfactorily the student will be reassigned a new placement for that fieldwork assignment. A student is only allowed this opportunity one time, and any subsequent removal or failure of the student will result in expulsion from the OTA program.

Fieldwork Supervision:

Fieldwork supervision models will ensure the ratio of fieldwork educator to students enables proper supervision and protection of consumers, appropriate role modeling of OT practice, and the ability to provide frequent assessment of student progress in achieving the fieldwork objectives as follows:

OTA 142: Level IA- will be a 1:1, 5:1, or Group student to fieldwork educator ratio. This experience may be a community-based setting with no established OT program. The faculty provides onsite supervision when students are present and onsite supervisors are also available and assigned. This supervision for this experience is adequate to meet the supervision goals and educational level of the students.

OTA 144: Level IB- will be a 1:1 ratio or Group. As this is students second fieldwork experience, the OTA program feels this ratio is needed.

OTA 262: Level IIA- will be 1:1 ratio. As this is students' first level II experience, the OTA program establishes this expectation for student protection of a good Level IIA to enable a good practice foundation and meet the fieldwork supervision goals.

OTA 264: Level IIB- will be 1:1 ratio. This is students' last fieldwork experience, the OTA program establishes this expectation to ensure students have ample opportunity to have appropriate mentoring, frequent feedback from the Fieldwork educator, and emerge as competent professional OTA practitioners as well as meeting the fieldwork supervision goals stated above.

Fieldwork Objectives:

Academic and fieldwork educators will agree on established fieldwork objectives prior to the start date of any fieldwork placement. Each fieldwork placement will have at least one psychosocial objective.

Universal Precautions:

During classroom lab activities, hands should be washed between sessions of working with different class members, visiting clients, 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. Students rather than the course instructor should initiate and take responsibility under the guidance and direction of the course instructor in cleaning and sanitizing equipment and washing or laundering any needed tools, linens and materials.

Restrictions

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

COVID-19

Students are expected to follow the Clinical Site's policy and procedures related to COVID-19 guidelines and requirements. Some clinical sites require COVID vaccination(s). Just like with other required vaccinations students are expected to meet all required health, safety, and vaccination requirements. Some clinical sites allow for medical or religious exemptions. It is the responsibility of the student to investigate these options and to discuss the necessary exemptions with the site's health and safety representative. If exemptions are not permitted at an assigned site. The student should discuss their needs with PTC student services. The student is also referred to the OTA Manual: Student Refusal of a Clinical Assignment.

Section 7:

OTA Manual Signature Pages

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 or potentially a failing 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. Strictly follow the PTC-OTA program dress code.
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,	C	C	C	F	O	O	O	O	F
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EKG machines, and office equipment.									
<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 therapeutic devices, small instruments, syringes.	C	C	C	C	C	C	C	C	C
<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: _____

Piedmont Technical College Occupational Therapy Assistant Manual

STUDENT SIGNATURE PAGE

I acknowledge that I have read the current *Occupational Therapy Assistant Manual* (dated 12/2023) 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 *OTA Manual and Health Care Division Handbook* are valid for the period that began when I received the handbook until I graduate **or** receive an updated copy of the manual or/and 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 CastleBranch under Student Handbook Signature Page & A copy given to the Program Director for the student file.

Fieldwork Paperwork & Final Semester Agreement

I understand that it is my responsibility to complete all fieldwork paperwork on time. In addition to uploading my assignments and paperwork into PTC's online learning course (D2L); I must turn in all original (wet) signed documents to PTC's AFWC **prior** to the last day of class according to the Academic Calendar for the term. A final grade cannot be recorded for the course until all original paperwork is complete and reviewed by the AFWC. Paperwork that is incomplete or received after the deadline will result in an "I" grade for the course until the original paperwork is complete and received by the AFWC. A final grade will then replace the "I".

The final semester of the program is all clinical experience learning. This semester of the OTA program does NOT follow the PTC academic calendar and usually begins earlier and ends later. The Level II fieldwork (clinical experiences) are required to be TWO (2) full time eight (8) week rotations, for a total of 16 weeks, whereas the academic calendar is between 10-15 weeks in length. I understand and agree to follow the OTA clinical calendar rather than the PTC academic program calendar for the final term of my program.

Student P#: _____

Student Name Print: _____

Student Name Signature: _____

Date: _____

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